



– A G E N D A –

Upon request to the administrative assistant to the Superintendent, submitted twenty-four (24) hours in advance, the District shall make reasonable accommodation including the provision of informational material in an alternative format for a disabled person to be able to attend this meeting.

This meeting is a meeting of the School Board 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.

<b>I. Call to Order</b>	
<b>II. Roll Call</b>	
<b>III. Pledge of Allegiance</b>	
<b>IV. Approval of Agenda</b>	
<b>V. Hearing of Delegations</b>	
<b>VI. Consent Agenda</b>	
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B. CESA Representative	
C. Student Representative	
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D.C. Everest, in partnership with the community, is committed to being an innovative educational leader in developing knowledgeable, productive, caring, creative, responsible individuals prepared to meet the challenges of an ever-changing global society.

<b>XI. Informational Items</b>	
A. SafeSchools Training to Complete	
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<b>XIII. Future Meeting Dates</b>	
A. Next Regular Board Meeting	
1. Wednesday, March 22, 2017, 6:30 p.m.	
2. Wednesday, April 26, 2017, 6:30 p.m.	
<b>XIV. Adjournment to Closed Session Following the Open Meeting Pursuant to W.S.S. 19.85(1)(c) for Consideration of Early Retirement for a Teacher and the Superintendent's Yearly Review</b>	
A. Approval of Minutes of Closed Session January 25, 2017	200
<b>XV. Reconvene in Open Session</b>	
<b>XVI. Adjourn</b>	

– MINUTES –

**I. Call to Order**

Jablonski called the meeting to order at 6:30 p.m.

**II. Roll Call**

Members present were Ackermann, Dickerson, Xiong, Kasten, Schaefer, Stroik, and Jablonski. Also present were Superintendent Gilmore, Assistant Superintendents Stoskopf and Lechner, and Student Representative Rowell.

**III. Pledge of Allegiance**

Following the pledge, Jablonski stated the Board would consider adjournment to closed session following the open meeting pursuant to W.S.S. 19.85(1)(c) for consideration of early retirement for a teacher and the Superintendent's yearly review.

**IV. Approval of Agenda**

Motion by Xiong, second by Stroik to approve the agenda for the meeting. With a voice vote, Ackermann – yes, Dickerson – yes, Xiong – yes, Kasten – yes, Schaefer – yes, Stroik – yes, and Jablonski – yes.

**V. Hearing of Delegations**

Rachel Semrow, 205 Veneer Lane, Hatley, WI 54440

**VI. Consent Agenda**

Motion by Ackermann, second by Kasten to approve the consent agenda. With a roll call vote, Ackermann – yes, Xiong – yes, Kasten – yes, Dickerson – yes, Schaefer – yes, Stroik - yes, Jablonski - yes

**A. Approval of Minutes**

1. Regular Meeting of December 21, 2016

**B. Recommended Employment/Resignations/Contract Adjustments**

**C. Treasurer's Report - General/Other Fund Bills**

**D. Balance Sheet**

**E. Budget Transfers**

**F. Fund Raising Requests**

**G. Course Options**

**H. Bus Accident Report**

**I. Final Approval of Policies:**

1. Bylaw 140- Public Expression of Board Members (143.1)

2. Bylaw 150 - Officers (152)

3. Bylaw 160 - Meetings

4. Policy 1210 - Board - Superintendent Relationship

5. Policy 2411 - Guidance and Counseling

6. Policy 2416.01 - Parental/Police Access to Instruction Material Center Information

7. Policy 2421 - Career-Technical Education Program
8. Policy 3122.01 - Drug-Free Workplace - Professional Staff
9. Policy 4122.01 - Drug-Free Workplace - Support Staff
10. Policy 5230 - Release of Students to Authorized Persons
11. Policy 5320 - Immunization
12. Policy 5335.01 - Students with Anaphylactic Reactions to Foods
13. Policy 5350 - Student Suicide
14. Policy 5463 - Credits from Nonpublic Schools
15. Policy 5830 - Student Fundraising
16. Policy 8451 - Head Lice

## **VII. Reports/Considerations**

- A. WASB Legislative Network Member – Board members who attended the State Education Convention shared information about the sectionals they attended. Xiong shared what the Legislative Assembly discussed.
- B. CESA Representative – Ackermann reported CESA is reviewing policies, continues to work with Studer on leadership, and is sponsoring a job fair for teachers at NTC.
- C. Student Representative – Rowell reported 33 DECA students qualified for state, the Keep Warm campaign through FFA and Student Council collected items to give to the Women’s Community, Senior Ball was last Saturday, Points of Convergence will hold a reception for their new publication, and winter athletics have a heavy schedule from now into February.

## **VIII. Superintendent**

- A. Review of Inclement Weather Procedures  
D.C. Everest is advised by information from Tony Schumacher at Great Lakes Weather Service, Marathon County Sheriff Department, Mosinee and Wausau School Districts, and drivers from bus company go out on roads. The decision must be made before 6:00 a.m. An early release requires drivers to be re-called, so there is a delay between the decision and when buses depart. In addition, we must keep in mind our staggered start times. We close for wind chill warnings, not advisories.
- B. Positive Student Activities – Blue Ribbon School nomination of Mountain Bay in the area of closing the gap for student achievement. Mountain Bay was in the top 15% of all test scores in the state.

## **IX. Unfinished Business**

- A. Board Goals
  1. District Screeners  
Presenter: Dr. Mary Jo Lechner

## **X. New Business**

- A. Action Items
  1. Building Per-Pupil Allocations & Second Friday Projection  
Motion by Schaefer, second by Xiong to approve the building per-pupil allocations and the second Friday count as submitted. With a voice vote, Ackermann – yes, Dickerson – yes, Xiong – yes, Kasten – yes, Schaefer – yes, Stroik – yes, Jablonski – yes. Motion carried.
  2. 2015-2016 Audit Report

D.C. Everest, in partnership with the community, is committed to being an innovative educational leader in developing knowledgeable, productive, caring, creative, responsible individuals prepared to meet the challenges of an ever-changing global society.

Motion by Kasten, second by Xiong to approve the 2015-2016 Audit Report as submitted. With a voice vote, Ackermann – yes, Dickerson – yes, Xiong – yes, Kasten – yes, Schaefer – yes, Stroik – yes, Jablonski – yes. Motion carried.

3. Custodial Pay Schedule

Motion by Kasten, second by Xiong to approve the custodial pay schedule as submitted. With a voice vote, Ackermann – yes, Dickerson – yes, Xiong – yes, Kasten – yes, Schaefer – yes, Stroik – yes, Jablonski – yes. Motion carried.

4. Annual Designation of Space for Open Enrollment

Motion by Stroik, second by Kasten to approve not denying regular or special education open enrollment requests due to space. With a voice vote, Ackermann – yes, Dickerson – yes, Xiong – yes, Kasten – yes, Schaefer – yes, Stroik – yes, Jablonski – yes. Motion carried.

5. Staff Handbook

Motion by Kasten, second Ackermann to approve the staff handbook as submitted. With a voice vote, Ackermann – yes, Dickerson – yes, Xiong – yes, Kasten – yes, Schaefer – yes, Stroik – yes, Jablonski – yes. Motion carried.

B. Informational Items

1. Yearly Campaign Finance Statement

**XI. Petitions and Communications**

A. Thank You for Memorial Tribute from Tammy Fischer for Her Father Vilas "Max" Cihaski

**XII. Future Meeting Dates**

A. Next Regular Board Meeting

1. Wednesday, February 22, 2017, 6:30 p.m.
2. Wednesday, March 22, 2017, 6:30 p.m.

**XIII. Adjournment to Closed Session Following the Open Meeting Pursuant to W.S.S. 19.85(1)(c) for Consideration of Early Retirement for a Teacher and the Superintendent's Yearly**

Motion by Schaefer, second by Xiong to adjourn to closed session. With a roll call vote Ackermann – yes, Dickerson – yes, Xiong – yes, Kasten – yes, Schaefer – yes, Stroik – yes, Jablonski – yes. Motion carried. Adjourned to closed session at 7:16 p.m.

**XIV. Reconvened in Open Session 8:10 p.m.**

**XV. Adjourned at 8:10 p.m.**

Respectfully submitted,

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Rita A. Kasten, Clerk

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Ellen Suckow, Secretary to the Board

**PLEASE NOTE:** These minutes are not the official minutes of the School Board until they are approved at the February 22, 2017, meeting of the school board.

## Recommended Employment/Resignations/Contract Adjustments

### Recommended Employment

#### Support Staff

<i><b>Name</b></i>	<i><b>Position/Building</b></i>	<i><b>FTE</b></i>	<i><b>Start</b></i>
Scot Abel	K-8 Summer School Director	2/3/17 to 7/21/17	
Christian Ammon	Assistant Summer School Director	5/18/17 to 7/21/17	
Sarah Trimner	Assistant Summer School Director	5/18/17 to 7/21/17	
Crystal Kruncos	Food Service – EV	.40	2/6/17
Tracie Olson	Education Assistant - RO	.36	2/13/17
David Brandt	Housekeeper – SH	1.0	3/6/17

### Resignation(s)/Retirement(s)

<i><b>Name</b></i>	<i><b>Position/Building</b></i>	<i><b>Reason</b></i>	<i><b>Effective Date</b></i>
Joy Gorski	SWD Assistant - MB	Resignation	2/8/17
Heather Kessler	Food Service - WE	Resignation	2/27/17
Pla Thao	Bi-Lingual Assistant - MB	Resignation	2/27/17
Bradley Poindexter	Integration Specialist	Resignation	5/5/17
Wendy Mergendahl	Teacher - WE	Early Retirement	6/8/17
Christine Welsh	Food Service Supervisor	Retirement	6/30/17

DCE Senior High School				
Name	Position	Begin	End	%
Bohm, Todd	Track Varsity Boys - Assistant Coach	3/7/17	6/4/17	12
Brandt, Jeremy	T & F Varsity Boys - Assistant - (Throws)	3/7/17	6/4/17	7
Brecke, Chad	Track Varsity Girls - Assistant Coach	3/7/17	6/4/17	10
Coenen, Luke	Track Varsity Boys - Assistant Coach	3/7/17	6/4/17	11
Franklin, William	Track Varsity Boys - Head Coach	3/7/17	6/4/17	10
Heckendorf, Bart	Golf Varsity - Assistant Coach	3/27/17	6/9/17	6
Jasurda, Rita	Track Varsity Girls - Assistant Coach	3/7/17	6/4/17	10
Kluever, Daniel	Goalie Coach	3/21/17	6/18/17	4.50
Kollross, Lucas	Soccer Varsity Girls Head Coach	3/21/17	6/18/17	12
Natzke, Andy	Track Varsity Girls - Assistant Coach	3/7/17	6/4/17	10
Oettinger, Phill	Track Varsity Boys- Assistant Coach	3/7/17	6/4/17	5
Peterson, Gregory	Track Varsity Girls - Head Coach	3/7/17	6/4/17	16
Pollak, Manuel	Girls Soccer Assistant	3/21/17	6/18/17	7
Roloff, Joshua	Soccer Girls JV Coach	3/21/17	6/18/17	7
Salter, Mike	Golf Varsity - Head Coach	3/27/17	6/9/17	11
Stingl, Jacob	JV2 Soccer Coach (Girls)	3/21/17	6/18/17	8
Tinjum, Donald	Track Varsity Boys - Assistant Coach	3/7/17	6/4/17	11
Wanta, David	Track Varsity Girls - Assistant Coach	3/7/17	6/4/17	10

D.C. EVEREST AREA SCHOOL DISTRICT  
6300 ALDERSON STREET, WESTON, WI 54476

TREASURER'S REPORT

FEBRUARY 15, 2017

CASH BALANCE AS OF JANUARY 18, 2017	\$3,620,941.93	
INVESTMENT ACCOUNT TRANSFERS		\$3,389,989.29
RECEIPTS CR#23314 - CR#23442	\$1,928,775.26	
CHECKS FOR APPROVAL #218454 - #218630 ACH: #161701549 - # 161701767		\$1,688,530.70
<u>VOIDS:</u>		
CK# 218487	\$37.50	
CASH BALANCE AS OF FEBRUARY 15, 2017		\$471,234.70
	<hr/>	
	\$5,549,754.69	\$5,549,754.69
	<hr/> <hr/>	

**DC EVEREST AREA SCHOOL DISTRICT  
BOARD CHECK REGISTER(01/18/2017-02/15/2017)**

<b>CHECK NUMBER</b>	<b>VENDOR</b>	<b>INVOICE NUMBER</b>	<b>CHECK DATE</b>	<b>AMOUNT</b>
218454	MARK HARRING STANDING CHAPTER 13 TRUSTEE	01/20/2017A	1/20/2017	1,294.62
218455	MESSERLI & KRAMER PA	01/20/2017A	1/20/2017	267.02
218456	UNITED WAY OF MARATHON CNTY	20170120ADUWAY	1/20/2017	819
218457	LAMERS BUS LINES, INC.	501897	1/20/2017	621
218457	LAMERS BUS LINES, INC.	503351	1/20/2017	1,014.00
218457	LAMERS BUS LINES, INC.	503350	1/20/2017	643
218458	SECURIAN FINANCIAL GROUP, INC.	42767	1/20/2017	17,411.55
218459	BUILERS SCHWINN CYCLERY	755964	1/20/2017	350
218460	CARTER, TONIA	carter11217	1/20/2017	127.5
218461	CENTURY LINK	1397554742	1/20/2017	117.78
218462	COENEN, JACOB	PR, JC, 1/7	1/20/2017	75
218463	EETC-EQUIPMENT & TRAINING COUNCIL	300000940	1/20/2017	100
218464	ELGERSMA, RON	PR, RE, 1/3	1/20/2017	110
218465	FEATHERSTONE	70901	1/20/2017	237.35
218466	FEDEX, INC.	5-670-60742	1/20/2017	13
218467	GORDON FOOD SERVICE INC	175272739	1/20/2017	248.83
218468	HABECK, MIKE	PR, MH, 1/7	1/20/2017	75
218469	HEARTLAND BUSINESS SYSTEMS INC	HBS00537694	1/20/2017	14,312.84
218469	HEARTLAND BUSINESS SYSTEMS INC	HBS00539448	1/20/2017	5,280.00
218469	HEARTLAND BUSINESS SYSTEMS INC	HBS00539712	1/20/2017	220
218470	HEGEWALD, JUDI	42736	1/20/2017	20
218471	HEID MUSIC COMPANY, INC.	1843586	1/20/2017	150
218471	HEID MUSIC COMPANY, INC.	1839878	1/20/2017	24.99
218471	HEID MUSIC COMPANY, INC.	1838315	1/20/2017	11.99
218471	HEID MUSIC COMPANY, INC.	1853150	1/20/2017	39.99
218472	HURRELL, ELIZABETH	42705	1/20/2017	328.32
218473	JOHNSON CONTROLS INC	7926033001	1/20/2017	322.47
218473	JOHNSON CONTROLS INC	7926438001	1/20/2017	153.24
218474	JOSIGER, JERRY	PR, JJ, 1/7	1/20/2017	125
218475	LAMERS BUS LINES, INC.	503927	1/20/2017	146.39
218475	LAMERS BUS LINES, INC.	503926	1/20/2017	38
218475	LAMERS BUS LINES, INC.	504280	1/20/2017	1,146.00
218475	LAMERS BUS LINES, INC.	504281	1/20/2017	600
218475	LAMERS BUS LINES, INC.	504258	1/20/2017	571.22
218475	LAMERS BUS LINES, INC.	504257	1/20/2017	227.39
218475	LAMERS BUS LINES, INC.	504344	1/20/2017	221,630.64
218475	LAMERS BUS LINES, INC.	504256	1/20/2017	75
218476	LEHRKE, FRED	PR, FL, 1/5	1/20/2017	110
218477	LEPAK, MOLLY	42705	1/20/2017	169.07
218478	MARA CTY TREASURER'S OFFICE	17010306	1/20/2017	8
218479	MARSHFIELD HIGH SCHOOL	CC, 1/7/Wrestling	1/20/2017	50
218480	MCDONNELL, BRITTANY	42705	1/20/2017	193.48
218481	MILLER, STEPHANIE	Miller11317	1/20/2017	150
218482	NANOTEK DEVICE REPAIR LLC	227	1/20/2017	315
218482	NANOTEK DEVICE REPAIR LLC	242	1/20/2017	210
218482	NANOTEK DEVICE REPAIR LLC	221	1/20/2017	210
218482	NANOTEK DEVICE REPAIR LLC	246	1/20/2017	410
218482	NANOTEK DEVICE REPAIR LLC	247	1/20/2017	190
218483	NAPA AUTO PARTS, INC.	DCE103-DEC16	1/20/2017	923.5
218484	NEITZKE, PATTI	neitzke11317	1/20/2017	20

**DC EVEREST AREA SCHOOL DISTRICT  
BOARD CHECK REGISTER(01/18/2017-02/15/2017)**

<b>CHECK NUMBER</b>	<b>VENDOR</b>	<b>INVOICE NUMBER</b>	<b>CHECK DATE</b>	<b>AMOUNT</b>
218485	SCHMITZ, KURT	PR, KS, 1/7	1/20/2017	75
218486	SCHOTT, RIDGLEY	PR, RS, 1/6	1/20/2017	35
218487	SEVERSON, THOMAS	PR, PS, 1/7	1/20/2017	37.5
218488	SHERWIN-WILLIAMS COMPANY, INC.	1236-6	1/20/2017	144.3
218489	SOCIAL THINKING	INV005045	1/20/2017	196.38
218490	STAPLES ADVANTAGE	3326046609	1/20/2017	40.42
218490	STAPLES ADVANTAGE	3326046610	1/20/2017	13.49
218490	STAPLES ADVANTAGE	3326046611	1/20/2017	66.77
218490	STAPLES ADVANTAGE	3326046612	1/20/2017	-16.92
218490	STAPLES ADVANTAGE	3326046613	1/20/2017	16.92
218490	STAPLES ADVANTAGE	3326046625	1/20/2017	497.91
218490	STAPLES ADVANTAGE	3326046627	1/20/2017	40.24
218490	STAPLES ADVANTAGE	3326046645	1/20/2017	73.81
218490	STAPLES ADVANTAGE	3326046663	1/20/2017	17.95
218490	STAPLES ADVANTAGE	3326046664	1/20/2017	-17.95
218490	STAPLES ADVANTAGE	3326046665	1/20/2017	17.95
218490	STAPLES ADVANTAGE	3326046604	1/20/2017	37.5
218490	STAPLES ADVANTAGE	3326046614	1/20/2017	41.91
218490	STAPLES ADVANTAGE	3326046616	1/20/2017	21.11
218490	STAPLES ADVANTAGE	3326046621	1/20/2017	16.66
218490	STAPLES ADVANTAGE	3326046622	1/20/2017	48.55
218490	STAPLES ADVANTAGE	3326046628	1/20/2017	132.06
218490	STAPLES ADVANTAGE	3326046632	1/20/2017	154
218490	STAPLES ADVANTAGE	3326046633	1/20/2017	87.95
218490	STAPLES ADVANTAGE	3326046639	1/20/2017	31.17
218490	STAPLES ADVANTAGE	3326046630	1/20/2017	-43.22
218490	STAPLES ADVANTAGE		1/20/2017	0
218491	STEVENS PT AREA HS SPASH	CC, 1/14, Wrestling	1/20/2017	200
218492	STRANZ, AMELIA	Stranz- Urban Schlrs	1/20/2017	500
218493	TEL SOLUTIONS, LLC	3000055	1/20/2017	475
218494	TRACKWRESTLING.COM LLC	222510096	1/20/2017	90.8
218495	TRAIN 4 YOUR BEST	17001	1/20/2017	177.5
218495	TRAIN 4 YOUR BEST	17002	1/20/2017	202.5
218495	TRAIN 4 YOUR BEST	18002	1/20/2017	755
218496	VAN BERKEL, DESIREE	vanberkel11117	1/20/2017	197
218497	VAN GALDER, JASON	PR, JV, 1/7	1/20/2017	75
218498	WAUSAU & MARA CTY PARKS	December Ice Time	1/20/2017	2,795.84
218499	WAUSAU EARLY BIRD ROTARY	42736	1/20/2017	140
218500	WHITE, BILL	PR, BW, 1/7	1/20/2017	37.5
218501	WI ICE ARENA MGMT ASSO WIAMA	143	1/20/2017	84
218502	SECURITY HEALTH PLAN	FEB 2017-HLTH-JE	1/20/2017	833.33
218503	SECURITY HEALTH PLAN	42767	1/20/2017	838,384.05
218504	MADISON NATL LIFE INS CO	42767	1/27/2017	11,096.56
218505	AMAZON CAPITAL SERVICES	023W-SHSB-5G7G	1/27/2017	45.99
218505	AMAZON CAPITAL SERVICES	0T08-XY84-00L4	1/27/2017	60.77
218505	AMAZON CAPITAL SERVICES	0GK6-X3G0-5G29	1/27/2017	38.83
218505	AMAZON CAPITAL SERVICES	0CSR-4X5W-002N	1/27/2017	34.17
218505	AMAZON CAPITAL SERVICES	0N9F-5B7F-0F5Y	1/27/2017	279.8
218505	AMAZON CAPITAL SERVICES	02C9-HJ5R-09QF	1/27/2017	159.9
218505	AMAZON CAPITAL SERVICES		1/27/2017	0

**DC EVEREST AREA SCHOOL DISTRICT  
BOARD CHECK REGISTER(01/18/2017-02/15/2017)**

<b>CHECK NUMBER</b>	<b>VENDOR</b>	<b>INVOICE NUMBER</b>	<b>CHECK DATE</b>	<b>AMOUNT</b>
218506	BOELTER COMPANIES, THE	95927114	1/27/2017	1,297.07
218507	CESA 5, INC.	28590	1/27/2017	1,929.85
218508	CHRISTIANSON, VICKIE	christianson11717	1/27/2017	1,347.64
218509	COCA COLA REFRESHMENTS, INC	12312016	1/27/2017	1,572.96
218510	DALEY, MICHELLE	42752	1/27/2017	50
218511	DELTA EDUCATION INC	202501372557	1/27/2017	41.7
218512	DURANCEAU, ZACHARY	27507	1/27/2017	40.35
218513	ECOLAB, INC.	4408802	1/27/2017	686.89
218514	FEDEX, INC.	5-678-90953	1/27/2017	13
218515	FRAAZA ROCKS & SAND	2653	1/27/2017	1,225.00
218516	GRAPHICS PLUS, INC.	20334	1/27/2017	367.88
218517	GREAT ACTIVITIES PUB CO	69046	1/27/2017	32
218518	GRESEN, KRIN	42736	1/27/2017	20
218519	HEINDL, JASON	42736	1/27/2017	20
218520	HORST DISTRIBUTING INC	62054-000	1/27/2017	291.2
218521	INDIANHEAD FOODSERVICE DISTRIBUTOR	561796	1/27/2017	409.84
218522	INTEGRITY FIRE PROTECTION INC	52045	1/27/2017	193
218523	KOLLEGE TOWN SPORTS	86539	1/27/2017	618.87
218524	LAMERS BUS LINES, INC.	504259	1/27/2017	49.28
218524	LAMERS BUS LINES, INC.	503953	1/27/2017	360.11
218524	LAMERS BUS LINES, INC.	503954	1/27/2017	190
218524	LAMERS BUS LINES, INC.	503949	1/27/2017	180.14
218524	LAMERS BUS LINES, INC.	504625	1/27/2017	2,025.00
218524	LAMERS BUS LINES, INC.	503935	1/27/2017	131.1
218525	MATH UNITY, LLC	1032017	1/27/2017	2,044.13
218526	MERRILL HIGH SCHOOL	1182017	1/27/2017	100
218527	NANOTEK DEVICE REPAIR LLC	251	1/27/2017	380
218527	NANOTEK DEVICE REPAIR LLC	255	1/27/2017	285
218527	NANOTEK DEVICE REPAIR LLC	256	1/27/2017	475
218528	OTIS ELEVATOR CO	CVW65086217	1/27/2017	989.61
218529	RAPTOR EDUC GROUP INC	004-17	1/27/2017	3,355.00
218530	RE-VI DESIGN LLC	12205	1/27/2017	8,160.75
218531	ROSS, JUNE	42736	1/27/2017	20
218532	ROTHSCHILD WATERWORKS	000-5890-00	1/27/2017	957.9
218532	ROTHSCHILD WATERWORKS	000-8630-00E.G.	1/27/2017	918.7
218533	SARGENT WELCH	8047138847	1/27/2017	36.12
218534	SCHOOL NUTRITION ASSN	578973-17	1/27/2017	49.5
218534	SCHOOL NUTRITION ASSN	527958-17	1/27/2017	47.5
218535	SMET, AMY	smet1317	1/27/2017	43
218536	SPHERO	10259	1/27/2017	279.98
218537	STAPLES ADVANTAGE	3326046629	1/27/2017	76.18
218537	STAPLES ADVANTAGE	3326046623	1/27/2017	13.97
218537	STAPLES ADVANTAGE	3326046619	1/27/2017	240.92
218537	STAPLES ADVANTAGE	12312016	1/27/2017	24.99
218537	STAPLES ADVANTAGE	3326046605	1/27/2017	105.99
218537	STAPLES ADVANTAGE	3326046606	1/27/2017	153.33
218537	STAPLES ADVANTAGE	3326046607	1/27/2017	12.36
218537	STAPLES ADVANTAGE	3326046608	1/27/2017	39.29
218538	THAO, ARIANA	Thao,A.- Scholarship	1/27/2017	500
218539	TRAIN 4 YOUR BEST	18003	1/27/2017	775

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218539	TRAIN 4 YOUR BEST	1534	1/27/2017	500
218539	TRAIN 4 YOUR BEST	17003	1/27/2017	145
218540	UW STEVENS POINT- JAZZ FESTIVAL DEPT OF MUSIC	2.3.17	1/27/2017	150
218541	WI SCHOOL COUNSEL ASSN WSCA	1085	1/27/2017	20
218542	WOLFGRAM, CURT	Nov & Dec 2016	1/27/2017	477.36
218543	WONDER WORKSHOP	WON-3931	1/27/2017	960
218544	WSRA	7034	1/27/2017	467
218544	WSRA	7039	1/27/2017	467
218545	VITERBO UNIVERSITY	Viterbo#683 1-15-17	1/27/2017	1,320.00
218546	HORACE MANN LEAGUE	Horace Mann League	2/3/2017	70
218547	AMAZON CAPITAL SERVICES	0B9M-CVJS-04MH	2/3/2017	250.58
218547	AMAZON CAPITAL SERVICES	OCSR-4X5W-16VR	2/3/2017	80.92
218547	AMAZON CAPITAL SERVICES	OHHD-68CS-05B1	2/3/2017	32.64
218547	AMAZON CAPITAL SERVICES	OHHD-68CS-06TY	2/3/2017	69.95
218547	AMAZON CAPITAL SERVICES	O2C9-HJ5R-1FFV	2/3/2017	64.8
218547	AMAZON CAPITAL SERVICES	0673-9YJ6-07LW	2/3/2017	280.94
218547	AMAZON CAPITAL SERVICES	0B9M-CVJS-06DX	2/3/2017	56.51
218547	AMAZON CAPITAL SERVICES	0Y2S-6FKC-00YR	2/3/2017	9.99
218547	AMAZON CAPITAL SERVICES	0Y2S-6FKC-0L3X	2/3/2017	49.99
218547	AMAZON CAPITAL SERVICES	0R63-XGXH-0MYC	2/3/2017	49.99
218547	AMAZON CAPITAL SERVICES	OSWB-LV7F-0MSR	2/3/2017	59
218547	AMAZON CAPITAL SERVICES	0N9F-5B7F-17VN	2/3/2017	101.98
218547	AMAZON CAPITAL SERVICES	0S8W-J65S-00PW	2/3/2017	229.97
218547	AMAZON CAPITAL SERVICES	0Y2S-6FKC-07YJ	2/3/2017	118.26
218547	AMAZON CAPITAL SERVICES		2/3/2017	0
218548	AMER SOC COMPOSER, AUTHORS	ascap12017	2/3/2017	658
218549	BADGERLAND OVERHEAD DOOR LLC	11799	2/3/2017	418.5
218550	CELLCOM - WAUSAU	9718	2/3/2017	620.01
218551	CSC LEARNING	21571	2/3/2017	294
218552	EDGAR SCHOOL DISTRICT	01.18.2017	2/3/2017	160
218553	ELGERSMA, RON	PR, RE, 1/12	2/3/2017	165
218554	FEDEX, INC.	5-686-33341	2/3/2017	13
218555	HARBERT, MICHAEL	PR, MH, 1/19	2/3/2017	35
218556	HAWKINS, ASH CPA'S LLP	3046227	2/3/2017	500
218557	ICEMANN ARENA SERVICES, INC.	1781	2/3/2017	202.25
218558	KANITZ, CHERYL	11232016	2/3/2017	612.5
218559	KENITZER, DICK	PR, RK, 1/20	2/3/2017	75
218560	LAMERS BUS LINES, INC.	502931	2/3/2017	53.4
218560	LAMERS BUS LINES, INC.	502921	2/3/2017	107.26
218561	LEHRKE, FRED	PR, FL, 1/19	2/3/2017	40
218562	MALBRIT MECHANICAL INC	176227	2/3/2017	447.05
218563	MARA CTY PUBLIC HEALTH	17012509	2/3/2017	27
218564	MARQUARDT STAMP AND SIGN	47646	2/3/2017	14
218565	NATL ASSN OF SCHOOL NURSES	461655	2/3/2017	160
218565	NATL ASSN OF SCHOOL NURSES	461374	2/3/2017	160
218566	ROMA, BRENDA	roma11017	2/3/2017	22.5
218567	SCHERRER CONSTRUCTION CO. INC.	4074	2/3/2017	5,782.18
218568	SCHOTT, RIDGLEY	PR, RS, 1/13	2/3/2017	35
218569	SKETCHFORSCHOOLS PUBLISHING, INC.	3120	2/3/2017	122.7
218570	SOUNDWORKS SYSTEMS, INC.	94116	2/3/2017	12,886.90

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218571	TRAIN 4 YOUR BEST	19001	2/3/2017	150
218571	TRAIN 4 YOUR BEST	18004	2/3/2017	755
218571	TRAIN 4 YOUR BEST	17004	2/3/2017	152.5
218571	TRAIN 4 YOUR BEST	19002	2/3/2017	150
218571	TRAIN 4 YOUR BEST	19003	2/3/2017	150
218572	WAUSAU MUSIC CENTER, INC	82325	2/3/2017	1,016.00
218573	WESTON MUNICIPAL UTILITIES	10/10-01/09/17 IDEA	2/3/2017	637.49
218573	WESTON MUNICIPAL UTILITIES	10/10-01/09/17 WE	2/3/2017	3,144.00
218574	WONDER WORKSHOP	WON231	2/3/2017	2,099.86
218575	WSRA	6937 &	2/3/2017	1,170.00
218576	MARK HARRING STANDING CHAPTER 13 TRUSTEE	2/3/2017A	2/3/2017	1,294.62
218577	MESSERLI & KRAMER PA	2/3/2017A	2/3/2017	146.5
218578	UNITED WAY OF MARATHON CNTY	20170203ADUWAY	2/3/2017	819
218579	AMAZON CAPITAL SERVICES	OSRC-MYTS-1417	2/3/2017	229.97
218579	AMAZON CAPITAL SERVICES	02C9-HJ5R-178D	2/3/2017	229.97
218579	AMAZON CAPITAL SERVICES	03LY-SBSX-16F1	2/3/2017	229.97
218579	AMAZON CAPITAL SERVICES	0N9F-5B7F-1654	2/3/2017	229.97
218579	AMAZON CAPITAL SERVICES	0T08-XY84-1DHV	2/3/2017	629.55
218579	AMAZON CAPITAL SERVICES	OSRC-MYTS-17RM	2/3/2017	629.55
218579	AMAZON CAPITAL SERVICES	0N9F-5B7F-16FL	2/3/2017	264.88
218579	AMAZON CAPITAL SERVICES	0G9H-GYLS-06J6	2/3/2017	36
218579	AMAZON CAPITAL SERVICES	06PC-6K57-06K3	2/3/2017	36
218579	AMAZON CAPITAL SERVICES	0N9F-5B7F-17RV	2/3/2017	262.4
218579	AMAZON CAPITAL SERVICES		2/3/2017	0
218580	CARAOS, CJ	013117\$50-2	2/10/2017	50
218581	KOLLMANSBERGER, SIIRA	013117\$50-1	2/10/2017	50
218582	ABREGO, RACHEL	Abrego - Sem 2 Schol	2/10/2017	500
218583	ALLIANT UTILITIES/WP&L	9269310000JAN17	2/10/2017	853.02
218584	AMERY YOUTH HOCKEY	Amery Ice Time	2/10/2017	250
218585	BETHLEHEM COMM-RO.,INC.	BETH-4K-JAN17	2/10/2017	7,633.45
218586	BIG BROTHERS BIG SISTERS	12748	2/10/2017	70
218587	BLAINE HIGH SCHOOL	CC, 12/28, JV Hockey	2/10/2017	300
218588	BRAINPOP	US152932	2/10/2017	3,649.50
218589	BROWN, JODIE	42736	2/10/2017	20
218590	COMMITTEE FOR CHILDREN	273941	2/10/2017	2,198.00
218591	DC EVEREST GIRLS BASKETBALL	dcegirlsbsk2617	2/10/2017	1,079.00
218592	DIVEPOINT SCUBA CENTER INC	DCEverest2/2/17	2/10/2017	640
218593	DUTTON, DANA	42736	2/10/2017	50
218594	ELGERSMA, RON	PR, RE, 1/24	2/10/2017	145
218595	FEDEX, INC.	5-693-41909	2/10/2017	26.27
218596	GORDON FOOD SERVICE INC	175706691	2/10/2017	168.67
218597	GREAT LAKES WEATHER SERVICE	11721	2/10/2017	142.5
218598	HANNIE, JOHN	42736	2/10/2017	50
218599	HEARTLAND BUSINESS SYSTEMS INC	HBS00540649	2/10/2017	426.06
218600	HEID MUSIC COMPANY, INC.	1865986	2/10/2017	15.96
218600	HEID MUSIC COMPANY, INC.	1828724	2/10/2017	9.59
218601	INTEGRITY FIRE PROTECTION INC	52198	2/10/2017	201
218602	KENITZER, DICK	PR, RK, 2/3	2/10/2017	35
218603	KRENZ SNOW MANAGEMENT	15464	2/10/2017	9,970.00
218603	KRENZ SNOW MANAGEMENT	15443	2/10/2017	1,225.00

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218603	KRENZ SNOW MANAGEMENT	15465	2/10/2017	1,737.50
218603	KRENZ SNOW MANAGEMENT	15480	2/10/2017	2,575.00
218604	KRIVOSHEIN, JENNIFER	42736	2/10/2017	50
218605	KYLES CONSULTING LLC	42736	2/10/2017	1,700.00
218606	LAKESHORE LEARNING MAT	5355550117	2/10/2017	132.17
218606	LAKESHORE LEARNING MAT	5355520117	2/10/2017	547.93
218607	LAMERS BUS LINES, INC.	505002	2/10/2017	575
218607	LAMERS BUS LINES, INC.	505150	2/10/2017	506.86
218607	LAMERS BUS LINES, INC.	505155	2/10/2017	476.76
218607	LAMERS BUS LINES, INC.	505157	2/10/2017	246.26
218607	LAMERS BUS LINES, INC.	505156	2/10/2017	461.73
218607	LAMERS BUS LINES, INC.	505158	2/10/2017	259.29
218607	LAMERS BUS LINES, INC.	505159	2/10/2017	776.19
218607	LAMERS BUS LINES, INC.	505161	2/10/2017	272.05
218607	LAMERS BUS LINES, INC.	505152	2/10/2017	288.98
218607	LAMERS BUS LINES, INC.	505153	2/10/2017	102.22
218607	LAMERS BUS LINES, INC.	505151	2/10/2017	38
218607	LAMERS BUS LINES, INC.	503946	2/10/2017	105.18
218607	LAMERS BUS LINES, INC.	505167 505168	2/10/2017	302.04
218607	LAMERS BUS LINES, INC.	505242	2/10/2017	1,075.00
218607	LAMERS BUS LINES, INC.		2/10/2017	0
218608	LEPAK, MOLLY	42736	2/10/2017	200.63
218609	MACCO'S COMMERCIAL INTERIORS	CG781514	2/10/2017	868
218610	MALBRIT MECHANICAL INC	176230	2/10/2017	1,223.10
218610	MALBRIT MECHANICAL INC	176096	2/10/2017	809.6
218611	MARA CTY TREASURER'S OFFICE	17013107	2/10/2017	8
218612	MOTION INDUSTRIES INC	WI06-632377	2/10/2017	376.25
218613	NANOTEK DEVICE REPAIR LLC	260	2/10/2017	570
218613	NANOTEK DEVICE REPAIR LLC	261	2/10/2017	240
218613	NANOTEK DEVICE REPAIR LLC	263	2/10/2017	395
218613	NANOTEK DEVICE REPAIR LLC	266	2/10/2017	400
218614	NEXTTIER EDUCATION, INC	DCEHS-201702	2/10/2017	1,041.67
218615	OTIS ELEVATOR CO	CVW15874001	2/10/2017	498.75
218616	ROBERT PAYNE PHOTOGRAPHY	STUDENT ID CARDS #1	2/10/2017	345.5
218617	SCHOTT, RIDGLEY	PR, RS, 1/24	2/10/2017	145
218618	SEIDLING, NANETTE	42736	2/10/2017	20
218619	SILLAMPA, CHRISSY	sillampa2717	2/10/2017	607.5
218620	ST JOHN LUTHERAN SCHOOL	STJO-4K-JAN17	2/10/2017	3,874.95
218621	STAPLES ADVANTAGE	3328790077	2/10/2017	210
218621	STAPLES ADVANTAGE	3328790078	2/10/2017	210
218621	STAPLES ADVANTAGE	3328790079	2/10/2017	27.39
218622	STERLING WATER INC	342X05674307	2/10/2017	1,404.70
218623	TRAIN 4 YOUR BEST	17005	2/10/2017	432.5
218623	TRAIN 4 YOUR BEST	18005	2/10/2017	755
218623	TRAIN 4 YOUR BEST	19004	2/10/2017	100
218624	WALSWORTH PUBLISHING CO	7-02673-0-2nd	2/10/2017	15,700.00
218625	WASTE MANAGEMENT	0024494-2808-1	2/10/2017	1,755.00
218626	WEYAUWEGA-FREMONT HIGH SCHOOL	CC, Wrestling, 1/28	2/10/2017	30
218627	WI ICE ARENA MGMT ASSO WIAMA	150	2/10/2017	461.6
218628	XIONG, YEE	42736	2/10/2017	208.56

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218629	YARIE, LAURA	42736	2/10/2017	80
218630	YOUTH ALIVE	102022017	2/10/2017	500
161701549	AIM ELECTRONICS INC	39929	1/20/2017	233.1
161701550	AMERICAN WELDING & GAS INC	4514982	1/20/2017	25.3
161701551	AURICO	AUR1008289	1/20/2017	266.75
161701552	BARTLING, SHARON	DEC2016A	1/20/2017	18.69
161701553	BATES, CRISTIE	42705	1/20/2017	9.18
161701554	BOBS ELECTRIC, INC	39585	1/20/2017	204.45
161701554	BOBS ELECTRIC, INC	36909	1/20/2017	1,396.87
161701555	CHAPMAN, DEBORAH	42736	1/20/2017	119.71
161701556	CONSTELLATION ENERGY SERVICES	1714312-01	1/20/2017	30,733.31
161701557	DAVIES, ELYSE	42705	1/20/2017	7.02
161701558	ELLENBECKER CONST, S D, INC.	11017	1/20/2017	17,187.00
161701558	ELLENBECKER CONST, S D, INC.	11016	1/20/2017	1,950.00
161701559	ENGEN, TERI	42705	1/20/2017	44.98
161701560	ERDMAN, JOAN	AUG-DEC2016	1/20/2017	43.63
161701561	ETCO ELECTRIC SUPPLY INC	3240772	1/20/2017	698.25
161701561	ETCO ELECTRIC SUPPLY INC	3235436	1/20/2017	-487.38
161701562	GOETSCH, DIANE	42705	1/20/2017	98.87
161701562	GOETSCH, DIANE	42675	1/20/2017	45.47
161701562	GOETSCH, DIANE	42644	1/20/2017	56.92
161701562	GOETSCH, DIANE	AUG-SEP2016	1/20/2017	65.77
161701563	HAHN, NATHAN	42736	1/20/2017	2.68
161701564	HART, JOSEPH	42370	1/20/2017	275
161701565	HEEREN, CAROL	42705	1/20/2017	135.32
161701566	HOENISCH, BENJAMIN	DEC2016A	1/20/2017	4.36
161701567	JASURDA, THOMAS	PR, TJ, 1/3	1/20/2017	70
161701568	JEHN, KALLY	42705	1/20/2017	308.22
161701569	JOHNSON, ANN	42705	1/20/2017	300
161701570	JOHNSON CONTROLS INC	1-45509944208	1/20/2017	280.85
161701570	JOHNSON CONTROLS INC	1-45510594875	1/20/2017	255.2
161701571	KAMPMANN, KEVIN	42675	1/20/2017	49.14
161701571	KAMPMANN, KEVIN	42705	1/20/2017	27.43
161701572	KOEPKE, RICHARD	NOV-DEC2016	1/20/2017	54
161701573	KONKOL, LOIS	AUG-NOV2016	1/20/2017	136.59
161701574	KRUG BUS SERVICE, INC.	9613	1/20/2017	1,308.00
161701575	KWIK TRIP INC	00054784 DEC2016	1/20/2017	1,532.24
161701576	LEE, CHEE	42736	1/20/2017	65.68
161701577	LIGHTBODY, LLC	lightbody1717	1/20/2017	254
161701578	MACIAZ, KENNETH	NOV-DEC2016	1/20/2017	254.78
161701579	MARSHFIELD BOOK	341481	1/20/2017	156
161701580	MID WISCONSIN BEVERAGE	382190	1/20/2017	411
161701580	MID WISCONSIN BEVERAGE	382191	1/20/2017	39
161701580	MID WISCONSIN BEVERAGE	382192	1/20/2017	1,199.99
161701581	MILLER, JAMI	342	1/20/2017	36.4
161701582	MULL, AARON	42705	1/20/2017	52.92
161701583	MURPHY, MELISSA	42705	1/20/2017	39.31
161701584	OFFICE ENTERPRISES INC	392824	1/20/2017	20.95
161701584	OFFICE ENTERPRISES INC	393181	1/20/2017	142
161701585	OMNI GLASS & PAINT INC	120003-IN	1/20/2017	175

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161701585	OMNI GLASS & PAINT INC	0120954-IN	1/20/2017	260
161701586	OVER THE TOP ROOFING REPAIR & MNT.	138	1/20/2017	321.3
161701587	PATTERSON-HAWK, KRISTI	SEP-DEC2016	1/20/2017	87.87
161701588	PAXTON PATTERSON	334175	1/20/2017	306.71
161701589	PRUST, MARIA	42705	1/20/2017	8.1
161701590	QUALITY DOOR AND HARDWARE INC.	726393-IN	1/20/2017	149.21
161701591	REINHART FOODS INC	963608	1/20/2017	1,134.62
161701591	REINHART FOODS INC	968259	1/20/2017	429.08
161701592	SCHOOL SPECIALTY	20117665416	1/20/2017	61.35
161701593	STACHOVAK, AMY	42705	1/20/2017	47.74
161701594	TEAM SPORTING GOODS INC	AAH069129	1/20/2017	645.55
161701595	THOMPSON, KELLY	2017 THOMPSON KELLY	1/20/2017	6,200.00
161701596	VAN ERT ELECTRIC COMPANY INC.	4831	1/20/2017	111.89
161701596	VAN ERT ELECTRIC COMPANY INC.	4829	1/20/2017	223.77
161701597	WEBKO EMBROIDERY & SCREEN PRINTING, INC	190862	1/20/2017	505.25
161701598	WENDORF, MICHAEL	42705	1/20/2017	33.75
161701599	WENNING GRINDING SUPPLY INC., J	93026	1/20/2017	46
161701600	YANG, MAI LEE	42736	1/20/2017	14.55
161701601	ZOROMSKI, CAROLINE	42705	1/20/2017	24.79
161701602	ZYNDA, JENNIFER	NOV-DEC2016	1/20/2017	58.7
161701602	ZYNDA, JENNIFER	OCT-NOV2016	1/20/2017	39.2
161701603	ABLE DISTRIBUTING CO INC	SO11581895.001	1/27/2017	19.34
161701603	ABLE DISTRIBUTING CO INC	SO11565302.001	1/27/2017	126.68
161701604	ACCENT BUSINESS SOLUTIONS	88177	1/27/2017	205.51
161701605	ALPHA BAKING CO., INC.	123116JH	1/27/2017	421.04
161701605	ALPHA BAKING CO., INC.	123116MS	1/27/2017	2,039.52
161701605	ALPHA BAKING CO., INC.	123116HS	1/27/2017	824.4
161701606	APFELBECK (ROBERT) TRUCKING	42753	1/27/2017	150
161701606	APFELBECK (ROBERT) TRUCKING	12317	1/27/2017	150
161701607	BRANDT, JEREMY	42752	1/27/2017	50
161701608	DEMUTH, JOHN	42736	1/27/2017	50
161701609	DEVINE-SCHWANTES, JODI	42736	1/27/2017	16.95
161701610	DIGGERS HOTLINE INC	JAN2017 PRE-PMT#1	1/27/2017	38.4
161701611	EISENBARTH STRING INSTRUMENT REPAIR, LLC	454439	1/27/2017	61.2
161701612	FISCHER, TAMMY	42752	1/27/2017	50
161701613	FORMS SPECIALISTS INC	41130	1/27/2017	160
161701614	FRANCE PROPANE SERVICE	226860	1/27/2017	368.54
161701614	FRANCE PROPANE SERVICE	226135	1/27/2017	611.89
161701615	GILBERTSON, MOLLIE	M.G. RMB-1/23/2017	1/27/2017	1,172.03
161701616	GILMORE, KRISTINE	42736	1/27/2017	246.1
161701617	GRAFF, CHRISTOPHER	42736	1/27/2017	3.75
161701617	GRAFF, CHRISTOPHER	JAN2017A	1/27/2017	17.24
161701618	HOBART SALES AND SERVICE INC	ZB70990	1/27/2017	127.22
161701619	HOENISCH, KIMBERLY	42736	1/27/2017	56.37
161701620	HOESLY, ANN	42736	1/27/2017	80.75
161701621	JERRYS MUSIC INC	105280	1/27/2017	10
161701621	JERRYS MUSIC INC	01.06.2017	1/27/2017	37.8
161701622	JOHNSON, ANN	DEC2016A	1/27/2017	116.64
161701623	JOHNSON, EO, INC.	386634	1/27/2017	287
161701624	JOHNSON, SALLY	42752	1/27/2017	100

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161701625	KOEPKE, RICHARD	42752	1/27/2017	50
161701626	KRISS PREMIUM PROD INC	149271	1/27/2017	1,793.57
161701627	LAH INTERPRETING LLC	4	1/27/2017	100
161701628	LUETSCHWAGER, REANEE	42752	1/27/2017	50
161701629	MATTHIAE, ROSALIE	42736	1/27/2017	102.05
161701630	MID WISCONSIN BEVERAGE	383931	1/27/2017	37
161701630	MID WISCONSIN BEVERAGE	383933	1/27/2017	427.82
161701631	MIDLAND PAPER COMPANY, INC.	IN00545307	1/27/2017	1,068.01
161701632	NYE, CASEY	NOV-DEC2016	1/27/2017	118.26
161701633	OVERDRIVE INC	H-0039161	1/27/2017	13,500.00
161701634	PAXTON PATTERSON	333395	1/27/2017	10.6
161701635	PETERSON, MARGARET	JAN2017A	1/27/2017	47.15
161701636	REINHART FOODS INC	964938	1/27/2017	29.85
161701637	RESOURCES FOR READING INC	K479749	1/27/2017	96.75
161701638	RETTINGER, FERLYN	Rettinger11717	1/27/2017	113
161701639	SABEY, RENA	4443	1/27/2017	35.39
161701640	SCHMITZ, APRIL	42752	1/27/2017	50
161701641	SCHOMMER, MARK	NOV/DEC2016	1/27/2017	135
161701642	SCHOOL SPECIALTY	208117619122	1/27/2017	12.05
161701642	SCHOOL SPECIALTY	308102669901	1/27/2017	824.73
161701642	SCHOOL SPECIALTY	208117727335	1/27/2017	529.83
161701643	TEAM SPORTING GOODS INC	AAH072588	1/27/2017	40.44
161701644	USIC LOCATING SERVICES INC	215154	1/27/2017	285.06
161701645	VANDERWYST, AMY	42736	1/27/2017	51.34
161701645	VANDERWYST, AMY	JAN2017A	1/27/2017	36
161701646	VERNIER SOFTWARE & TECHNOLOGY	5239265	1/27/2017	4,194.17
161701647	WESTFALL, AJAY	42752	1/27/2017	50
161701648	WI LIBRARY SERVICES	48375	1/27/2017	10,470.00
161701649	WISNET	9635	1/27/2017	2,125.00
161701650	WOOD, JOSHUA	42752	1/27/2017	50
161701651	YIRKOVSKY, DEIDRE	42752	1/27/2017	50
161701652	AMERICAN WELDING & GAS INC	4565410	2/3/2017	246.25
161701653	APPERSON, INC.	26177	2/3/2017	518.33
161701654	BAER, CHELSEA	baer12917	2/3/2017	40
161701655	BARWICK, MELISSA	42736	2/3/2017	18.99
161701656	BELOTT, JEFFREY	42736	2/3/2017	258.89
161701657	BOBS ELECTRIC, INC	39671	2/3/2017	238.63
161701658	BOHM, TODD	42705	2/3/2017	175.59
161701659	CARRICO AQUATIC RESOURCES, INC	20170239	2/3/2017	474.99
161701660	DEMCO MEDIA	6049150	2/3/2017	200.91
161701661	ETCO ELECTRIC SUPPLY INC	3241512	2/3/2017	31.32
161701661	ETCO ELECTRIC SUPPLY INC	3240914	2/3/2017	-9.51
161701662	FOREMAN, RONALD	42767	2/3/2017	60
161701662	FOREMAN, RONALD	JAN2017A	2/3/2017	176.55
161701663	FORMS SPECIALISTS INC	41254	2/3/2017	253
161701663	FORMS SPECIALISTS INC	41338	2/3/2017	275
161701663	FORMS SPECIALISTS INC	41208	2/3/2017	179
161701664	HACKBARTH, LINDA	hackbarth12717	2/3/2017	178.5
161701665	JASURDA, THOMAS	PR, TJ, 1/12	2/3/2017	105
161701666	JERRYS MUSIC INC	105456	2/3/2017	474

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161701667	JOHNSON CONTROLS INC	1-45875398002	2/3/2017	477.65
161701667	JOHNSON CONTROLS INC	1-45948088251	2/3/2017	833.02
161701667	JOHNSON CONTROLS INC	1-45875512197	2/3/2017	178.25
161701668	KNAACK, ROBERT	42767	2/3/2017	60
161701669	MAXWELL MEDALS & AWARDS INC.	3130146-IN	2/3/2017	172.75
161701670	MCDONNELL, BRITTANY	42736	2/3/2017	214.71
161701671	MEP SOLUTIONS, LLC	16-260MP	2/3/2017	760
161701672	MID WISCONSIN BEVERAGE	5564319	2/3/2017	-20
161701672	MID WISCONSIN BEVERAGE	385710	2/3/2017	395
161701672	MID WISCONSIN BEVERAGE	385711	2/3/2017	261.96
161701672	MID WISCONSIN BEVERAGE	385712	2/3/2017	415.48
161701673	OFFICE ENTERPRISES INC	394489	2/3/2017	13,776.22
161701674	OVER THE TOP ROOFING REPAIR & MNT.	142	2/3/2017	196.83
161701674	OVER THE TOP ROOFING REPAIR & MNT.	144	2/3/2017	67.5
161701674	OVER THE TOP ROOFING REPAIR & MNT.	147	2/3/2017	84.49
161701674	OVER THE TOP ROOFING REPAIR & MNT.	31	2/3/2017	1,476.32
161701674	OVER THE TOP ROOFING REPAIR & MNT.	149	2/3/2017	279.92
161701675	PAVLOVICH, JENNIFER	42705	2/3/2017	25.6
161701675	PAVLOVICH, JENNIFER	42736	2/3/2017	28.78
161701676	PAXTON PATTERSON	334868	2/3/2017	171.42
161701677	PETERSON, MARGARET	JAN2017A	2/3/2017	25.88
161701678	REINHART FOODS INC	975627	2/3/2017	448.96
161701679	STADLER, REBECCA	42736	2/3/2017	144.08
161701680	TEAM SPORTING GOODS INC	AAH072701	2/3/2017	132
161701680	TEAM SPORTING GOODS INC	AAH072024	2/3/2017	45.9
161701681	TIERNEY BROTHERS, INC.	735045	2/3/2017	1,370.04
161701682	TRUCK EQUIPMENT INC.	724092-00	2/3/2017	815.6
161701683	WI ATHLETIC ASSN WIAA	Golf Score Card 17	2/3/2017	10
161701684	WI PUBLIC SERVICE	1727274626-00000	2/3/2017	68,630.06
161701685	WOLFE, MICHAEL	42736	2/3/2017	32.99
161701686	WSMA	01.27.2017	2/3/2017	1,223.75
161701686	WSMA	1.27.2017	2/3/2017	997
161701687	ABLE DISTRIBUTING CO INC	S011618986.001	2/10/2017	18.57
161701687	ABLE DISTRIBUTING CO INC	S011598939.001	2/10/2017	164.9
161701687	ABLE DISTRIBUTING CO INC	S011618675.001	2/10/2017	342.75
161701688	ADVANCED DISPOSAL	D20000629398	2/10/2017	1,908.00
161701689	AIM ELECTRONICS INC	39872	2/10/2017	950
161701690	AMAZON CAPITAL SERVICES	OR63-XGXH-0B4C	2/10/2017	79.12
161701690	AMAZON CAPITAL SERVICES	OK73-MDT0-04CL	2/10/2017	32.64
161701690	AMAZON CAPITAL SERVICES	OK73-MDT0-197M	2/10/2017	80.92
161701690	AMAZON CAPITAL SERVICES	06PC-6K57-05NX	2/10/2017	239.95
161701690	AMAZON CAPITAL SERVICES	OG9H-GYLS-058S	2/10/2017	239.95
161701690	AMAZON CAPITAL SERVICES	OHHD-68CS-05DW	2/10/2017	239.94
161701690	AMAZON CAPITAL SERVICES	OSWB-LV7F-111V	2/10/2017	264.88
161701690	AMAZON CAPITAL SERVICES	OS8W-J65S-1KDW	2/10/2017	33.9
161701690	AMAZON CAPITAL SERVICES	OG7D-055L-12NF	2/10/2017	49.49
161701690	AMAZON CAPITAL SERVICES	OK73-MDT0-289G	2/10/2017	46.41
161701690	AMAZON CAPITAL SERVICES	OS8W-J65S-1FNG	2/10/2017	37.32
161701690	AMAZON CAPITAL SERVICES	OR63-XGXH-10S8	2/10/2017	45.19
161701691	AMERICAN WELDING & GAS INC	4579917	2/10/2017	65.15

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161701691	AMERICAN WELDING & GAS INC	4579429	2/10/2017	16.43
161701691	AMERICAN WELDING & GAS INC	4552381	2/10/2017	134.67
161701691	AMERICAN WELDING & GAS INC	4552427	2/10/2017	122.91
161701692	ARAMARK UNIFORM SERVICES, INC	JAN17 FOOD	2/10/2017	572.76
161701692	ARAMARK UNIFORM SERVICES, INC	42736	2/10/2017	2,510.49
161701693	ASPIRUS YMCA CHILD DEV CTR	January 4K payment 1	2/10/2017	25,316.34
161701694	AURICO	AUR1011429	2/10/2017	99.9
161701695	BAIER, TERESE	42736	2/10/2017	232.19
161701695	BAIER, TERESE	JAN2017A	2/10/2017	37.67
161701696	BARTLING, SHARON	42736	2/10/2017	27.82
161701697	BASSETT MECHANICAL, INC.	602878C	2/10/2017	722
161701698	BATES, CRISTIE	42736	2/10/2017	15.51
161701699	BAUDHUIN, LATICIA	42736	2/10/2017	37.18
161701700	BORYSIK, MARLENE	42736	2/10/2017	25.25
161701701	BYCHINSKI, LORI	42736	2/10/2017	300
161701702	CARTLEDGE, MELINDA	42736	2/10/2017	284.7
161701703	CHAPMAN, DEBORAH	JAN2017A	2/10/2017	147.73
161701704	RON CHRISTIANSEN TRUCKING INC.	PAY REQ. #1	2/10/2017	5,328.00
161701705	DAIGLE, STACEY	42736	2/10/2017	132.89
161701706	DEAF HH EDUCATIONAL CONSULTING	1011	2/10/2017	1,181.25
161701707	DELANEY, KATHRYN	42767	2/10/2017	30.2
161701708	DERCKS, ALYSSA	42736	2/10/2017	9.63
161701709	EBERT, JULIE	42583	2/10/2017	35
161701710	EISENBARTH STRING INSTRUMENT REPAIR, LLC	454435	2/10/2017	117
161701711	ETCO ELECTRIC SUPPLY INC	3241889	2/10/2017	32.5
161701712	FERGUSON ENTERPRISE INC	3668829	2/10/2017	45.18
161701712	FERGUSON ENTERPRISE INC	3667064	2/10/2017	63.99
161701712	FERGUSON ENTERPRISE INC	3672331	2/10/2017	26.58
161701713	FRANCK, SUZANNE	42736	2/10/2017	23.36
161701714	GILBERTSON, MOLLIE	42736	2/10/2017	84.96
161701715	GINGERROOT LLC	1701	2/10/2017	3,750.00
161701716	GOETSCH, DIANE	42736	2/10/2017	30.28
161701717	HAHN, NATHAN	JAN2017A	2/10/2017	74.98
161701718	HOFFMAN, AARON	42736	2/10/2017	152.21
161701719	J.W. PEPPER & SON	7816241	2/10/2017	114.99
161701719	J.W. PEPPER & SON	8720208	2/10/2017	40
161701720	JABLONSKI, JASON	42736	2/10/2017	1,384.45
161701721	JASURDA, THOMAS	PR, TJ, 1/24	2/10/2017	105
161701722	JEHN, KALLY	42736	2/10/2017	298.69
161701723	JERRYS MUSIC INC	106448	2/10/2017	10
161701724	JOHNSON, EO, INC.	inv61426	2/10/2017	75
161701724	JOHNSON, EO, INC.	INV62952	2/10/2017	12,635.88
161701724	JOHNSON, EO, INC.	INV62952JH	2/10/2017	7,958.36
161701724	JOHNSON, EO, INC.	INV62952JH(2)	2/10/2017	331.56
161701724	JOHNSON, EO, INC.	INV63845 ms	2/10/2017	7,884.52
161701724	JOHNSON, EO, INC.	INV11563HA	2/10/2017	653.76
161701724	JOHNSON, EO, INC.	INV11563RO	2/10/2017	2,885.09
161701724	JOHNSON, EO, INC.	INV629520	2/10/2017	366.74
161701724	JOHNSON, EO, INC.	INV11563EV	2/10/2017	3,521.82
161701724	JOHNSON, EO, INC.	INV11563RI	2/10/2017	3,132.54

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161701724	JOHNSON, EO, INC.	INV63845ADM	2/10/2017	1,804.49
161701724	JOHNSON, EO, INC.	INV63845T.O.	2/10/2017	19.31
161701725	KEMP, JANE	JAN/FEB2017	2/10/2017	96.19
161701726	KEY TO LIFE CHILDCARE CENTER, INC.	KYLF-4K-JAN17	2/10/2017	9,816.54
161701727	KINDERCARE LEARNING CTR, INC.	KIND-4K-JAN17	2/10/2017	7,594.85
161701728	LAWRENCE, BARBARA	42736	2/10/2017	136.75
161701729	M3 INSURANCE SOLU INC	14980	2/10/2017	35,763.00
161701730	MARA CTY CHILD DEVELOPMENT	MCCDA-4K-JAN17	2/10/2017	3,616.62
161701731	MC MILLAN-HEHIR, HEATHER	42736	2/10/2017	20.91
161701732	MCFARLANE, JASON	42736	2/10/2017	300
161701733	MID WISCONSIN BEVERAGE	387490	2/10/2017	188.88
161701733	MID WISCONSIN BEVERAGE	387491	2/10/2017	718.42
161701734	MMG EMPLOYER SOLUTIONS, INC.	122976	2/10/2017	438
161701734	MMG EMPLOYER SOLUTIONS, INC.	123178	2/10/2017	248
161701734	MMG EMPLOYER SOLUTIONS, INC.	123453	2/10/2017	1,732.50
161701735	MOUNT OLIVE 4K PROGRAM	MTOL-4K-JAN17	2/10/2017	12,916.50
161701736	NEWMAN CATHOLIC-ST MARK	STMA-4K-JAN17	2/10/2017	9,041.55
161701737	NEWMAN CATHOLIC-ST THERESE	STTH-4K-JAN17	2/10/2017	8,046.96
161701738	O'BRIEN, RENEE	42736	2/10/2017	109.03
161701739	OVER THE TOP ROOFING REPAIR & MNT.	143	2/10/2017	260.27
161701740	PARKIN, KELSEY	42736	2/10/2017	23.27
161701741	PER MAR SECURITY SERVICES, INC.	9520	2/10/2017	790
161701742	PLATTA, KIYANN	42736	2/10/2017	11.66
161701743	PRUST, MARIA	42736	2/10/2017	12.63
161701744	REINARDY, DIANNA	42736	2/10/2017	63.86
161701745	REINDERS INC	1671249-00	2/10/2017	118
161701746	REISER, ALLISON	reiser12517	2/10/2017	153.75
161701746	REISER, ALLISON	reiser2317	2/10/2017	334.5
161701747	RUPPERT, ELISSA	JAN-FEB2017	2/10/2017	63.5
161701747	RUPPERT, ELISSA	42736	2/10/2017	47.19
161701748	SCHAEFER, LARRY	42736	2/10/2017	821.07
161701749	SCHILLING, BRYAN	42736	2/10/2017	55.64
161701750	SCHOMMER, MARK	42736	2/10/2017	88.54
161701751	SKYWARD INC	182507	2/10/2017	735
161701752	SUN PRINTING INC	86558	2/10/2017	73
161701753	TAYLOR, JULIANN	42736	2/10/2017	269.16
161701754	TEAM SPORTING GOODS INC	AAH072580	2/10/2017	266
161701755	TESKE, STEFANIE	42736	2/10/2017	6.53
161701755	TESKE, STEFANIE	JAN2017A	2/10/2017	34.51
161701756	THOMPSON, CHAD	42736	2/10/2017	300
161701757	THOMPSON, KELLY	42736	2/10/2017	30.5
161701758	TRETTER, TODD	JAN2017A	2/10/2017	54.67
161701759	TRIMNER, SARAH	42736	2/10/2017	117.27
161701760	WAUSAU CHILD CARE-CEDAR CR,INC.	WACC-4K-JAN17	2/10/2017	6,716.58
161701761	WEBKO EMBROIDERY & SCREEN PRINTING, INC	191004	2/10/2017	77
161701762	WELLER, JULIE	42736	2/10/2017	69.63
161701763	WELSH, CHRISTINE	42736	2/10/2017	149.37
161701764	ZOESCH, DANIELLE	42736	2/10/2017	138.57
161701765	ZOROMSKI, CAROLINE	42736	2/10/2017	18.78
161701766	ZYNDA, JENNIFER	42736	2/10/2017	42.16

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161701766	ZYNDA, JENNIFER	JAN2017A	2/10/2017	77.04
161701766	ZYNDA, JENNIFER	JAN2017B	2/10/2017	102.72
161701767	PLATTA, KIYANN	OCT-DEC2016	2/10/2017	12.85
				1,688,530.70

		Beginning	2016-17	2016-17	Ending
		Balance	FYTD Credits	FYTD Debits	Balance
Fd T Loc Obj Func Prj DeptJob	Fd T Loc Obj Func Prj DeptJob				
10 A 000 000 711000 000 000 000	GENERAL FUND/CLAIM ON CASH	-2,651,513.97	75,184,705.95	78,130,136.38	293,916.46
10 A 000 000 711100 000 000 000	GENERAL FUND/PAYROLL CLEARANCE ACCOUNT	0.00	19,705,810.26	19,705,810.26	0.00
10 A 000 000 711105 000 000 000	GENERAL FUND/A/P ACH Cash Account Intercity	0.00	0.00	0.00	0.00
10 A 000 000 711200 000 000 000	GENERAL FUND/PETTY CASH	1,414.44	434.44	0.00	980.00
10 A 000 000 712000 000 000 000	GENERAL FUND/INVESTMENTS	12,529,686.83	70,062,193.82	63,676,072.24	6,143,565.25
10 A 000 000 713100 000 000 000	GENERAL FUND/TAXES RECEIVABLE	7,167,098.70	31,590,433.92	39,508,422.00	15,085,086.78
10 A 000 000 713200 000 000 000	GENERAL FUND/ACCOUNTS RECEIVABLE	11,087.74	11,087.74	0.00	0.00
10 A 000 000 713207 000 000 000	GENERAL FUND/SCOREBOARDS RECEIVABLE	0.00	0.00	0.00	0.00
10 A 000 000 713210 000 000 000	GENERAL FUND/TRACK RENOVATION PROJECT	0.00	0.00	0.00	0.00
10 A 000 000 714100 000 000 000	GENERAL FUND/DUE FROM OTHER FUNDS	0.00	0.00	0.00	0.00
10 A 000 000 715100 000 000 000	GENERAL FUND/DUE FROM LOCAL GOVERNMENTS	57,896.76	57,896.76	0.00	0.00
10 A 000 000 715500 000 000 000	GENERAL FUND/DUE FROM STATE GOVERNMENT	1,762,045.00	1,762,045.00	0.00	0.00
10 A 000 000 715600 000 000 000	GENERAL FUND/DUE FROM FED GOVERNMENT	174,024.93	174,024.93	0.00	0.00
10 A 000 000 717001 000 000 000	GENERAL FUND/PREPAID EXPENSE - IN TECH	0.00	0.00	0.00	0.00
10 A 000 000 751000 000 000 000	GENERAL FUND/FIXED ASSETS-SITES	0.00	0.00	0.00	0.00
10 A 000 000 753000 000 000 000	GENERAL FUND/FIXED ASSETS-BUILDINGS	0.00	0.00	0.00	0.00
10 A 000 000 754000 000 000 000	GENERAL FUND/FIXED ASSETS-EQUIPMENT	0.00	0.00	0.00	0.00
10 A 000 000 754100 000 000 000	GENERAL FUND/EQUIP MENT ACCUM DEPRECIATION	0.00	0.00	0.00	0.00
10 L 000 000 000000 000 000 000	GENERAL FUND/N/A	0.00	0.00	0.00	0.00
10 L 000 000 811100 000 000 000	GENERAL FUND/TEMPORARY NOTES PAYABLE	-4,490,000.00	4,300,000.00	4,490,000.00	-4,300,000.00
10 L 000 000 811200 000 000 000	GENERAL FUND/ACCOUNTS PAYABLE	-303,785.60	12,488,299.42	12,792,085.02	0.00
10 L 000 000 811555 000 000 000	GENERAL FUND/AP P-CARD	0.00	5,740.78	5,740.78	0.00
10 L 000 000 811558 000 000 000	GENERAL FUND/AP STAPLES	0.00	0.00	0.00	0.00
10 L 000 000 811610 000 000 000	GENERAL FUND/MEDICARE	-44,884.69	641,363.02	686,247.71	0.00
10 L 000 000 811611 000 000 000	GENERAL FUND/FICA	-207,894.58	2,729,638.36	2,937,532.94	0.00
10 L 000 000 811612 000 000 000	GENERAL FUND/FEDERAL INCOME TAX	0.00	2,034,437.54	2,034,437.54	0.00
10 L 000 000 811613 000 000 000	GENERAL FUND/STATE INCOME TAX	-75,990.78	977,885.50	1,053,876.28	0.00
10 L 000 000 811620 000 000 000	GENERAL FUND/RETIREMENT DEDUCTION	-613,674.01	2,882,149.70	2,924,307.61	-571,516.10
10 L 000 000 811622 000 000 000	GENERAL FUND/HDHP - 4K / 8K	0.00	0.00	0.00	0.00
10 L 000 000 811624 000 000 000	GENERAL FUND/HDHP-40 EMPLOYEE DEDUCTIONS	0.00	0.00	0.00	0.00
10 L 000 000 811626 000 000 000	GENERAL FUND/HSA - EMPLOYEE DEDUCTIONS	0.00	0.00	0.00	0.00
10 L 000 000 811628 000 000 000	GENERAL FUND/HSA - EMPLOYER CONTRIBUTIONS	0.00	0.00	0.00	0.00
10 L 000 000 811630 000 000 000	GENERAL FUND/DENTAL-PPO CONTRIBUTION	0.00	37,350.30	37,350.30	0.00
10 L 000 000 811631 000 000 000	GENERAL FUND/HEALTH INSURANCE DEDUCT	0.00	0.00	0.00	0.00
10 L 000 000 811632 000 000 000	GENERAL FUND/DENTAL INSURANCE DEDUCT	0.00	0.00	0.00	0.00
10 L 000 000 811633 000 000 000	GENERAL FUND/DISABILITY INS DEDUCTION	-10,133.32	77,130.83	87,487.38	223.23
10 L 000 000 811634 000 000 000	GENERAL FUND/SPOUSE/DEP'DT LIFE INSURANCE	-1,795.76	7,437.88	7,278.25	-1,955.39
10 L 000 000 811635 000 000 000	GENERAL FUND/DEPENDENT CARE - CHPT125	-18,191.62	77,527.58	82,010.79	-13,708.41
10 L 000 000 811636 000 000 000	GENERAL FUND/DENTAL-PPO CHAPTER 125	0.00	0.00	0.00	0.00
10 L 000 000 811637 000 000 000	GENERAL FUND/HEALTH-CHAPTER 125	0.00	0.00	0.00	0.00

Fd T Loc		Obj Func		Prj DeptJob		Fd T Loc		Obj Func		Prj DeptJob		Beginning	2016-17	2016-17	Ending
												Balance	FYTD Credits	FYTD Debits	Balance
10	L	000	000	811638	000	000	000	000	000	000	000	0.00	0.00	0.00	0.00
GENERAL FUND/DENTAL-CHAPTER 125															
10	L	000	000	811639	000	000	000	000	000	000	000	-11,218.51	48,708.11	47,135.30	-12,791.32
GENERAL FUND/ADDITIONAL LIFE INSURANCE															
10	L	000	000	811640	000	000	000	000	000	000	000	0.00	11,185.75	11,185.75	0.00
GENERAL FUND/UNITED WAY															
10	L	000	000	811641	000	000	000	000	000	000	000	0.00	0.00	0.00	0.00
GENERAL FUND/OTHER MEDICAL - CHPT 125															
10	L	000	000	811642	000	000	000	000	000	000	000	0.00	0.00	0.00	0.00
GENERAL FUND/EBC - FLEX CLAIMS TAIL															
10	L	000	000	811643	000	000	000	000	000	000	000	0.00	188,325.43	83,297.77	-105,027.66
GENERAL FUND/HEALTH INS. - SELF PAY															
10	L	000	000	811644	000	000	000	000	000	000	000	0.00	6,636.37	0.00	-6,636.37
GENERAL FUND/DENTAL INS. - SELF PAY															
10	L	000	000	811645	000	000	000	000	000	000	000	-13,641.72	52,759.78	61,231.13	-5,170.37
GENERAL FUND/LIFE INS - EMPLOYER CONTR															
10	L	000	000	811647	000	000	000	000	000	000	000	-226.08	7,864.62	6,973.21	-1,117.49
GENERAL FUND/LIMITED FLEX PLAN-CHAPTER 125															
10	L	000	000	811648	000	000	000	000	000	000	000	-6,335.50	25,726.91	24,935.86	-7,126.55
GENERAL FUND/SUPPLEMENTAL LIFE INSURANCE															
10	L	000	000	811650	000	000	000	000	000	000	000	0.00	0.00	0.00	0.00
GENERAL FUND/UNION DUES DEDUCTION															
10	L	000	000	811652	000	000	000	000	000	000	000	0.00	5,131.53	5,131.53	0.00
GENERAL FUND/GREENHECK FIELDHOUSE MEMBERSHP															
10	L	000	000	811665	000	000	000	000	000	000	000	0.00	25,566.18	25,566.18	0.00
GENERAL FUND/ROTH 403(b)															
10	L	000	000	811670	000	000	000	000	000	000	000	0.00	368,793.96	368,793.96	0.00
GENERAL FUND/TSA'S															
10	L	000	000	811673	000	000	000	000	000	000	000	0.00	217,239.55	0.00	-217,239.55
GENERAL FUND/RETIREE HEALTH															
10	L	000	000	811674	000	000	000	000	000	000	000	0.00	5,990.18	0.00	-5,990.18
GENERAL FUND/RETIREE DENTAL															
10	L	000	000	811675	000	000	000	000	000	000	000	0.00	4,757.13	0.00	-4,757.13
GENERAL FUND/RETIREE LIFE															
10	L	000	000	811699	000	000	000	000	000	000	000	0.00	56,472.05	56,458.50	-13.55
GENERAL FUND/MISCELLANEOUS															
10	L	000	000	811700	000	000	000	000	000	000	000	-66,791.50	91,403.70	94,539.44	-63,655.76
GENERAL FUND/INTEREST PAYABLE															
10	L	000	000	811810	000	000	000	000	000	000	000	0.00	0.00	0.00	0.00
GENERAL FUND/NET PAYROLL PAYABLE															
10	L	000	000	811815	000	000	000	000	000	000	000	0.00	34,548,138.21	34,548,138.21	0.00
GENERAL FUND/NET EFT PAYABLE															
10	L	000	000	811820	000	000	000	000	000	000	000	-3,321,476.77	229.50	3,321,706.27	0.00
GENERAL FUND/VOUCHERS PAYABLE															
10	L	000	000	812000	000	000	000	000	000	000	000	-557,571.53	0.00	557,571.53	0.00
GENERAL FUND/DUE TO OTHER FUNDS															
10	L	000	000	815100	000	000	000	000	000	000	000	0.00	0.00	0.00	0.00
GENERAL FUND/SELF FUNDED PREMIUM DEPOSITS															
10	L	000	000	815901	000	000	000	000	000	000	000	0.00	828,694.24	828,694.24	0.00
GENERAL FUND/OPEB 73															
10	L	000	000	816000	000	000	000	000	000	000	000	0.00	0.00	0.00	0.00
GENERAL FUND/DEFERRED REVENUES															
10	L	000	000	816200	000	000	000	000	000	000	000	0.00	57,193.70	57,193.70	0.00
GENERAL FUND/DEFERRED REVENUE STATE AID															
10	L	000	000	816910	000	000	000	000	000	000	000	0.00	0.00	0.00	0.00
GENERAL FUND/DEF. REV. - IN TECH															
10	L	000	000	817100	000	000	000	000	000	000	000	0.00	0.00	0.00	0.00
GENERAL FUND/HEALTH-CLAIMS PAYABLE															
10	L	000	000	817101	000	000	000	000	000	000	000	-811,505.50	5,752,351.09	6,695,854.01	131,997.42
GENERAL FUND/SECURITY PREMIUM PAYABLE															
10	L	000	000	817150	000	000	000	000	000	000	000	0.00	0.00	0.00	0.00
GENERAL FUND/HRA PAYABLE															
10	L	000	000	817200	000	000	000	000	000	000	000	-156,191.89	538,666.98	568,493.77	-126,365.10
GENERAL FUND/DENTAL-CLAIMS PAYABLE															
10	L	000	000	819107	000	000	000	000	000	000	000	0.00	0.00	0.00	0.00
GENERAL FUND/CONF ROOM A - ED IMPROVEMENT															
10	L	000	000	842300	000	000	000	000	000	000	000	0.00	0.00	0.00	0.00
GENERAL FUND/LONG-TERM BONDS PAYABLE															
10	L	000	000	842350	000	000	000	000	000	000	000	0.00	0.00	0.00	0.00
GENERAL FUND/38 FUND TAXABLE BONDS															
10	Q	000	000	000000	000	000	000	000	000	000	000	0.00	0.00	0.00	0.00
GENERAL FUND/N/A															
10	Q	000	000	911000	000	000	000	000	000	000	000	0.00	0.00	0.00	0.00
GENERAL FUND/FIXED ASSETS - L.T.D.															
10	Q	000	000	912000	000	000	000	000	000	000	000	0.00	0.00	0.00	0.00
GENERAL FUND/FIXED ASSETS - TAX LEVY															
10	Q	000	000	914000	000	000	000	000	000	000	000	0.00	0.00	0.00	0.00
GENERAL FUND/FIXED ASSETS-ACCUM DEPRECIATN															
10	Q	000	000	916000	000	000	000	000	000	000	000	0.00	0.00	0.00	0.00
GENERAL FUND/FIXED ASSETS - DONATIONS															

		Beginning		2016-17		2016-17		Ending				
Fd	T	Loc	Obj	Func	Prj	Dept	Job	Balance	FYTD Credits	FYTD Debits	Balance	
10	Q	000	000	931000	000	000	000	GENERAL FUND/FUND BALANCE-RESERVED	0.00	89,351,018.54	88,439,244.84	-911,773.70
10	Q	000	000	931700	000	000	000	GENERAL FUND/FUND BALANCE - L.T.D.	0.00	0.00	0.00	0.00
10	Q	000	000	932000	000	000	000	GENERAL FUND/FUND BALANCE-CASH FLOW	0.00	0.00	0.00	0.00
10	Q	000	000	936120	000	000	000	GENERAL FUND/Cont Oblig-Restricted Fund Bal	-340,000.00	0.00	0.00	-340,000.00
10	Q	000	000	936320	000	000	000	GENERAL FUND/Debt Service Retirement	0.00	0.00	0.00	0.00
10	Q	000	000	936500	000	000	000	GENERAL FUND/Food Service Fund Balance	0.00	0.00	0.00	0.00
10	Q	000	000	936900	000	000	000	GENERAL FUND/Fund Balance-Restricted Other	0.00	0.00	0.00	0.00
10	Q	000	000	938900	000	000	000	GENERAL FUND/Assigned Fund Balance	0.00	0.00	0.00	0.00
10	Q	000	000	939200	000	000	000	GENERAL FUND/WORKING CAPITAL (CASH FLOW)	-8,000,431.07	150,573,472.37	143,612,978.93	-14,960,924.51
10	Q	000	000	939900	000	000	000	GENERAL FUND/Unassigned Fund Balance	0.00	27,747.94	27,747.94	0.00
10	-	---	---	-----	---	---	---		0.00	507,601,667.55	507,601,667.55	0.00

Fd T Loc Obj Func		Prj DeptJob		Fd T Loc Obj Func		Prj DeptJob		Beginning	2016-17	2016-17	Ending	
								Balance	FYTD Credits	FYTD Debits	Balance	
27	A	000	000	711000	000	000	000	SPECIAL EDUCATION FUND/CLAIM ON CASH	601,648.80	5,505,145.61	1,999,229.93	-2,904,266.88
27	A	000	000	711100	000	000	000	SPECIAL EDUCATION FUND/PAYROLL CLEARANCE ACCOUNT	0.00	5,022,517.51	5,022,517.51	0.00
27	A	000	000	711105	000	000	000	SPECIAL EDUCATION FUND/A/P ACH Cash Account Intercity	0.00	0.00	0.00	0.00
27	A	000	000	712000	000	000	000	SPECIAL EDUCATION FUND/INVESTMENTS	0.00	1,343,516.81	1,343,516.81	0.00
27	A	000	000	713200	000	000	000	SPECIAL EDUCATION FUND/ACCOUNTS RECEIVABLE	400.00	400.00	0.00	0.00
27	A	000	000	714100	000	000	000	SPECIAL EDUCATION FUND/DUE FROM OTHER FUNDS	0.00	0.00	0.00	0.00
27	A	000	000	715420	000	000	000	SPECIAL EDUCATION FUND/DUE FROM CESA	7,500.00	7,500.00	0.00	0.00
27	A	000	000	715600	000	000	000	SPECIAL EDUCATION FUND/DUE FROM FED GOVERNMENT	190,041.65	190,041.65	0.00	0.00
27	L	000	000	000000	000	000	000	SPECIAL EDUCATION FUND/N/A	0.00	0.00	0.00	0.00
27	L	000	000	811200	000	000	000	SPECIAL EDUCATION FUND/ACCOUNTS PAYABLE	-17,123.11	402,673.82	419,796.93	0.00
27	L	000	000	811558	000	000	000	SPECIAL EDUCATION FUND/AP STAPLES	0.00	0.00	0.00	0.00
27	L	000	000	811610	000	000	000	SPECIAL EDUCATION FUND/MEDICARE	-7,732.90	0.00	7,732.90	0.00
27	L	000	000	811611	000	000	000	SPECIAL EDUCATION FUND/FICA	-33,065.15	0.00	33,065.15	0.00
27	L	000	000	811620	000	000	000	SPECIAL EDUCATION FUND/RETIREMENT DEDUCTION	-35,552.46	0.00	35,552.46	0.00
27	L	000	000	811628	000	000	000	SPECIAL EDUCATION FUND/HSA - EMPLOYER CONTRIBUTIONS	0.00	0.00	0.00	0.00
27	L	000	000	811630	000	000	000	SPECIAL EDUCATION FUND/DENTAL-PPO CONTRIBUTION	-8,014.32	0.00	8,014.32	0.00
27	L	000	000	811633	000	000	000	SPECIAL EDUCATION FUND/DISABILITY INS DEDUCTION	-1,882.38	0.00	1,882.38	0.00
27	L	000	000	811645	000	000	000	SPECIAL EDUCATION FUND/LIFE INS - EMPLOYER CONTR	-836.30	0.00	836.30	0.00
27	L	000	000	811815	000	000	000	SPECIAL EDUCATION FUND/NET EFT PAYABLE	0.00	5,893,482.94	5,893,482.94	0.00
27	L	000	000	811820	000	000	000	SPECIAL EDUCATION FUND/VOUCHERS PAYABLE	-538,793.99	0.00	538,793.99	0.00
27	L	000	000	812000	000	000	000	SPECIAL EDUCATION FUND/DUE TO OTHER FUNDS	0.00	0.00	0.00	0.00
27	L	000	000	815100	000	000	000	SPECIAL EDUCATION FUND/SELF FUNDED PREMIUM DEPOSITS	0.00	0.00	0.00	0.00
27	L	000	000	817101	000	000	000	SPECIAL EDUCATION FUND/SECURITY PREMIUM PAYABLE	-152,915.32	0.00	152,915.32	0.00
27	L	000	000	817150	000	000	000	SPECIAL EDUCATION FUND/HRA PAYABLE	0.00	0.00	0.00	0.00
27	L	000	000	817200	000	000	000	SPECIAL EDUCATION FUND/DENTAL-CLAIMS PAYABLE	-3,674.52	0.00	3,674.52	0.00
27	Q	000	000	000000	000	000	000	SPECIAL EDUCATION FUND/N/A	0.00	0.00	0.00	0.00
27	Q	000	000	931000	000	000	000	SPECIAL EDUCATION FUND/FUND BALANCE-RESERVED	0.00	14,912,660.26	14,899,222.58	-13,437.68
27	Q	000	000	932000	000	000	000	SPECIAL EDUCATION FUND/FUND BALANCE-CASH FLOW	0.00	0.00	0.00	0.00
27	Q	000	000	936120	000	000	000	SPECIAL EDUCATION FUND/Cont Oblig-Restricted Fund Bal	0.00	0.00	0.00	0.00
27	Q	000	000	936320	000	000	000	SPECIAL EDUCATION FUND/Debt Service Retirement	0.00	0.00	0.00	0.00
27	Q	000	000	936500	000	000	000	SPECIAL EDUCATION FUND/Food Service Fund Balance	0.00	0.00	0.00	0.00
27	Q	000	000	936900	000	000	000	SPECIAL EDUCATION FUND/Fund Balance-Restricted Other	0.00	0.00	0.00	0.00
27	Q	000	000	938900	000	000	000	SPECIAL EDUCATION FUND/Assigned Fund Balance	0.00	0.00	0.00	0.00
27	Q	000	000	939200	000	000	000	SPECIAL EDUCATION FUND/WORKING CAPITAL (CASH FLOW)	0.00	0.00	0.00	0.00
27	Q	000	000	939900	000	000	000	SPECIAL EDUCATION FUND/Unassigned Fund Balance	0.00	17,033,746.26	19,951,450.82	2,917,704.56
27	-	---	---	-----	---	---	---		0.00	50,311,684.86	50,311,684.86	0.00

										Beginning	2016-17		Ending						
										Balance	FYTD Credits	FYTD Debits	Balance						
Fd	T	Loc	Obj	Func	Prj	Dept	Job	Fd	T	Loc	Obj	Func	Prj	Dept	Job				
50	A	000	000	711000	000	000	000	FOOD	SERVICE	FUND/CLAIM ON CASH						784,996.86	1,137,801.88	1,191,897.49	839,092.47
50	A	000	000	711100	000	000	000	FOOD	SERVICE	FUND/PAYROLL CLEARANCE ACCOUNT						0.00	585,019.55	585,019.55	0.00
50	A	000	000	711105	000	000	000	FOOD	SERVICE	FUND/A/P ACH Cash Account Intercity						0.00	0.00	0.00	0.00
50	A	000	000	711200	000	000	000	FOOD	SERVICE	FUND/PETTY CASH						200.00	0.00	207.22	407.22
50	A	000	000	712000	000	000	000	FOOD	SERVICE	FUND/INVESTMENTS						0.00	510,771.65	510,771.65	0.00
50	A	000	000	713200	000	000	000	FOOD	SERVICE	FUND/ACCOUNTS RECEIVABLE						891.00	891.00	0.00	0.00
50	A	000	000	714100	000	000	000	FOOD	SERVICE	FUND/DUE FROM OTHER FUNDS						0.00	0.00	0.00	0.00
50	A	000	000	715600	000	000	000	FOOD	SERVICE	FUND/DUE FROM FED GOVERNMENT						50,945.44	50,945.44	0.00	0.00
50	L	000	000	000000	000	000	000	FOOD	SERVICE	FUND/N/A						0.00	0.00	0.00	0.00
50	L	000	000	811200	000	000	000	FOOD	SERVICE	FUND/ACCOUNTS PAYABLE						-3,933.16	518,035.82	521,968.98	0.00
50	L	000	000	811558	000	000	000	FOOD	SERVICE	FUND/AP STAPLES						0.00	0.00	0.00	0.00
50	L	000	000	811610	000	000	000	FOOD	SERVICE	FUND/MEDICARE						-116.26	0.00	116.26	0.00
50	L	000	000	811611	000	000	000	FOOD	SERVICE	FUND/FICA						-497.12	0.00	497.12	0.00
50	L	000	000	811620	000	000	000	FOOD	SERVICE	FUND/RETIREMENT DEDUCTION						-530.37	0.00	530.37	0.00
50	L	000	000	811630	000	000	000	FOOD	SERVICE	FUND/DENTAL-PPO CONTRIBUTION						0.00	0.00	0.00	0.00
50	L	000	000	811633	000	000	000	FOOD	SERVICE	FUND/DISABILITY INS DEDUCTION						0.00	0.00	0.00	0.00
50	L	000	000	811645	000	000	000	FOOD	SERVICE	FUND/LIFE INS - EMPLOYER CONTR						0.00	0.00	0.00	0.00
50	L	000	000	811815	000	000	000	FOOD	SERVICE	FUND/NET EFT PAYABLE						0.00	579,957.74	579,957.74	0.00
50	L	000	000	811820	000	000	000	FOOD	SERVICE	FUND/VOUCHERS PAYABLE						-8,036.88	0.00	8,036.88	0.00
50	L	000	000	812000	000	000	000	FOOD	SERVICE	FUND/DUE TO OTHER FUNDS						0.00	0.00	0.00	0.00
50	L	000	000	815000	000	000	000	FOOD	SERVICE	FUND/DEPOSITS PAYABLE-FAMILY BALANC						0.00	0.00	0.00	0.00
50	L	000	000	815100	000	000	000	FOOD	SERVICE	FUND/SELF FUNDED PREMIUM DEPOSITS						0.00	0.00	0.00	0.00
50	L	000	000	815900	000	000	000	FOOD	SERVICE	FUND/OTHER DEPOSITS PAYABLE						-70,347.41	0.00	0.00	-70,347.41
50	L	000	000	817101	000	000	000	FOOD	SERVICE	FUND/SECURITY PREMIUM PAYABLE						0.00	0.00	0.00	0.00
50	L	000	000	817150	000	000	000	FOOD	SERVICE	FUND/HRA PAYABLE						0.00	0.00	0.00	0.00
50	L	000	000	817200	000	000	000	FOOD	SERVICE	FUND/DENTAL-CLAIMS PAYABLE						0.00	0.00	0.00	0.00
50	Q	000	000	000000	000	000	000	FOOD	SERVICE	FUND/N/A						0.00	0.00	0.00	0.00
50	Q	000	000	931000	000	000	000	FOOD	SERVICE	FUND/FUND BALANCE-RESERVED						0.00	362,071.86	362,122.26	50.40
50	Q	000	000	932000	000	000	000	FOOD	SERVICE	FUND/FUND BALANCE-CASH FLOW						0.00	0.00	0.00	0.00
50	Q	000	000	936120	000	000	000	FOOD	SERVICE	FUND/Cont Oblig-Restricted Fund Bal						0.00	0.00	0.00	0.00
50	Q	000	000	936320	000	000	000	FOOD	SERVICE	FUND/Debt Service Retirement						0.00	0.00	0.00	0.00
50	Q	000	000	936500	000	000	000	FOOD	SERVICE	FUND/Food Service Fund Balance						-753,572.10	1,506,292.85	1,490,662.27	-769,202.68
50	Q	000	000	936900	000	000	000	FOOD	SERVICE	FUND/Fund Balance-Restricted Other						0.00	0.00	0.00	0.00
50	Q	000	000	938900	000	000	000	FOOD	SERVICE	FUND/Assigned Fund Balance						0.00	0.00	0.00	0.00
50	Q	000	000	939200	000	000	000	FOOD	SERVICE	FUND/WORKING CAPITAL (CASH FLOW)						0.00	0.00	0.00	0.00
50	Q	000	000	939900	000	000	000	FOOD	SERVICE	FUND/Unassigned Fund Balance						0.00	0.00	0.00	0.00
50	-	---	---	-----	---	---	---									0.00	5,251,787.79	5,251,787.79	0.00

Fd T Loc		Obj Func		Prj DeptJob		Fd T Loc		Obj Func		Prj DeptJob		Beginning	2016-17		2016-17		Ending
												Balance	FYTD Credits	FYTD Debits	Balance		
80	A	000	000	711000	000	000	000	000	000	000	000	51,648.87	912,277.83	935,528.82		74,899.86	
80	A	000	000	711100	000	000	000	000	000	000	000	0.00	508,744.38	508,744.38		0.00	
80	A	000	000	711105	000	000	000	000	000	000	000	0.00	0.00	0.00		0.00	
80	A	000	000	711200	000	000	000	000	000	000	000	1,000.00	0.00	30.00		1,030.00	
80	A	000	000	711300	000	000	000	000	000	000	000	0.00	0.00	0.00		0.00	
80	A	000	000	712000	000	000	000	000	000	000	000	0.00	1,016.00	1,016.00		0.00	
80	A	000	000	713100	000	000	000	000	000	000	000	0.00	300,000.00	300,000.00		0.00	
80	A	000	000	713200	000	000	000	000	000	000	000	64,390.19	64,390.19	0.00		0.00	
80	A	000	000	713205	000	000	000	000	000	000	000	2,574.12	1,187.12	0.00		1,387.00	
80	A	000	000	714100	000	000	000	000	000	000	000	0.00	0.00	0.00		0.00	
80	L	000	000	000000	000	000	000	000	000	000	000	0.00	0.00	0.00		0.00	
80	L	000	000	811200	000	000	000	000	000	000	000	-17,224.51	304,348.50	321,573.01		0.00	
80	L	000	000	811225	000	000	000	000	000	000	000	0.00	0.00	0.00		0.00	
80	L	000	000	811558	000	000	000	000	000	000	000	0.00	0.00	0.00		0.00	
80	L	000	000	811610	000	000	000	000	000	000	000	-176.66	0.00	176.66		0.00	
80	L	000	000	811611	000	000	000	000	000	000	000	-2,701.07	0.00	2,701.07		0.00	
80	L	000	000	811620	000	000	000	000	000	000	000	-809.19	0.00	809.19		0.00	
80	L	000	000	811628	000	000	000	000	000	000	000	0.00	0.00	0.00		0.00	
80	L	000	000	811630	000	000	000	000	000	000	000	0.00	0.00	0.00		0.00	
80	L	000	000	811633	000	000	000	000	000	000	000	0.00	0.00	0.00		0.00	
80	L	000	000	811645	000	000	000	000	000	000	000	0.00	0.00	0.00		0.00	
80	L	000	000	811815	000	000	000	000	000	000	000	0.00	462,102.59	462,102.59		0.00	
80	L	000	000	811820	000	000	000	000	000	000	000	-37,694.70	0.00	37,694.70		0.00	
80	L	000	000	812000	000	000	000	000	000	000	000	0.00	0.00	0.00		0.00	
80	L	000	000	816900	000	000	000	000	000	000	000	-5,163.94	1,621.50	5,163.94		-1,621.50	
80	L	000	000	816901	000	000	000	000	000	000	000	-33,200.67	0.00	33,200.67		0.00	
80	L	000	000	816902	000	000	000	000	000	000	000	-107.00	0.00	107.00		0.00	
80	L	000	000	816903	000	000	000	000	000	000	000	-10,044.99	0.00	10,044.99		0.00	
80	L	000	000	816904	000	000	000	000	000	000	000	0.00	0.00	0.00		0.00	
80	L	000	000	816905	000	000	000	000	000	000	000	0.00	0.00	0.00		0.00	
80	L	000	000	816906	000	000	000	000	000	000	000	0.00	0.00	0.00		0.00	
80	L	000	000	816907	000	000	000	000	000	000	000	0.00	0.00	0.00		0.00	
80	L	000	000	816908	000	000	000	000	000	000	000	-800.00	0.00	800.00		0.00	
80	L	000	000	816909	000	000	000	000	000	000	000	0.00	0.00	0.00		0.00	
80	L	000	000	816911	000	000	000	000	000	000	000	-3,235.90	0.00	3,235.90		0.00	
80	L	000	000	816913	000	000	000	000	000	000	000	-602.52	0.00	602.52		0.00	
80	L	000	000	817101	000	000	000	000	000	000	000	0.00	0.00	0.00		0.00	
80	L	000	000	817200	000	000	000	000	000	000	000	0.00	0.00	0.00		0.00	
80	Q	000	000	000000	000	000	000	000	000	000	000	0.00	0.00	0.00		0.00	
80	Q	000	000	931000	000	000	000	000	000	000	000	0.00	606,271.74	570,562.15		-35,709.59	

Fd T Loc Obj Func		Prj DeptJob		Fd T Loc Obj Func		Prj DeptJob		Beginning	2016-17		2016-17		Ending
								Balance	FYTD Credits	FYTD Debits			Balance
80	Q	000	000	931896	000	000	000	COMMUNITY SERVICE FUND/TOURNAMENT ACTIVITY	0.00	0.00	0.00	0.00	0.00
80	Q	000	000	932000	000	000	000	COMMUNITY SERVICE FUND/FUND BALANCE-CASH FLOW	0.00	0.00	0.00	0.00	0.00
80	Q	000	000	936120	000	000	000	COMMUNITY SERVICE FUND/Cont Oblig-Restricted Fund Bal	0.00	0.00	0.00	0.00	0.00
80	Q	000	000	936320	000	000	000	COMMUNITY SERVICE FUND/Debt Service Retirement	0.00	0.00	0.00	0.00	0.00
80	Q	000	000	936500	000	000	000	COMMUNITY SERVICE FUND/Food Service Fund Balance	0.00	0.00	0.00	0.00	0.00
80	Q	000	000	936900	000	000	000	COMMUNITY SERVICE FUND/Fund Balance-Restricted Other	-7,852.03	1,622,718.11	1,590,584.37		-39,985.77
80	Q	000	000	938900	000	000	000	COMMUNITY SERVICE FUND/Assigned Fund Balance	0.00	0.00	0.00	0.00	0.00
80	Q	000	000	939200	000	000	000	COMMUNITY SERVICE FUND/WORKING CAPITAL (CASH FLOW)	0.00	0.00	0.00	0.00	0.00
80	Q	000	000	939900	000	000	000	COMMUNITY SERVICE FUND/Unassigned Fund Balance	0.00	0.00	0.00	0.00	0.00
80	-	---	---	-----	---	---	---		0.00	4,784,677.96	4,784,677.96		0.00

Fd T Loc Obj Func				Prj DeptJob				Fd T Loc Obj Func				Prj DeptJob				
								Beginning	2016-17		2016-17		Ending			
								Balance	FYTD Credits		FYTD Debits		Balance			
Grand Asset Totals								20,807,977.36	214,690,799.44		213,418,920.24		19,536,098.16			
Grand Liability Totals								-11,706,122.16	77,263,018.79		83,586,321.76		-5,382,819.19			
Grand Equity Totals								-9,101,855.20	275,995,999.93		270,944,576.16		-14,153,278.97			
Grand Totals								0.00	567,949,818.16		567,949,818.16		0.00			

Number of Accounts: 210

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

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REPORT SPECIFICATIONS

DISTRICT: D.C. Everest Area S.D.  
 REPORT TITLE: GENERAL INPUT BUDGET TRANSFERS  
 REQUESTED BY: ggadke                      DATE:                      02/15/17  
 PROGRAM NAME: fin/3amgip01.              TIME:                      11:10:30 AM  
 COPIES:                      1                      LPI:                      6  
 RUN ON SERVER: yes                      CREATE ASCII FILE: NO

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BATCHES SELECTED:	POST DATE	BATCH #	DESCRIPTION
	02/15/2017	16-00204	Transfer to pay for UWO Mathematical Competit
	02/14/2017	16-00203	Tr funds to cover Raz-Kids Reading Program
	02/14/2017	16-00202	Transfer to pay for Lamp kits from correct ac
	02/14/2017	16-00201	Overage Transfer
	02/14/2017	16-00200	Transfer to Soaring Travel budget to cover co
	02/13/2017	16-00199	to cover overdrawn accounts
	02/13/2017	16-00198	to cover overdrawn accounts
	02/13/2017	16-00197	Additional funds needed to pay PE invoice.
	02/13/2017	16-00196	Cover cost of additional un-anticipated purch
	02/13/2017	16-00195	Transfer to pay for WMC Conference registrati
	02/13/2017	16-00194	DPI Required Transfer
	02/13/2017	16-00193	Transfer to cover cost of Career Cruising/Inf
	02/10/2017	16-00192	Transfer to cover higher than expected costs
	02/09/2017	16-00191	to cover office supplies
	02/09/2017	16-00189	trx fr MS to FACE budget for supplies for glu
	02/09/2017	16-00188	Transfer to pay for Student trip to JARP from
	02/06/2017	16-00187	Transfer to pay for student busing from corre
	02/06/2017	16-00186	Additional funds needed to pay hockey entry f
	02/02/2017	16-00185	Transfer to pay for semester rewards gift car
	02/02/2017	16-00184	Combine accounts
	02/02/2017	16-00183	Combine accounts
	02/02/2017	16-00182	Combine accounts
	01/31/2017	16-00181	Robin WEMTA in wrong account
	01/31/2017	16-00180	Combine accounts
	01/31/2017	16-00179	Combine accounts
	01/31/2017	16-00178	Robin WEMTA
	01/31/2017	16-00177	Robin WEMTA
	01/27/2017	16-00176	Transfer to cover additional curriculum cost
	01/25/2017	16-00175	Job fair expenses, trying more ideas for recr

BATCHES SELECTED:	POST DATE	BATCH #	DESCRIPTION
	01/25/2017	16-00174	Preponderance of Budget in Conferences Placed
	01/24/2017	16-00173	Transfer to cover cost of Bullying Prevention
	01/21/2017	16-00172	Preschool Budget Adjustments
	01/21/2017	16-00171	Transfer to pay for backordered items from co
	01/20/2017	16-00170	Cover shortage on busing bill
	01/20/2017	16-00169	Additional funds needed for lifeguard re-cert
	01/20/2017	16-00168	Transfer small amount of funds to cover cost
	01/20/2017	16-00167	Transfer funds to pay for small cost differen
	01/20/2017	16-00166	Tr funds to cover digital books for library

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>			
16-00204	Transfer to pay for UWO Mathematical Competit	2016-2017	02/15/2017	Submit Transfer	History			
<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>		
1		Transfer to pay for UWO Mathematical Competition from correct account	10 E 300 341 256770 000 124 000	02/15/2017	245.00	0.00		
2		Transfer to pay for UWO Mathematical Competition from correct account	10 E 300 411 124000 000 124 000	02/15/2017	0.00	245.00		
TOTALS					245.00	245.00		

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>			
16-00203	Tr funds to cover Raz-Kids Reading Program	2016-2017	02/14/2017	Submit Transfer	History			
<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>		
1		Tr funds from 411 to 435 acct to cover Raz-Kids Reading Program	10 E 108 411 241000 000 241 000	02/14/2017	0.00	107.19		
2		Tr funds from 411 to 435 acct cover Raz-Kids Reading Program	10 E 108 435 110000 000 241 000	02/14/2017	107.19	0.00		
TOTALS					107.19	107.19		

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>			
16-00202	Transfer to pay for Lamp kits from correct ac	2016-2017	02/14/2017	Submit Transfer	History			
<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>		
1		Transfer to pay for Lamp kits from correct account	10 E 200 310 136000 000 136 000	02/14/2017	0.00	377.60		
2		Transfer to pay for Lamp kits from correct account	10 E 200 411 136000 000 136 000	02/14/2017	377.60	0.00		
TOTALS					377.60	377.60		

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>			
16-00201	Overage Transfer	2016-2017	02/14/2017	Submit Transfer	History			
<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>		
1		Transfer from 411 to 439	10 E 108 411 110000 000 101 000	02/14/2017	0.00	2.75		
2		Transfer from 411 to 439	10 E 108 439 222200 000 220 000	02/14/2017	2.75	0.00		
3		Transfer from 434 to 439	10 E 108 434 222200 000 220 000	02/14/2017	0.00	300.00		
4		Transfer from 434 to 439	10 E 108 439 222200 000 220 000	02/14/2017	300.00	0.00		
TOTALS					302.75	302.75		

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>			
16-00200	Transfer to Soaring Travel budget to cover co	2016-2017	02/14/2017	Submit Transfer	History			
<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>		
1		Transfer to Soaring Travel budget to cover cost of travel for State Reading Convention - J.Weller	27 E 809 940 221300 517 809 000	02/14/2017	0.00	198.00		
2		Transfer to Soaring Travel budget to cover cost of travel for State Reading Convention - J.Weller	27 E 809 342 221300 341 809 000	02/14/2017	198.00	0.00		
					TOTALS	198.00	198.00	
<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>			
16-00199	to cover overdrawn accounts	2016-2017	02/13/2017	Submit Transfer	History			
<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>		
1		to cover overdrawn accounts	10 E 102 432 222200 000 220 000	02/10/2017	0.00	3.71		
2		to cover overdrawn accounts	10 E 102 435 222200 000 220 000	02/10/2017	3.71	0.00		
					TOTALS	3.71	3.71	
<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>			
16-00198	to cover overdrawn accounts	2016-2017	02/13/2017	Submit Transfer	History			
<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>		
1		To cover overdrawn account	10 E 102 551 125000 000 125 000	02/10/2017	0.00	28.50		
2		To cover overdrawn account	10 E 102 450 125000 000 125 000	02/10/2017	28.50	0.00		
					TOTALS	28.50	28.50	
<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>			
16-00197	Additional funds needed to pay PE invoice.	2016-2017	02/13/2017	Submit Transfer	History			
<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>		
1		Additional funds needed to pay PE invoice.	10 E 400 310 143000 000 140 000	02/10/2017	0.00	16.13		
2		Additional funds needed to pay PE invoice.	10 E 400 342 143000 000 140 000	02/10/2017	0.00	123.73		
3		Additional funds needed to pay PE invoice.	10 E 400 411 143000 000 140 000	02/10/2017	139.86	0.00		
					TOTALS	139.86	139.86	
<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>			
16-00196	Cover cost of additional un-anticipated purch	2016-2017	02/13/2017	Submit Transfer	History			
<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>		
1		Cover cost of additional un-anticipated purchase of Street Drugs info for pupil service staff	10 E 824 411 214000 000 212 000	02/10/2017	0.00	171.00		

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>			
16-00196	Cover cost of additional un-anticipated purch	2016-2017	02/13/2017	Submit Transfer	History			
<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>		<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>	
. . . CONTINUED								
2		Cover cost of additional un-anticipated purchase of Street Drugs info for pupil service staff	10 E 824 411 213000 000 212 000		02/10/2017	171.00	0.00	
TOTALS						171.00	171.00	

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>			
16-00195	Transfer to pay for WMC Conference registrati	2016-2017	02/13/2017	Submit Transfer	History			
<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>		<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>	
1		Transfer to pay for WMC Conference registration/membership from correct account	10 E 400 440 124000 000 124 000		02/10/2017	0.00	861.00	
2		Transfer to pay for WMC Conference registration/membership from correct account	10 E 400 940 124000 000 124 000		02/10/2017	861.00	0.00	
TOTALS						861.00	861.00	

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>			
16-00194	DPI Required Transfer	2016-2017	02/13/2017	Submit Transfer	History			
<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>		<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>	
1		Payment of Students for Work Experience - Per DPI Requirement	27 E 809 310 158000 341 809 000		02/10/2017	1,000.00	0.00	
2		Payment of Students for Work Experience - Per DPI Requirement	27 E 809 310 138200 341 809 000		02/10/2017	0.00	1,000.00	
TOTALS						1,000.00	1,000.00	

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>			
16-00193	Transfer to cover cost of Career Cruising/Inf	2016-2017	02/13/2017	Submit Transfer	History			
<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>		<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>	
1		Transfer to cover cost of Career Cruising/Infinite Campus information exchange	10 E 824 342 212000 000 212 000		02/10/2017	0.00	500.00	
2		Transfer to cover cost of Career Cruising/Infinite Campus information exchange	10 E 824 480 129200 000 212 000		02/10/2017	500.00	0.00	
TOTALS						500.00	500.00	

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS	
16-00192	Transfer to cover higher than expected costs	2016-2017	02/10/2017	Submit Transfer	History	
LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Transfer to cover higher than expected costs related to annual subscriptions and Special Ed aide license	27 E 809 342 223300 341 809 000	02/10/2017	0.00	788.00
2		Transfer to cover higher than expected costs related to annual subscriptions or director of spec ed	27 E 809 940 223300 341 809 000	02/10/2017	688.00	0.00
3		Transfer to cover higher than anticipated costs related to licensing for special ed aides	27 E 809 940 159100 341 809 000	02/10/2017	100.00	0.00
TOTALS					788.00	788.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS	
16-00191	to cover office supplies	2016-2017	02/09/2017	Submit Transfer	History	
LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		To cover IMC order of 150	10 E 102 354 110000 000 241 000	02/08/2017	0.00	150.00
2		IMC order that was earmarked for 150	10 E 102 411 241000 000 241 000	02/08/2017	150.00	0.00
TOTALS					150.00	150.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS	
16-00189	trx fr MS to FACE budget for supplies for glu	2016-2017	02/09/2017	Submit Transfer	History	
LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		trx to pay for supplies for gluten accommodations in 6th gr FACE class-CN	10 E 200 310 241000 000 241 000	02/06/2017	0.00	1,100.00
2		trx fr MS to admin budget for supplies for gluten accommodations in 6th gr FACE class-CN	10 E 200 411 135000 000 135 000	02/06/2017	1,100.00	0.00
TOTALS					1,100.00	1,100.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS	
16-00188	Transfer to pay for Student trip to JARP from	2016-2017	02/09/2017	Submit Transfer	History	
LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Transfer to pay for Student trip to JARP from correct account	10 E 400 417 136230 000 136 000	02/06/2017	0.00	38.00
2		Transfer to pay for Student trip to JARP from correct account	10 E 400 341 256770 000 136 000	02/06/2017	38.00	0.00
TOTALS					38.00	38.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS	
16-00187	Transfer to pay for student busing from corre	2016-2017	02/06/2017	Submit Transfer	History	
LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Transfer to pay for student busing from correct account	10 E 400 342 133000 000 133 000	02/03/2017	0.00	655.12
2		Transfer to pay for student busing from correct account	10 E 400 341 256770 000 133 000	02/03/2017	655.12	0.00
TOTALS					655.12	655.12

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS	
16-00186	Additional funds needed to pay hockey entry f	2016-2017	02/06/2017	Submit Transfer	History	
LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Additional funds needed to pay hockey entry fee.	10 E 809 310 162000 960 160 000	02/03/2017	0.00	300.00
2		Additional funds needed to pay hockey entry fee.	10 E 809 940 162000 960 160 000	02/03/2017	300.00	0.00
TOTALS					300.00	300.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS	
16-00185	Transfer to pay for semester rewards gift car	2016-2017	02/02/2017	Submit Transfer	History	
LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Transfer to pay for semester rewards gift cards from correct account	10 E 300 440 132000 000 132 000	02/02/2017	0.00	120.00
2		Transfer to pay for semester rewards gift cards from correct account	10 E 300 411 132000 000 132 000	02/02/2017	120.00	0.00
TOTALS					120.00	120.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS	
16-00184	Combine accounts	2016-2017	02/02/2017	Submit Transfer	History	
LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Combine accounts	10 E 300 551 222200 000 220 000	02/01/2017	0.00	267.19
2		Combine accounts	10 E 300 432 222200 000 220 000	02/01/2017	267.19	0.00
TOTALS					267.19	267.19

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS	
16-00183	Combine accounts	2016-2017	02/02/2017	Submit Transfer	History	
LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Combine accounts	10 E 300 435 222200 000 220 000	02/01/2017	0.00	20.41
2		Combine accounts	10 E 300 432 222200 000 220 000	02/01/2017	20.41	0.00
TOTALS					20.41	20.41

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
16-00182	Combine accounts	2016-2017	02/02/2017	Submit Transfer	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Combine accounts	10 E 300 434 222200 000 220 000	02/01/2017	0.00	71.04
2		Combine accounts	10 E 300 432 222200 000 220 000	02/01/2017	71.04	0.00
TOTALS					71.04	71.04

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
16-00181	Robin WEMTA in wrong account	2016-2017	01/31/2017	Submit Transfer	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Robin WEMTA in wrong account	10 E 300 342 222200 000 220 000	01/31/2017	0.00	185.00
2		Robin WEMTA in wrong account	10 E 300 940 222200 000 220 000	01/31/2017	185.00	0.00
TOTALS					185.00	185.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
16-00180	Combine accounts	2016-2017	01/31/2017	Submit Transfer	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Combine accounts	10 E 300 353 222200 000 220 000	01/30/2017	0.00	75.00
2		Combine accounts	10 E 300 411 222200 000 220 000	01/30/2017	75.00	0.00
TOTALS					75.00	75.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
16-00179	Combine accounts	2016-2017	01/31/2017	Submit Transfer	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Combine accounts	10 E 300 440 222200 000 220 000	01/30/2017	0.00	128.98
2		Combine accounts	10 E 300 411 222200 000 220 000	01/30/2017	128.98	0.00
TOTALS					128.98	128.98

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
16-00178	Robin WEMTA	2016-2017	01/31/2017	Submit Transfer	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Robin WEMTA	10 E 300 440 222200 000 220 000	01/30/2017	0.00	63.56
2		Robin WEMTA	10 E 300 342 222200 000 220 000	01/30/2017	63.56	0.00
TOTALS					63.56	63.56

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>
16-00177	Robin WEMTA	2016-2017	01/31/2017	Submit Transfer	History

<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
1		Robin WEMTA	10 E 300 480 222200 000 220 000	01/30/2017	0.00	121.44
2		Robin WEMTA	10 E 300 342 222200 000 220 000	01/30/2017	121.44	0.00
TOTALS					121.44	121.44

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>
16-00176	Transfer to cover additional curriculum cost	2016-2017	01/27/2017	Submit Transfer	History

<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
1		Transfer to cover cost of curriculum recommended for J.Knoedler's ID student - PCI reading kit	27 E 809 411 158000 341 809 000	01/26/2017	0.00	900.00
2		Transfer to cover cost of curriculum recommended for J.Knoedler's ID student - PCI reading kit	27 E 809 470 158000 341 809 000	01/26/2017	900.00	0.00
TOTALS					900.00	900.00

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>
16-00175	Job fair expenses, trying more ideas for recr	2016-2017	01/25/2017	Submit Transfer	History

<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
1		to cover job fair expenses	10 E 836 310 264100 000 264 000	01/25/2017	0.00	300.00
2		to cover unexpected job fair expenses	10 E 836 411 264100 000 264 000	01/25/2017	300.00	0.00
TOTALS					300.00	300.00

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>
16-00174	Preponderance of Budget in Conferences Placed	2016-2017	01/25/2017	Submit Transfer	History

<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
1		Preponderance of Budget in Conferences Placed in 310-Transferring to 342 for Hotel, Mileage, Other	10 E 825 310 221200 000 210 000	01/25/2017	0.00	2,000.00
2		Preponderance of Budget in Conferences Placed in 310-Transferring to 342 for Hotel, Mileage, Other	10 E 825 342 221100 000 210 000	01/25/2017	2,000.00	0.00
TOTALS					2,000.00	2,000.00

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>	
16-00173	Transfer to cover cost of Bullying Prevention	2016-2017	01/24/2017	Submit Transfer	History	
<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
1		Transfer to cover cost of Bullying Prevention Kits	10 E 824 310 221300 000 212 000	01/24/2017	0.00	1,198.00
2		Transfer to cover cost of Bullying Prevention Kits	10 E 824 411 213000 000 212 000	01/24/2017	1,198.00	0.00
TOTALS					1,198.00	1,198.00

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>	
16-00172	Preschool Budget Adjustments	2016-2017	01/21/2017	Submit Transfer	History	
<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
1		Preschool Travel Higher than anticipated.	27 E 809 342 152000 347 809 000	01/20/2017	4,000.00	0.00
2		Transfer available funds to preschool travel.	27 E 809 411 152000 347 809 000	01/20/2017	0.00	4,000.00
TOTALS					4,000.00	4,000.00

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>	
16-00171	Transfer to pay for backordered items from co	2016-2017	01/21/2017	Submit Transfer	History	
<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
1		Transfer to pay for backordered items from correct account	10 E 200 440 136000 000 136 000	01/20/2017	0.00	1.00
2		Transfer to pay for backordered items from correct account	10 E 200 411 136000 000 136 000	01/20/2017	1.00	0.00
TOTALS					1.00	1.00

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>	
16-00170	Cover shortage on busing bill	2016-2017	01/20/2017	Submit Transfer	History	
<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
1		Cover shortage on busing bill	10 E 108 411 241000 000 241 000	01/19/2017	0.00	0.11
2		Cover shortage on busing bill	10 E 108 341 256770 000 101 000	01/19/2017	0.11	0.00
TOTALS					0.11	0.11

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>	
16-00169	Additional funds needed for lifeguard re-cert	2016-2017	01/20/2017	Submit Transfer	History	
<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
1		Additional funds needed for lifeguard re-certification expense.	10 E 400 440 143000 000 140 000	01/19/2017	0.00	96.51
2		Additional funds needed for lifeguard re-certification expense.	10 E 400 310 143000 000 140 000	01/19/2017	96.51	0.00
TOTALS					96.51	96.51

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>	
16-00168	Transfer small amount of funds to cover cost	2016-2017	01/20/2017	Submit Transfer	History	
<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
1		Transfer funds to this account to cover difference in cost for classroom software	10 E 200 435 122000 000 122 000	01/18/2017	9.99	0.00
2		Transfer funds from this account to cover difference in cost for classroom software	10 E 200 479 122000 000 122 000	01/18/2017	0.00	9.99
TOTALS					9.99	9.99

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>	
16-00167	Transfer funds to pay for small cost differen	2016-2017	01/20/2017	Submit Transfer	History	
<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
1		Transfer funds from this account to pay for 2017 ACDA for SH Chorus	10 E 400 411 125004 000 125 000	01/18/2017	0.00	29.00
2		Transfer funds to this account to pay for small difference in cost of ACDA 2017	10 E 400 342 125004 000 125 000	01/18/2017	29.00	0.00
TOTALS					29.00	29.00

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>	
16-00166	Tr funds to cover digital books for library	2016-2017	01/20/2017	Submit Transfer	History	
<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
1		Tr funds from 940 to 435 to cover digital books for library	10 E 108 940 241000 000 241 000	01/18/2017	0.00	443.55
2		Tr funds from 940 to 435 to cover digital books for library	10 E 108 435 110000 000 241 000	01/18/2017	443.55	0.00
TOTALS					443.55	443.55

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



**D.C. EVEREST  
SENIOR HIGH SCHOOL**

6500 Alderson Street  
Weston, WI 54476

**To:** Kristine Gilmore  
**From:** Tom Johansen TWJ  
**Date:** February 14, 2017  
**Subject:** French Club trip to France

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The French Club is requesting permission to participate in a trip to France during June 2018. The 15-day trip is hosted by Xperitas Travel. Student cost for the trip is \$3999. One or two advisors will chaperone the trip depending upon the number of students attending the trip. District expenses will include a stipend of \$500 for each advisor.

I am asking that you bring this request to the attention of the School Board for approval of the trip. Thank you for your time and assistance with this request.

## La Vie en Provence

### 15-Day Self-Guided Language Immersion Program in France

There is so much to see along the *Côte D'Azur*: medieval cities, museums and more. Enjoy *la vie provençale en famille* amid the countryside that inspired Van Gogh and Monet. Find yourself dancing *sur le pont d'Avignon* before the TGV whisks you to Paris for more fun sights and a cruise on the Seine.

### Trip Overview

**15**  
DAYS



SELF-GUIDED



WITH  
FAMILY STAY



FROM \$3,999  
MINNEAPOLIS



### Features & Inclusions

- ROUND-TRIP AIRFARE
- OVERNIGHT ACCOMMODATIONS
- IN-COUNTRY TRANSPORTATION
- INSURANCE

### What Others Are Saying

*"My family was so welcoming, and I learned so much being included in the small activities of their daily life. I miss them already!"* — **Katherine S., Brookfield, WI**

*"I loved how this trip seemed to open my son's eyes to different cultures and gave him a sense of accomplishment with his use of his language skills."*

— **Laura M., Granby, CO**

Visit [xperitas.org](http://xperitas.org) for more photos, stories and pricing information.

## Trip Itinerary

### DAY 1 | Departure

En route to France.

### DAY 2 | Paris

Arrive and enjoy a bus tour of the "City of Lights" before your excursion to the Château de Versailles. Enjoy a walking tour of the *Jardin des Tuileries*, continuing to the *Place de la Concorde* and the *Champs Elysées*. Climb the *Arc de Triomphe*. ☺

### DAY 3 | Paris

Visit the *Musée d'Orsay* and/or the *Musée Rodin* on your way to *Les Invalides*. Go to the *Catacombes*. Have a complimentary welcome dinner and climb to the top of the Eiffel Tower to view Paris at dusk! Round out the evening with a boat cruise on the Seine. ☺ ☺

### DAY 4 | Paris

Morning guided tour of the *Musée du Louvre*. Then experience the quaint Montmartre district. Visit the *Basilique du Sacré Coeur* and celebrate French artistry at the *Place du Tertre*. In the afternoon you can shop near the *Opéra Garnier* or visit the *Père Lachaise Cemetery*. ☺

### DAY 5 | Paris

Take the métro to the *Quartier St. Michel* and lunch on your own in the *Quartier Latin*. Afternoon visits to *l'île de la Cité*, *Cathédrale de Notre Dame*, *la Sainte Chapelle* and *La Conciergerie*. Walking tour of *l'île Saint-Louis*, *l'Hôtel de Ville*, *le Centre Pompidou* and *Les Halles*. ☺

### DAYS 6-11 | Family Stay

Take the TGV to the South of France and watch the beauty of the French Riviera unfold en route to your family stay in Toulon or Aix-en-Provence. ☺ ☺

### DAY 12 | Nîmes

Journey to Avignon and visit *Le Palais des Papes* before sampling *la cuisine Provençale*. After lunch, visit the *Pont du Gard* and finish in the Roman city of Nîmes, with its famous *arènes*. ☺

### DAY 13 | Nice

In the capital of the *Côte d'Azur*, visit the *Promenade des Anglais* and *la Vieille Ville* with its maze of narrow pedestrian streets. Sample *pissaladière*, *socca* or *pain bagnat* before heading to Cannes or Antibes for the night. Enjoy an Xperitas farewell dinner. ☺ ☺

### DAY 14 | Cannes or Antibes

Travel to medieval Èze. Visit the *Parfumerie Fragonard*. Continue to Monaco. See the *Musée Océanographique* and the changing of the guards at the *Palais du Prince*. Ride the public elevator to the *Jardin Exotique* or view the Prince of Monaco's private classic car collection. Overnight in Cannes or Antibes. ☺

### DAY 15 | Return

Transfer to airport and return to the U.S. with lifelong memories! ☺

Visit [xperitas.org](http://xperitas.org) for more photos, stories and pricing information.



### The Family Stay Experience

We believe that living with a family, speaking their language and participating in their customs is the best and most authentic way to experience another culture. It's also what makes our programs different from any other travel experience. After more than 40 years of arranging family stays, we're no longer surprised when our participants say that living with a family was the best part of their experience!

☺ Breakfast | ☺ Lunch | ☺ Dinner



Xperitas is a nonprofit educational organization dedicated to promoting global citizenship through authentic immersion experiences. We have more than 40 years of experience organizing programs that embody true language and cultural immersion, inspire personal connections with diverse individuals and communities worldwide and provide transformational experiences for our participants.

🌐 [xperitas.org](http://xperitas.org)  
✉ [info@xperitas.org](mailto:info@xperitas.org)  
☎ 800-892-0022  
f @



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## Summer 2018 D.C. Everest Senior High School La Vie en Provence self-guided program to France

Date: February 3<sup>rd</sup>, 2017

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Welcome aboard! We're excited that you will be traveling with us. The following information will guide you through how to enroll for your Xperitas program and highlights other important information you need for a successful program abroad.

### Program Price:

\$3999\* from Minneapolis

\*Prices are based on a minimum group size of 24 participants. When the minimum group size is not reached, a small-group supplement will apply.

### How to Enroll:

- Complete the Program Application online by Early Bird (June 15, 2017) or Final Deadline (October 15, 2017)**  
Your online application can be completed by copying and pasting this link into your browser:

[register.xperitas.org/program/2018/D.C.EverestSeniorHighSchool/France](http://register.xperitas.org/program/2018/D.C.EverestSeniorHighSchool/France)

Once you have reached the enrollment page, simply click "Register Now" to begin the application.

- Submit a \$500.00 deposit by the Early Bird or Final Deadline. Payment can be made by credit card with the online application or by check or money order payable to Xperitas and mailed to the address below.**

You are not officially enrolled until the deposit is received. Please write your name, school and trip destination country on all checks. Checks must be postmarked by the payment deadline and mailed to:

Xperitas  
129 North 2nd St, Suite 102  
Minneapolis, MN 55401

- Submit your Financial Aid application by November 1, 2017 (if applicable).**

Families with a household income of \$50,000 or less qualify to receive financial aid. Applications are accepted on a rolling basis and can be found at [www.xperitas.org/pricing-and-fundraising/financial-aid](http://www.xperitas.org/pricing-and-fundraising/financial-aid)

- Start fundraising!**

Check out our website for some great fundraising ideas and ways to finance your program at [www.xperitas.org/pricing-and-fundraising/fundraising](http://www.xperitas.org/pricing-and-fundraising/fundraising).

- Submit your Family Stay application online by November 1, 2017 (if applicable).\***

Xperitas will send you an enrollment confirmation email following successful processing of your application and deposit. You can then complete the Family Stay Application by logging in to your Xperitas portal.

- o Login to your Xperitas portal at [portal.xperitas.org/login](http://portal.xperitas.org/login). To access your account for the first time, you will need to set a password by clicking on the "Forgot your password" link and entering the email address you enrolled with as your username. You will then receive an email with instructions to set your password.

- o Expand the Family Stay Application tab and click "Submit Family Stay Application" to get started. The Family Stay application consists of the following elements, which must all be submitted in one sitting:
  1. "Dear Host Family" letter in PDF format written in the target language. Check out our website for letter writing tips at [www.xperitas.org/resources/write-your-host-family-letter](http://www.xperitas.org/resources/write-your-host-family-letter).
  2. Two current photos of yourself in JPG format: your most recent school photo and one with family.
  3. Questionnaire about your family and interests.

**\*Family Stay Applications that are not submitted by November 1, 2017 will incur a \$40 late fee.**

- Submit your Passport information by February 1, 2018** (programs to Puerto Rico do not require a passport).  
If you do not yet have a passport, please apply for one now; you can find more information at [http:// travel.state.gov](http://travel.state.gov). For information on passport guidelines visit please visit our website at [www.xperitas.org/sites/default/files/travel-documents-required-by-destination.pdf](http://www.xperitas.org/sites/default/files/travel-documents-required-by-destination.pdf). After you have received your passport, log in to your Xperitas portal ([portal.xperitas.org/login](http://portal.xperitas.org/login)) and submit your passport information by expanding the "Passport Information" tab.
- Follow recommendations of the Centers for Disease Control and Prevention (CDC).**  
Xperitas encourages all participants to review the health recommendations for travelers provided [www.CDC.gov](http://www.CDC.gov). In addition, a visit to a travel clinic may be recommended by the CDC. Visit our website to learn more about safety and health recommendations at [www.xperitas.org/resources/health-and-safety](http://www.xperitas.org/resources/health-and-safety).

Payment and cancellation schedule:

**Billing and Payments:** Xperitas will email a bill for the final payment approximately three weeks before it is due. For all other payments please refer to this schedule. A payment reminder will be sent to you via email a week before a scheduled payment is due. Payments may be made by check or online with a credit card.

**Cancellations:** Any cancellation made prior to the final enrollment deadline will incur a \$100 administrative fee. Cancellations within the "to be determined" phase will be calculated on an individual basis at the time of cancellation.

Payment Schedule

<b>Summer Programs: June, July, August, 2018</b>	
June 15 (Early Bird); October 15, 2017 (Final)	\$500 due with application*
November 15, 2017	\$1000
January 15, 2018	\$1000
March 15, 2018	Balance**

\*Once the online application and \$500 deposit are submitted and processed, participants will receive enrollment confirmation.

\*\*Final Billing: Approximately three weeks before the final payment is due, Xperitas will email you a final billing statement that reflects the balance owed, including any surcharges and/or add-ons (e.g. departures from cities other than those published, small-group supplement, additional group activities).

Cancellation Schedule

<b>Summer Programs: June, July, August, 2018</b>	
Non-refundable	\$100
November 1 - November 30, 2017	\$250
December 1, 2017 or later	To be determined, minimum \$500***
30 days prior to departure	No refund possible

GIFTS / DONATIONS TO THE SCHOOL DISTRICT

Please complete the following information and submit to the Superintendent's Office.

Donor: Mark Hadley Family

(Name of individual or organization making donation/gift)

Policy 7230 states the District shall provide written acknowledgement to the donor of any accepted cash donation of \$250 or more and any non-cash donation the value of which is \$250 or more. Such acknowledgement shall include the amount of cash or a description of any non-cash donation. Please provide either an email or address so we are able to return a copy of this signed form to the donor.

Donor Email: hadley.k.deb@gmail.com

OR

Donor Address: \_\_\_\_\_

Description of Gift/Donation: Qty. 2 - Kimball Flip Chairs; Qty. 216 - picture frames for DECA

Estimated Value: Chairs: 2 x \$500 = \$1,000; Frames: 216 x \$9 = \$1,800

Given to: D.C. Everest Area School District; D.C. Everest Senior High DECA  
(school, organization of a school, employee, etc.)

Date Received: 12-29-16

Recipient - District employee we may contact with questions: Tracy Ravey

Purpose of Gift/Donation: Matches existing products

Principal Approval of Gift: X         
YES NO

  
(Principal's Signature)

All gifts, grants, or bequests having a value of more than \$2500.00 shall be accepted by the Board. The Superintendent may accept for the Board gifts of lesser value.

Superintendent Approval of Gift: ✓         
YES NO

  
(Superintendent's Signature)

School Board Approval of Gift:                
YES NO

\_\_\_\_\_  
(School Board Clerk's Signature)

The D.C. Everest Area School District Federal Tax Number is: 39-6007952.

8/23/16

# HADLEY'S

## OFFICE PRODUCTS, INC.

P. O. Box 1326  
399 S. River Drive

WAUSAU, WI. 54402-1326 Phone (715) 842-5651  
Fax (715) 845-6063

NAME <i>D.C. Everest High School (Technology Center)</i>							
ADDRESS <i>Charter School - Camp Phillips Road / Hwy X</i>							
PH. NO.				DATE <i>12/29/16</i>			
SOLD BY	CASH	C.O.D.	CHARGE	ON ACCT	MOSE.RETD.	PAID OUT	
			<i>Donation (Hadley)</i>				
QTY.	DESCRIPTION					PRICE	AMOUNT
<i>1</i>	<i>Kimball 1899 MT26 Flg Chair - Training Oastore (Medium Blue)</i>						
<i>1</i>	<i>Kimball 1899 MT25 Flg Chair - Training Oastore (Darker Blue)</i>						
	<i>Retail Value Approx \$1000</i>						
	<i>Donation from Hadley Family</i>						
	<i>MATCHES Existing Seating</i>						<i>N/A</i>
RECEIVED BY						TAX	
						TOTAL	

**No. 002761**

ALL CLAIMS AND RETURNED GOODS  
MUST BE ACCOMPANIED BY THIS BILL.

GP-159-3  
PRINTED IN U.S.A.

*Thank You*





Section 121.53(6) of the Wisconsin Statutes reads as follows: "Within 10 days after its occurrence, every accident involving a motor vehicle providing transportation under this subchapter shall be reported to the appropriate school board."

GENERAL INFORMATION			
School Mountain Bay	School District DC Everest School District	School Code 4970	
Bus Owner Lamers Bus Lines	Address of Owner, Street, City, State, Zip 6206 Alderson St., Weston WI 54476		
Chassis Make Blue Bird	Model Year 2017	Body Make Conventional	Student Capacity 77

DRIVER INFORMATION			
Name of Driver Gary Krall	Sex <input checked="" type="checkbox"/> Male <input type="checkbox"/> Female	Age 68	Years of Experience as Bus Driver 8 yrs
Has your driver had the recommended training in first aid? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	When did driver last attend a state-sponsored bus driver training session? NA		

ACCIDENT DESCRIPTION			
Date of Accident 02/02/2017	Time 3:45 <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM	Location of Accident Camp Phillips and Winding Ridge Way, Weston	
Weather Conditions Clear/Daylight		Type of Road and General Conditions Divided Highway	
Speed of Bus NA MPH	Speed of Other Vehicle(s) NA	Was a Citation Issued? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>If yes, to whom?</i>	

If no citation was issued, who, in your opinion was responsible for the accident and why? Our bus had just dropped off students and shut his door when the other vehicle hit him in the rear bumper of the school bus. Bus was not moving.

If driver was not legally responsible, could she/he have prevented the accident by driving defensively? Explain. Officer stated the driver was not at fault. Our driver had his yellow flashing warning lights for the stop on Camp Phillips.

Describe the cause and results of the accident in detail. Itemize injuries and property damage on reverse. Our bus was stopped at bus stop on Camp Phillips and Winding Ridge Way. Other vehicle (F 150 Ford Truck) hit the rear bumper. This caused no damage to school bus. The other vehicle had major damage to front hood, bumper and other unknown front damage.

Were there students in the bus at the time of the accident? <input type="checkbox"/> No—If no, skip next two questions <input checked="" type="checkbox"/> Yes—If yes, complete all questions	How did students exit? Check all that apply. Front Door <input type="checkbox"/> Rear Door <input type="checkbox"/> Windows <input type="checkbox"/> <input checked="" type="checkbox"/> Didn't Exit <input type="checkbox"/> Other _____
---	---

Had the riders been instructed and drilled in bus evacuation/emergency exits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Was a fire extinguisher used? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Was a first aid kit used? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
--	--	--

**INJURIES/FATALITIES**

Names of Students Injured	Nature of Injuries
NA	

Names of Other People Injured	Nature of Injuries
NA	

**PROPERTY DAMAGE**

Describe Damage to School Bus	Estimated Repair Cost
Scratch marks on rear bumper	NA
	\$
Describe Damage to Property of Others	Estimated Repair Cost
Front end damage to vehicle that rear ended School Bus	NA
	\$

**RECOMMENDATIONS**

As a result of this accident, what suggestions do you have to offer for the improvement of the following  
**Bus Safety Regulations or Laws**

**School Bus Standards**

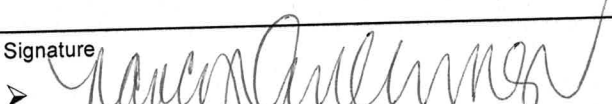
**Bus Driver Train**

**CERTIFICATION**

If an accident results in injury to or death of any person or total property damage to an apparent extent of \$200 or more, a report must also be filed with the local or state enforcement officer [Wisconsin Statute 346.70(1)] and the Department of Transportation [Wisconsin Statute 346.70(2)].

I CERTIFY that this accident has been reported to the local or state enforcement officer and to the Department of Transportation, if required by law.

Name of Persons Completing Form	Position
Nancy Aschbrenner	Weston Location Manager

Signature	Date	Signed
	Mo./Day/Yr. 02/03/2017	



# Educational FOUNDATION

W233N2080 Ridgeview Parkway • Suite 201 • Waukesha, WI 53188

P: 262-785-0445 • F: 262-785-0838 • 800-772-6939 • www.wicpa.org

January 2017

Dr. Kristine Gilmore  
D.C. Everest Area School District  
6300 Alderson St  
Weston, WI 54476

I am writing to let you know that **Michael Hanke**, an accounting teacher at **D.C. Everest Senior High**, has been awarded a WICPA Educational Foundation Accounting Careers Awareness Grant for 2017. The WICPA is pleased to help this teacher further accounting education in your school district.

This is the 11<sup>th</sup> year of the Educational Foundation's grant program. The Board of Directors is very enthusiastic about the program, and continues to be impressed with accounting teachers who are involved with promoting accounting as a career.

The Wisconsin Institute of CPAs has spent several years working to make young people more aware of accounting as a career. In doing so, we have come to understand that high school educators play a leading role in this effort. The Educational Foundation instituted grants in order to assist high school educators who have direct connections with young people who are likely to choose accounting as a career. The grants encourage recipients to collaborate with CPAs, parents, schools, universities or community organizations. Grants provide seed money for local needs and encourage lasting innovations that can be shared with other teachers. Recipients document their projects and report back to the Educational Foundation and WICPA.

We thank your district for supporting its teachers and for taking an interest in programs that involve adult role models in your community. We ask that you pass information about this teacher and project along to the people in your district who will ensure that it appears in publications and announcements.

We are greatly encouraged by Wisconsin teachers' interest in advancing high school accounting curriculum, networking with CPAs and professors, learning about accounting careers and higher education, and encouraging young people to study accounting and become CPAs. Thank you for helping to make this happen.

Sincerely,

Renee Johnson, CPA  
President  
WICPA Educational Foundation



January 26, 2017

Dr. Kristine Gilmore  
Superintendent  
D.C. Everest Area School District  
6300 Alderson St.  
Weston, WI 54476

Dear Kristine:

I would like to take this opportunity to thank you for your support of Kim Hall's volunteer work with Central Wisconsin Society for Human Resource Management (CWSHRM). CWSHRM is a local chapter affiliated with Society of Human Resource Management (SHRM) serving more than 200 HR Professionals. Without the dedication and commitment of our volunteers and their employers, CWSHRM would not be the distinguished Chapter that the membership has come to appreciate.

As the 2016 President of CWSHRM, I appreciate your support in allowing Kim to serve as our Certification Director on the 2016 CWSHRM Leadership Team. Kim's dedication and service was invaluable to the Board's success in 2016.

Kim's connections through her work with CWSHRM undoubtedly will have an impact on her effectiveness at D.C. Everest Area School District as well. HR professionals are always seeking to develop better insight and gain knowledge in all areas of HR to support their organizations. Kim's participation as a CWSHRM volunteer helps to facilitate that process.

As a Chapter, we strive to be a resource for HR professionals. We continue to design the monthly programs to provide educational and practical knowledge applicable to all levels of employment. Each Board member plays a key role in the success of these programs.

Thank you again for your ongoing support of Kim and CWSHRM.

Respectfully,

DeAnn Kmosena, SHRM-SCP, SPHR  
2016 CWSHRM President

## 2017 Board of Directors

**Darlyne Keller, SHRM-CP, PHR**  
President  
dkeller@centralcitycu.com

**Kelsie Haase**  
President Elect  
kelsie.haase@remedystaff.com

**Julia Barnes, SHRM-CP, PHR**  
Secretary  
jbarnes@Covantagecu.org

**Bob Heyman, SHRM-SCP, SPHR**  
Treasurer  
bobh.cwshrm@gmail.com

**DeAnn Kmosena, SHRM-SCP, SPHR**  
Past-President  
deann.kmosena@cool-drinks.com

**Krissy Rodewald, SHRM-SCP, SPHR**  
Membership Director  
krissy.rodewald@aspirus.org

**Weng Liew, MBA**  
Senior Liaison  
liew@ntc.edu

**Sara Ackermann**  
Legal Counsel  
sackermann@ruderware.com

**Linda Hackbarth, SHRM-CP, PHR**  
Marketing/Communications  
lhackbarth@bonejoint.net

## 2017 Leadership Team

**Tanya Gruetzmacher, SHRM-SCP, SPHR, CCP**  
Hospitality Director  
tgruetzmacher@eojohnson.com

**Melissa Colombo, SHRM-SCP, SPHR**  
Conference Chair  
melissa.colombo@lactalis.us

**Kim Hall, SHRM-SCP, SPHR**  
Certification Director  
khall@dee.k112.wi.us

**Nicole Williams**  
Workforce Readiness/College Relations  
nicole.williams@opdsemployment.com

**Kessia Vander Boey**  
Executive Director  
kessia@cwshrm.com

*"Providing information, education, leadership, and networking opportunities to promote excellence and professionalism in Human Resource Management."*

## **D.C. Everest Senior High FBLA Regional Results**

### **1<sup>st</sup> Place Finishers**

Oliva Coleman and Jenna Cooper – Business Ethics  
Miranda Gajewski and Ashley Hodell – Public Service Announcement  
McKenna Gilmore, Catherine Lukasik, Molly Maahs – Management Decision Making  
Alyssa Peterson – Introduction to Business Procedures  
Brendan Spice – Securities and Investments  
Michael Stanley – Introduction to Business

### **2<sup>nd</sup> Place Finishers**

Rachel Keenan – Economics  
Nicholas Kohnhorst and Kevin Sandoval – Publication Design  
Myra Mahmood, Zoey Minnihan and Johanne Vincent – Social Media Campaign  
Sam Wojnowiak – Sales Presentation

### **3<sup>rd</sup> Place Finishers**

Ben Weller – Securities and Investments  
Madison Stolze, Olivia P'ng and Brooke Kohler – Hospitality Management  
Regan Stefan and Lauren Rohr – Emerging Business Issues  
Alex Pagel, Sydney Mittelsteadt and Seth Jaglinski – Marketing  
Ka Lang Lor, Keely Finnegan, Mikayla Finnegan – Web Site Design  
McKenna Honkanen and Cassidy Ovaska – Banking and Financial Systems

### **4<sup>th</sup> Place Finishers**

Elise Martell and Claire Burns – Entrepreneurship  
Katelyn Spooner and Madisyn Irwin – Digital Video Production

### **5<sup>th</sup> Place Finishers**

Val Thompson and Paige Edwards – Intro to Business Presentation

### **Top 10 Finishers**

Taylor Brezinski and Hannah Kimps – Global Business – 7<sup>th</sup> Place  
Michael Janke – Finance – 8<sup>th</sup> Place



UNIVERSITY of WISCONSIN  
**GREEN BAY**

UW-Green Bay

College Credit in High School (CCIHS)

Dear Principal Johansen,

Thank you for continuing DC Everest High School's partnership with the UW-Green Bay College Credit in High School (CCIHS) program. Registrations for the Fall 2016 term are complete and I would like to share some data with you about your school's enrollments through our program.

**Course(s) offered: Intermediate French Language II, Intermediate German Language II & Intermediate Spanish Language II**

**Total number of students registered: 38**

**Total number of credits: 114**

Through UW-Green Bay's partnership with your school we are able to offer these credits at a significantly reduced rate of \$90 per credit. Each student is saving about \$240 per credit in tuition compared to attending UW-Green Bay as an undergraduate resident student.

By enrolling in a CCIHS class this year, your students are saving a combined total of:

**\$27,161.64**

In addition to saving money on tuition, your students are accelerating their time towards college degree completion and developing important skills for college success by experiencing the rigor of a college level class in the familiar environment of their own high school.

**The UW-Green Bay CCIHS program is growing. Enclosed you will find our program brochure and a list of approved courses that can be offered in your high school. If you would like to offer additional opportunities through our program, please contact me so we can discuss your school's needs and areas that we might develop additional courses.**

Thank you again for your partnership with UW-Green Bay College Credit in High School!

Sincerely,

Meagan Strehlow  
DIRECTOR OF EDUCATION OUTREACH

UW-Green Bay, 2420 Nicolet Drive, Green Bay, WI 54311  
tel: (920) 465-2716 | e-mail: [strehlom@uwgb.edu](mailto:strehlom@uwgb.edu)  
web: [www.uwgb.edu/ccihhs](http://www.uwgb.edu/ccihhs)



**FRIDAY, FEBRUARY 24, 2017**

**9:30 AM – 3:30 PM**

**Location: D.C. Everest Sr. High and various locations TBA for breakout sessions**

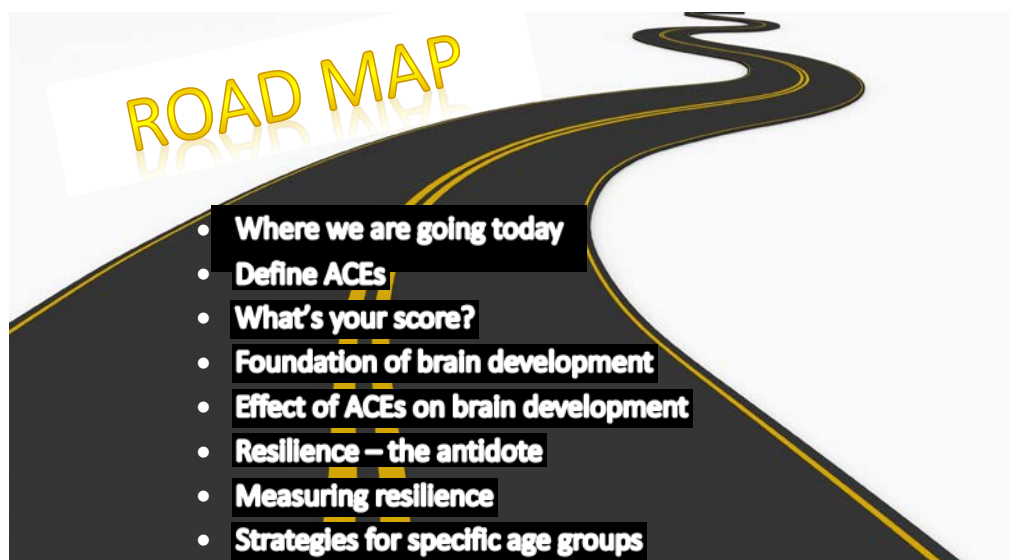
**Lunch: Free lunch will be served from 11:30 AM – 12:25 PM**

## **What Happened to This Child?**

### **Keynote Speaker: Dr. Judy Romano**

Dr. Judy Romano is an expert on Adverse Childhood Experiences (ACEs). Dr. Romano is the founder and Director of the Center for Pediatrics at Wheeling Hospital, in Wheeling, West Virginia. She is an advisor to local Head Start organizations in West Virginia and Ohio and a past member of the West Virginia Cabinet on Families and Children.

Abuse, neglect and other traumatic experiences in childhood have an enormous impact on the lifelong health and opportunity of our children. Much of the foundational research in this area has been referred to as Adverse Childhood Experiences.



**9:30-11:30** – Keynote Speaker: Dr. Judy Romano, Wheeling Hospital, West Virginia. Dr. Romano is an expert on Adverse Childhood Experiences (ACEs)

**11:30-12:25** – Catered Lunch

**12:30-2:30** - Trauma Sensitive Schools: Sara Daniel, MSW, Director of Clinical Services and Staff Development for SaintA. Sara has been collaborating with school districts since 1997 to provide consultation and training in working with students affected by trauma. She is also a member of the WI DPI Trauma Sensitive Schools workgroup and is the coauthor of the Trauma Sensitive Schools Toolkit that is available on the DPI website.

All district employees are invited to attend and will be compensated, if not scheduled to work on February 24<sup>th</sup>.

**2:30-3:30** - Next Steps? Facilitated by Dr. Romano and Sara Daniel

**Provided in partnership with:**



## What is “Personalized Learning”?

*An eclectic, student-centered, teacher-powered collection of strategically employed best practices*

I’m personally grateful for the investment our district has made in articulating what “Personalized Learning” might mean for DCE students and staff. Several themes have emerged from our reading, school visits, collaboration with CESA, and local planning and deliberation. **Core concepts of our efforts to make school more personalized for students include:**

- Exceptionally high levels of **student-centeredness** (more “voice and choice”; engagement is critical)
- Exceedingly high levels of **staff collaboration** (to scale this, it’s more than a solo teacher)
- The concept of **form following function** (physical space, time, resource use are all a means to an end, not the end themselves)
- **Strong core curriculum** (an essential starting point, followed closely by assessment work)
- A focus on being more **outcome/competency-based** (being proficiency-based; standards-based)
- Increasingly **responsive, flexible** use of student time (assessment-driven; block schedules)
- Purposeful **integration of resources** (lots of technology, but also creative use of other tools; while the student is at the center, the teacher is the master designer, capable, confident, and creative in ability to leverage a variety of learning tools/resources, naturally and intentionally “blending” learning when it makes sense to)
- Intentional instruction that seeks to build **autonomous learners** (we teach kids to own their learning, to advocate for what they need, to be active in seeking resources)
- A **focus on big picture skills** (“40 year” as opposed to content recall “40 day”) that often utilize project- or problem-based learning to increase students depth of knowledge and application.

Many individual teachers are actively employing one or many of the above instructional approaches. Those educators are changing the experience for the students they work with. In some environments a broader, team-based effort is underway. For those teams, additional opportunities to reconceptualize learning are available. **Most notably, when collaboration with two or more teachers occurs, the opportunity to look at these factors becomes available:**

***Interdisciplinary connections:*** many targets for students exist across subjects and courses. What we ask students to do with those skills, or what content knowledge they apply, may be different... but the underlying competencies are very similar. When two or more teachers dig into this sort of analysis the student experience can be strengthened in powerful ways. (*Example: Claim, Evidence, Reasoning*)

***Flexible, responsive use of time:*** time is a critical resource in education. When teachers come together and identify shared priorities they create efficiencies in how instruction occurs, but also break down traditional barriers that open up possibilities not previously considered. (*Examples: Block Scheduling; Flex Scheduler*)

The reality is that these practices build on the great work our staffs have been engaged in for years. This isn't a single program, or an initiative that can be "adopted". It is a frame of mind through which we might consider teaching and learning. ***This effort has direct connections to a number of different aspects of school improvement already well underway, including:***

- PLC work to identify strong core curriculum and common assessments as a starting point
- Rtl/ESS as a structure to be responsive to student needs
- Schedule changes that have been made to provide a more fluid way to support student needs (example: IE, ELT)
- Collaborative efforts to be interdisciplinary (examples: house teams, seminar courses, flex grouping)
- Focus on use of formative assessment
- Focus on responding to what we know about learning ("differentiating")
- Focus on giving better feedback to students, parents and other stakeholders ("standards-based grading")
- Great new resources that help educators shift their focus to facilitation (examples: network improvement, move to 1:1 technology, new text purchases, Discovery partnership)

As our instructional models shift to be increasingly student-centered and responsive, it is imperative that we discuss the **"ripple effect" these changes have across the K-12 continuum**. Students, parents and teachers are actively engaging in discussions about the instructional model and what outcomes are most important for DC Everest learners. Those outcomes might be different than they were historically.

Similarly, the **role of the teacher is changing and more important than ever**. The ability to access information is easy...the skill to know what to do with it is far from simple. Our teachers are lead learners and collaborators. Direct instruction has a role, as does the willingness to empower students to seek information from a wide array of sources. As teachers explore and learn, DCE's culture must embrace risk-taking, embed opportunities for unique collaboration and be responsive to new professional development needs. The gains that have already been made are in large part due to that culture, nurtured at all levels of our organization. Thank you for your role in supporting efforts to make our schools as engaging, relevant and connected as ever.



## 2017-18 SHARED SERVICE CONTRACT PART A - SERVICE SELECTION

This agreement is made in duplicate between the CESA 9 Board of Control, party of the first part, and **DC Everest School District** party of the second part. WHEREAS, CESA 9 has been authorized to provide services to school districts on a cooperative basis and has been authorized to enter into and approve service contracts with local school districts, county boards of supervisors, and other cooperative educational service agencies as provided in Chapter 116, Wisconsin Statutes. Additional terms of this agreement are set forth in Part B - Signature Page.

Please note the following:

- > Detailed service descriptions are available in the CESA 9 Catalog of Services.
- > Additional terms of this agreement are set forth in Part B - Signature Page.
- > Budget amounts are only included for services that are currently being utilized. Please refer to the CESA 9 Catalog of Services or contact the CESA 9 business office for pricing of additional services.
- > Starred(\*) items are available to all districts by purchase order or at no charge and do not need to be selected.

**Sign and return completed contract to the CESA 9 Business Office by April 14, 2017**

Service Number	Service Description	Notes	Budget	Renew/Add	Non-Renew
<b>School Improvement/Special Education Support Services</b>					
1	School Improvement Services (SIS)		\$28,000.00	X	<input type="checkbox"/>
2	Special Education Director Services				<input type="checkbox"/>
3	School Psychological Services				<input type="checkbox"/>
4	Early Childhood: Special Education Teacher				<input type="checkbox"/>
5	Early Childhood Services - IDEA Preschool Discretionary Grant*			*No Charge*	<input type="checkbox"/>
6	Regional Self-Contained Cross Categorical Program (Northern Achievement Center)				<input type="checkbox"/>
7	Special Education Teacher				<input type="checkbox"/>
8	Paraprofessional Special Education				<input type="checkbox"/>
9	Transition Services				<input type="checkbox"/>
10	Behavior Strategist/Ed Program Support Services				<input type="checkbox"/>
11	PBIS Grant*			*No Charge*	<input type="checkbox"/>
12	Speech Clinician Services				<input type="checkbox"/>
13	SALT Transcription*	\$50/Tape		*Per PO*	<input type="checkbox"/>
14	School Audiological Services				<input type="checkbox"/>
15	Educational Interpreter Services				<input type="checkbox"/>
16	Visually Impaired Services	23 Days - Inc O&M	\$12,765.00	X	<input type="checkbox"/>
17	Orientation & Mobility Services				<input type="checkbox"/>
18	Physical Therapy Service/CPTA				<input type="checkbox"/>
19	Adaptive Physical Education Teacher				<input type="checkbox"/>
20	Occupational Therapy Services/COTA				<input type="checkbox"/>
21	Assistive Technology				<input type="checkbox"/>
22	School Based Services (Medicaid Billing)*	\$3.50/Claim		*Per PO*	<input type="checkbox"/>
23	IDEA Entitlement and Preschool Consortia Application Services				<input type="checkbox"/>
24	Regional Support Systems Project (RSS)*			*Per PO*	<input type="checkbox"/>
25	Regional Service Network (RSN)*			*No Charge*	<input type="checkbox"/>
26	Autism Support Services				<input type="checkbox"/>
27	Deaf/Hard of Hearing Program Support Teacher Services				<input type="checkbox"/>
28	School Nurse				<input type="checkbox"/>
29	School Social Worker				<input type="checkbox"/>
<b>Instructional Support Services</b>					
30	Standards and Assessment/Curriculum Coordinator				<input type="checkbox"/>
31	Parent Liaison Services				<input type="checkbox"/>
32	Reading Specialist				<input type="checkbox"/>

33	Gifted/Talented Coordinator				<input type="checkbox"/>
34	ATOD Local/Safe & Healthy Schools Services		\$1,277.00	X	<input type="checkbox"/>
35	ESSA Consolidated Plan & Report Writing Service				<input type="checkbox"/>
36	Title I Network Services*			*No Charge*	<input type="checkbox"/>
37	ESSA Supplemental Services				<input type="checkbox"/>
38	Career & Technical Education/LVEC Basic Services				<input type="checkbox"/>
39	Career & Technical Education Consortium				<input type="checkbox"/>
40	LVEC/Supplemental Services				<input type="checkbox"/>
41	High School Career Center Director				<input type="checkbox"/>
42	Communications Services				<input type="checkbox"/>
43	Grant Writer/Evaluator				<input type="checkbox"/>
44	Instructional/Educational Materials Service				<input type="checkbox"/>
45	Library Media Specialist				<input type="checkbox"/>
46	Star Lab Services*			*Per PO*	<input type="checkbox"/>
47	Driver's Education Services				<input type="checkbox"/>
48	Wisconsin Virtual School*			*Per PO*	<input type="checkbox"/>
<b>Administrative Support Services</b>					
49	Administration		\$25,684.00	X	<input type="checkbox"/>
50	Business Services				<input type="checkbox"/>
51	CESA Facility Maintenance and Operation Services		\$1,150.00	X	<input type="checkbox"/>
52	Cooperative Purchasing Service - CESA 2 Program*			*No Charge*	<input type="checkbox"/>
53	Environmental Services				<input type="checkbox"/>
<b>Technology Support Services</b>					
54	Technology & Digital Learning Consortium				<input type="checkbox"/>
55	Blended Learning Consortium (BLC)				<input type="checkbox"/>
56	Technology & Digital Learning Consortium + Blended Learning Consortium Bundle				<input type="checkbox"/>
57	Technology & Digital Learning + Blended Learning Consortium Meetings Only				<input type="checkbox"/>
58	Technology & Digital Learning Services				<input type="checkbox"/>
59	E-Rate Application Service				<input type="checkbox"/>
60	Network Administration				<input type="checkbox"/>

<b>TOTAL BUDGET</b>	<b>\$68,876.00</b>
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\_\_\_\_\_  
**District Administrator**

\_\_\_\_\_  
**Date**



6300 Alderson Street  
Weston WI 54476-3908

Phone (715) 359-4221 Fax (715) 359-2056

---

TO: Dr. Jack E. Stoskopf, Jr., Assistant Superintendent

FROM: Dr. Kim Hall, SPHR, SHRM-SCP, Director of Human Resources  
Kalli Yaklyvich, SHRM-CP, Human Resources Generalist

RE: Food Service Pay Schedule Recommendation

DATE: February 15, 2017

The district does not have a pay schedule in place for food service staff. Therefore, the HR Department worked closely with Chris Welsh, Director of Food Service, and we have created a pay schedule and placed each food service worker. Chris Welsh agrees this is a fair and equitable schedule for her staff.

We are requesting this schedule go into effect as of July 1, 2017. This schedule will allow food service staff to move through the board-approved schedule each year, and see a path for salary growth within the district. In addition, this schedule will assist the district in hiring and retaining food service staff.

There are 14 food service staff whose pay increases do not allow for an increase comparable to others in their classification due to the combining of some job titles, the creation of five classifications, and the initial placement process. Therefore, for 2017-2018 we recommend a one-time payout for each of these 14 staff members. The one-time payout amounts will vary between \$100 to \$200, and are based on the number of hours they are regularly scheduled to work, as well as what the increase with placement will be.

NOTE: This work organizes food service staff tracking issues, clarifies title classifications, provides employees with a competitive path for wage growth, provides a way to determine future wages, and increases accuracy in budget planning.

Please forward to the School Board for approval.

Food Service	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
	1	3					
Coordinator/Specialist	\$ 14.65	\$ 15.07	\$ 15.49	\$ 15.90	\$ 16.32	\$ 16.74	\$ 17.16
					1		
Cook I	\$ 12.50	\$ 12.90	\$ 13.30	\$ 13.70	\$ 14.10	\$ 14.50	\$ 14.90
	7		1	1		4	
Cook II	\$ 11.60	\$ 11.95	\$ 12.30	\$ 12.65	\$ 13.00	\$ 13.35	\$ 13.70
	4				2		
Server/Cashier	\$ 11.30	\$ 11.60	\$ 11.90	\$ 12.20	\$ 12.50	\$ 12.80	\$ 13.10
	9	3				1	1
Cafeteria Server	\$ 11.00	\$ 11.25	\$ 11.50	\$ 11.75	\$ 12.00	\$ 12.25	\$ 12.50



6300 Alderson Street  
Weston WI 54476-3908

Phone (715) 359-4221 Fax (715) 359-2056

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TO: Dr. Kristine Gilmore, Superintendent  
Dr. Jack E. Stoskopf, Jr., Assistant Superintendent

FROM: Dr. Kim Hall, SPHR, SHRM-SCP, Director of Human Resources KH

RE: Staff Handbook

DATE: February 15, 2017

The Staff Handbook was approved at last month's board meeting. Since that approval, I met with my department to discuss the updates and to ensure proper administration of items going forward. As part of those discussions and meetings, it was discovered that two items that were previously in the handbook were inadvertently deleted. Therefore, I am requesting that the following provisions be approved to be placed back in the handbook.

Employee Leave -Sick Leave:

Each school year employee shall accrue nine (9) days paid sick leave equal in time to the employee's workday.

Provisions for Custodians -Additional Hours and Overtime -Approval and Assignment:

Double time shall be paid for all work performed on Sunday except Greenheck Field House work and custodians who are scheduled to work Sunday as their normal work hours.



6300 Alderson Street  
Weston WI 54476

TO: D.C. Everest Area School Board of Education  
FROM: Jennifer Zynda, Director Pupil Services/Special Education  
RE: Special Education Policy and Procedure Manual  
DATE: February 22, 2017

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As a condition of funding under the Individuals with Disabilities Education Act (IDEA), local educational agencies are required to establish written policies and procedures for implementing federal special education laws. In addition, Wisconsin law requires local educational agencies to establish written policies and procedures for implementing both state and federal special education requirements. The Wisconsin Department of Public Instruction has developed model special education policies and procedures for local educational agencies to meet their obligation. I am recommending that the D.C. Everest Area School District Board of Education adopt the Wisconsin Department of Public Instruction model special education policies and procedures.



# **Special Education Policies and Procedures**

Adopted from the Wisconsin Department of Public Instruction  
*Revised July 2016*

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# **D.C. Everest Area School District Special Education Policies and Procedures**

## **Preface**

As a condition of funding under the Individuals with Disabilities Education Act (IDEA), local educational agencies are required to establish written policies and procedures for implementing federal special education laws. In addition, Wisconsin law requires local educational agencies to establish written policies and procedures for implementing state and federal special education requirements. The Wisconsin Department of Public Instruction has developed model special education policies and procedures for local educational agencies to meet their obligation. The D.C. Everest Area School District has adopted the Wisconsin Department of Public Instruction model special education policies and procedures to help meet their obligation and to establish and implement special education requirements. The document may also be used as a reference tool and for staff development activities to promote understanding of and compliance with special education requirements.

The state special education statutes, subchapter V, chapter 115, Wis. Stats., incorporate the statutory provisions of Part B of the IDEA. Local educational agencies in Wisconsin must also comply with IDEA's regulations. Therefore, the model policies and procedures are derived primarily from Wisconsin special education statutes and IDEA regulations. A small number of policies and procedures are derived from Wisconsin special education rules, chapter PI 11, Wis. Admin. Code. The underlying law can be found by using the following tools:

1. the table of contents to the IDEA Regulations found at 34 CFR Part 300, Vol. 71 Federal Register, No. 156 (August 14, 2006);
2. the table of contents of the state special education statute, Subchapter V, Chapter 115, Wis. Stats.; and
3. the table of contents for the state special education rules, Chapter PI 11, Wis. Admin. Code.

## Definitions

For the purpose of these policies, the following definitions apply:

- "Assistive technology device" means any item, piece of equipment or product system that is used to increase, maintain or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of that device.

34 CFR § 300.5.

- "Assistive technology service" means any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device, including all of the following:
  - evaluating the needs of the child, including a functional evaluation of the child in the child's customary environment;
  - purchasing, leasing or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
  - selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing assistive technology devices;
  - coordinating and using other therapies, interventions or services with assistive technology devices, such as those associated with existing education and rehabilitative plans and programs;
  - training or technical assistance for a child with a disability or, if appropriate, the child's family; and
  - training or technical assistance for professionals, including individuals providing education and rehabilitation services, employers or other individuals who provide services to, employ or are otherwise substantially involved in the major life functions of that child.

34 CFR § 300.6

- "Business day" means Monday through Friday, except for federal and state holidays unless holidays are specifically included in the designation of business day.

34 CFR § 300.11

- "Charter school" means a school under contract with a school board under Wis. Stat. § 118.40, or with one of the entities under Wis. Stat. § 118.40(2)(2r)(b), or a school established and operated by one of the entities under Wis. Stat. §§ 118.40(2r)(b), 115.001(1).

- "Child" means any person who is at least three years old but not yet 21 years old and who has not graduated from high school and, for the duration of a school term, any person who becomes 21 years old during that school term and who has not graduated from high school, and includes a child who is homeless, a child who is a ward of the state, county, or child welfare agency, and a child who is attending a private school.

Wis. Stat. § 115.76(3)

- "Child with a disability" means a child who, by reason of any of the following, needs special education and related services:
  - intellectual disabilities;
  - hearing impairments;
  - speech or language impairments;
  - visual impairments;
  - emotional behavioral disability;
  - orthopedic impairments;
  - autism;
  - traumatic brain injury;
  - other health impairments; and/or
  - specific learning disabilities.

If the local educational agency determines through an appropriate evaluation that a child has one of the impairments listed above but only needs a related service and not special education, the child is not a child with a disability. "Child with a disability" may, at the discretion of the local educational agency and consistent with Department of Public Instruction rules, include a child who, by reason of his or her significant developmental delay, needs special education and related services.

34 CFR § 300.8; Wis. Stat. § 115.76(5)

- "Consent" means:
  - the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication;
  - the parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
  - the parent also understands the granting of consent is voluntary on the part of the parent and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive (i.e. it does not negate an action that has occurred after the consent was given and before the consent was revoked).

34 CFR § 300.9

- "Controlled substance" means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substance Act [21 U.S.C. 812(c)].

34 CFR § 300.530(i)(1)

- "Core academic subjects" means English, reading or language arts, mathematics, science, foreign languages, civic and government, economics, arts, history, and geography.

34 CFR § 300.10

- "Day" means calendar day unless otherwise indicated as business day or school day.

34 CFR § 300.11

- "Destruction," as used in the section on confidentiality in these policies, means physical destruction or removal of personal identifiers from information so the information is no longer personally identifiable.

34 CFR § 300.611(a)

- "Division" means the Division for Learning Support: Equity and Advocacy in the Department of Public Instruction.

Wis. Stat. § 115.76(6)

- "Education records" means the type of records covered under the definition of "education records" set forth in the regulations implementing the Family Educational Rights and Privacy Act of 1974. See Appendix.

34 CFR § 300.611(b)

- "Elementary school" means a nonprofit institutional day or residential school, including a public elementary charter school that provides elementary education, as determined under State law. State law defines elementary grades as including K4-8<sup>th</sup> grade.

34 CFR § 300.13; Wis. Stat. § 115.01(2)

- "Equipment" means machinery, utilities, and built-in equipment, and any necessary enclosures or structures to house the machinery, utilities, or equipment; and all

other items necessary for the functioning of a particular facility as a facility for the provision of educational services, including items such as instructional equipment and necessary furniture; printed, published and audio-visual instructional materials; telecommunications, sensory, and other technological aids and devices; and books, periodicals, documents; and other related materials.

34 CFR § 300.14

- "Evaluation" means procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs.

34 CFR § 300.15

- "Extended school year services" means special education and related services that are provided to a child with a disability and meet the standards of the State of Wisconsin. These services are provided beyond the normal school year of the local educational agency, in accordance with the individualized education program (IEP), and at no cost to the parents of the child.

30 CFR § 300.106(b)

- "Free appropriate public education" means special education and related services that are provided at public expense and under public supervision and direction, and without charge, meet the standards of the Department of Public Instruction, include an appropriate preschool, elementary or secondary school education; and are provided in conformity with an IEP.

30 CFR § 300.17; Wis. Stat. § 115.76(7)

- "General curriculum" means the same curriculum as for nondisabled children.

34 CFR § 300.320(a)(1)(i)

- "Hearing officer" means an independent examiner appointed to conduct due process hearings under Wis. Stat. § 115.80.

Wis. Stat. § 115.76(8).

- "Highly Qualified Teacher" means that a person has met the Department of Public Instruction's approved or recognized certification, licensing, registration in which he/she is providing special education or related services, consistent with provision 34 CFR § 300.18.

- “Homeless children” has the meaning given the term *homeless children and youths* in section 725 (42 U.S.C. 11434(a)) of the McKinney-Vento Homeless Assistance Act, as amended, 42 U.S.C. 11431 *et seq.* See Appendix.

34 CFR § 300.19

- "Illegal drug" means a controlled substance but does not include such a substance that is legally possessed or used under the supervision of a licensed healthcare professional or that is legally possessed or used under any other authority under federal law.

34 CFR § 300.530(i)(2)

- "Include" means that the items named are not all of the possible items that are covered whether like or unlike the ones named.

34 CFR § 300.20

- "Independent educational evaluation" means an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child in question.

34 CFR § 300.502

- "Individualized education program" (IEP) means a written statement for a child with a disability that is developed, reviewed and revised in accordance with Wis. Stat. § 115.787, and 34 CFR §§ 330.320 through 300.324.

34 CFR § 300.22; Wis. Stat. § 115.76(9)

- “IEP Team” means a group of individuals described in Wis. Stat. § 115.78 that is responsible for evaluating the child to determine the child’s eligibility or continued eligibility for special education and related services and the educational needs of the child; developing, reviewing, or revising an IEP for the child; and determining the special education placement for the child.

34 CFR § 300.23; Wis. Stat. § 115.78

- “Limited English Proficiency” has the meaning given the term in section 9101 (25) of the Elementary and Secondary Education Act (ESEA).
- "Local educational agency," except as otherwise provided, means
  - the school district in which the child with a disability resides,

- when the child attends a nonresident school district under Wis. Stat. § 118.51 (open enrollment) or § 121.84(1)(a) or (4) (tuition waiver), the district of attendance;
- the Department of Health and Family Services if the child with a disability resides in an institution or facility operated by the Department of Health and Family Services; or
- the Department of Corrections if the child with a disability resides in a Type 1 secured correctional facility, as defined in Wis. Stat. § 938.02(19), or a Type 1 prison, as defined in Wis. Stat. § 301.01(5).

Wis. Stat. § 115.76(10)

- "Native language," for individuals with limited English proficiency, means the language normally used by that individual. For children with limited English proficiency, the term means the language normally used by the parents of the child, except that in all direct contact with a child (including evaluation of the child), the term means the language normally used by the child in the home or learning environment. For an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that normally used by the individual (such as sign language, Braille, or oral communication).

34 CFR § 300.29; Wis. Stat. §. 115.76(11)

- "Nonacademic and extracurricular services and activities" may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities and employment by the public agency and assistance in making outside employment available.

34 CFR § 300.107

- "Parent" means any of the following:
  - a biological parent;
  - a husband who has consented to the artificial insemination of his wife under Wis. Stat. § 891.40;
  - a male who is presumed to be the child's father under Wis. Stat. § 891.41;
  - a male who has been adjudicated the child's father under subch. VIII of ch. 48, under subch. IIX of ch. 767, by final order or judgment of an Indian tribal court of competent jurisdiction or by final order or judgment of a court of competent jurisdiction in another state;
  - an adoptive parent;
  - a legal guardian;
  - a person acting as a parent of a child with whom the child lives;
  - a person appointed as a sustaining parent under Wis. Stat. § 48.428;

- a person assigned as a surrogate parent under Wis. Stat. § 115.792(1)(a)2; and
- a foster parent, if the right and responsibility of all of the aforementioned individuals to make educational decisions concerning the child has been extinguished by termination of parental rights, by transfer of guardianship or legal custody or by other court order; the foster parent has an ongoing, long-term parental relationship with the child; the foster parent is willing to make educational decisions required of parents under special education law; and the foster parent has no interests that would conflict with the interests of the child.

The biological or adoptive parent, when attempting to act as a parent of the child, must be presumed to be the parent unless that person does not have legal authority to make educational decisions for the child.

#### 34 CFR § 300.30(b)

"Parent" does not include any person whose parental rights have been terminated; the state, county, or a child welfare agency if a child was made a ward of the state, county, or child welfare agency under ch. 54 or 880 or if a child has been placed in the legal custody or guardianship of the state, county, or a child welfare agency under ch. 48 or ch. 767; or an American Indian tribal agency if the child was made a ward of the agency or placed in the legal custody or guardianship of the agency.

#### 34 CFR § 300.30; Wis. Stat. § 115.76(12)

"Person acting as a parent of a child" means a relative of the child or a private individual allowed to act as a parent of a child by the child's biological or adoptive parents or guardian, and includes the child's grandparent, neighbor, friend or private individual caring for the child with the explicit or tacit approval of the child's biological or adoptive parents or guardian. "Person acting as a parent of a child" does not include any person that receives public funds to care for the child if such funds exceed the cost of such care.

#### 34 CFR § 300.30(a)(4); Wis. Stat. § 115.76(13)

- "Participating agency," as used in the section on *Confidentiality of Information* in these policies, means any agency or institution that collects, maintains or uses personally-identifiable information, or from which information is obtained, under the Individuals with Disabilities Education Act.

#### 34 CFR § 300.611(c)

- "Personally identifiable" means information that includes the name of the child, the child's parent or other family member; the address of the child; a personal identifier such as the child's social security number or student number; or a list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty.

### 34 CFR § 300.32

- "Parentally-placed private school children with disabilities" are children with disabilities enrolled by their parents in private schools or facilities, including religious schools or facilities that meet the definition of elementary school or secondary school, other than children with disabilities placed or referred to private schools by public agencies.

### 34 CFR § 300.130

- "Public Agency" includes the State Educational Agency, Local Educational Agency, Cooperative Educational Service Agency (CESA), charter schools operating under Wis. Stat. § 118.40(2r), county children with disabilities education board, and any other political subdivisions of the State that are responsible for providing education to children with disabilities.

### 34 CFR § 300.33

- "Pupil Records" means all records relating to individual pupils maintained by a school but does not include:
  - notes or records maintained for personal use by a teacher or other person to be licensed if such records or notes are not available to others;
  - records necessary for, and available only to persons involved in, the psychological treatment of a pupil; and
  - law enforcement unit records.

### Wis. Stat. § 118.125(1)(d)

- "Record" means any material on which written, drawn, printed, spoken, visual, or electromagnetic information is recorded or preserved, regardless of physical form or characteristics.

### Wis. Stat. § 118.125(1)(e)

- "Related services" means transportation and such developmental, corrective and other supportive services (including speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; social work services; school health services; school nursing services designed to enable a child with a disability to receive a free appropriate public education as described in the child's IEP; parent counseling and training; counseling services, including rehabilitation counseling; orientation and mobility services; medical services for diagnostic or evaluative purposes only; and the early identification and assessment of disabilities in children) as may be required to assist a child with a disability to

benefit from special education. "Related services" does not include a medical device that is surgically implanted, the optimization of device functioning, maintenance of the device, or the replacement of such a device. Nothing in this definition limits the rights of a child with a surgically implanted device to receive related services as determined by the IEP Team to be necessary, limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, while the child is transported to and from school or is at school; or prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly.

34 CFR § 300.34; Wis. Stat. § 115.76(14)

In this definition:

- "Audiology" includes:
  - identification of children with hearing loss;
  - determination of the range, nature, and degree of hearing loss including referral for medical or other professional attention for the habilitation of hearing;
  - provision of habilitative activities such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation and speech conservation;
  - creation and administration of programs for prevention of hearing loss;
  - counseling and guidance of pupils, parents and teachers regarding hearing loss; and
  - determination of the child's need for group and individual amplification, selecting and fitting an appropriate aid and evaluating the effectiveness of amplification.
- "Counseling services" means services provided by qualified social workers, psychologists, guidance counselors or other qualified personnel.
- "Early identification and assessment of disabilities in children" means the implementation of a formal plan for identifying a disability as early as possible in a child's life.
- "Interpreting services," as used with respect to children who are deaf or hard of hearing, includes oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, and special interpreting services for children who are deaf-blind.

- "Medical services" means services provided by a licensed physician to determine a child's medically-related disability that results in the child's need for special education and related services.
- "Occupational therapy" means services provided by a qualified occupational therapist, and includes:
  - improving, developing or restoring functions impaired or lost through illness, injury, or deprivation;
  - improving ability to perform tasks for independent functioning if functions are impaired or lost; and
  - preventing, through early intervention, initial or further impairment or loss of function.
- "Orientation and mobility services" means services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community, and includes teaching students the following as appropriate:
  - spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (for example, using sound at a traffic light to cross the street);
  - to use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
  - to understand and use remaining vision and distance low vision aids, as appropriate; and
  - other concepts, techniques, and tools.
- "Parent counseling and training" means assisting parents in understanding the special needs of their child and providing parents with information about child development, and helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP.
- "Physical therapy" means services provided by a qualified physical therapist.
- "Psychological services" includes:
  - administering psychological and educational tests, and other assessment procedures;
  - interpreting assessment results;
  - obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;

- consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observations, and behavioral evaluations;
  - planning and managing a program of psychological services, including psychological counseling for children and parents; and
  - assisting in developing positive behavioral intervention strategies.
- "Recreation" includes:
    - assessment of leisure function;
    - therapeutic recreation services;
    - recreation programs in schools and community agencies; and
    - leisure education.
  - "Rehabilitation counseling services" means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.
  - "School health services" means health services provided by a qualified school nurse or other qualified person that are designed to enable a child with a disability to receive FAPE as described in the child's IEP.
  - "School nurse services" mean health services provided by a qualified school nurse, designed to enable a child with a disability to receive FAPE as described in the child's IEP.
  - "Social work services in schools" includes:
    - preparing a social or developmental history on a child with a disability;
    - group and individual counseling with the child and family;
    - working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;
    - mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
    - assisting in developing positive behavioral intervention strategies.
  - "Speech-language pathology services" include:
    - identification of children with speech or language impairments;
    - diagnosis and appraisal of specific speech or language impairments;

- referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- provision of speech and language services for the habilitation or prevention of communicative impairments; and
- counseling and guidance of parents, children, and teachers regarding speech and language impairments.

➤ "Transportation" includes:

- travel to and from school and between schools;
- travel in and around school buildings; and
- specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

34 CFR § 300.34

- "Residential care center for children and youth" means a facility operated by a child welfare agency licensed under Wis. Stat. § 48.60 for the care and maintenance of children residing in that facility.

Wis. Stat. § 115.76(14g)

- "Responsible Local Educational Agency:" as used in the section on children in residential care centers means the local educational agency that was responsible for providing a free, appropriate public education to the child before the placement of the child in a residential care center for children and youth.

Except "responsible local educational agency" means the school district in which the residential care center for children and youth is located if before the placement of the child in a residential care center for children and youth, the children resided in an: institute or facility operated by the department of health and family services; a Type 1 juvenile correctional facility; or a Type 1 prison.

Wis. Stat. § 115.81

- "School day" means any day, including a partial day, that children are in attendance at school for instructional purposes. The term "school day" has the same meaning for all children in school, including children with and without disabilities.

34 CFR § 300.11

- "Scientifically-based research" has the meaning given the term in section 9101(37) of the ESEA. See Appendix.

34 CFR § 300.35

- "Secondary school" means a nonprofit institutional day or residential school including a public secondary charter school that provides secondary education for grades 9-12.

34 CFR § 300.36

- "Serious bodily injury" has the meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

34 CFR § 300.530(i)(3). See Appendix.

- "Services plan" means a written statement that describes the special education and related services the school district will provide to a parentally-placed child with a disability enrolled in a private school located in the district, including the location of the services and any transportation necessary, consistent with 34 CFR §§ 300.132, 300.137-139.

34 CFR § 300.37

- "Special education" means specially-designed instruction, regardless of where the instruction is conducted, that is provided at no cost to the child or the child's parents, to meet the unique needs of a child with a disability, including:
  - instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings;
  - instruction in physical education;
  - speech-language pathology services, or any other related service, if the service consists of specially-designed instruction and is considered special education rather than a related service under Wisconsin standards;
  - travel training; and
  - vocational education.

The terms in the definition of special education are defined as follows:

- "At no cost" means that all specially-designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as a part of the regular education program.
- "Physical education" means the development of:
  - physical and motor fitness;
  - fundamental motor skills and patterns; and

- skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).

The term includes special physical education, adaptive physical education, movement education, and motor development.

- "Specially-designed instruction" means adapting content, methodology or delivery of instruction:
  - to address the unique needs of an eligible child that result from the child's disability; and
  - to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the local educational agency that apply to all children.
- "Travel training" means providing instruction, as appropriate, to children with significant intellectual disabilities and any other children with disabilities who require this instruction to enable them to develop an awareness of the environment in which they live and learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).
- "Vocational education" means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

34 CFR § 300.39; Wis. Stat. § 115.76(15)

- "Supplementary aids and services" mean aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings to enable a child with a disability to be educated with nondisabled children to the maximum extent appropriate.

34 CFR § 300.42, 115.76(16)

- A "transfer pupil with a disability" means a child with a disability under the Individuals with Disabilities Education Act whose residence has changed from a local educational agency in this state to another local educational agency in this state or from a public agency in another state to a local educational agency in this state.

Wis. Admin. Code § PI 11.07

- "Transition services" means a coordinated set of activities for a child with a disability that:

- is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including:
  - postsecondary education,
  - vocational education,
  - integrated employment (including supported employment)
  - continuing and adult education
  - adult services
  - independent living, or
  - community participation
  
- is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and includes:
  - instruction;
  - related services;
  - community experiences;
  - the development of employment and other post-school adult living objectives; and
  - if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

34 CFR § 300.43

- “Universal Design” has the meaning given the term in section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002.

34 CFR § 300.44 See Appendix.

- "Weapon" has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

34 CFR § 300.530(i)(4) See Appendix.

## **Full Educational Opportunity Goal**

It is the goal of D.C. Everest Area School District, herein referred to as *the local educational agency*, to provide full educational opportunity to all children with disabilities in the area served by the D.C. Everest Area School District. The local educational agency has available to all of its children with disabilities the variety of educational programs and services available to nondisabled children in the local educational agency, including: art, music, industrial arts, consumer and homemaking education, and vocational education or any program or activity in which nondisabled children participate. The local educational agency provides supplementary aids and services determined appropriate and necessary by the child’s IEP Team, to ensure that children with

disabilities have an equal opportunity to participate in nonacademic and extracurricular services and activities.

34 CFR §§ 300.107, 300.109; 300.110; 300.201

## **Free Appropriate Public Education**

**GENERAL.** All children with disabilities for whom the local educational agency is responsible are provided a free appropriate public education. Special education and related services are provided to these children with disabilities, including, as required by 34 CFR § 300.530(d), children with disabilities who have been suspended or expelled from school. Children with disabilities entitled to a free appropriate public education are children age three, but not yet 21 who have not graduated from high school with a regular high school diploma and, for the duration of a school term, persons who become 21 years old during that school term and who have not graduated from high school with a regular diploma. A regular high school diploma does not include an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a general educational development credential (GED). The special education and related services provided to children addresses all of their special education and related services needs and are provided by personnel qualified as required by 34 CFR § 300.156.

34 CFR § 300.101(a); 34 CFR § 300.102(a)(3)(iv); 34 CFR § 300.156; Wis. Stat. § 115.76(3)

The local educational agency provides prior written notice of a change in placement consistent with the requirements in the law when a child with a disability graduates from high school with a regular diploma. Additionally for those students who graduate from high school with a regular diploma as well as students who exceed the age of eligibility, the local educational agency provides a summary of their academic achievement and functional performance, including recommendations on how to assist the child in meeting the child's postsecondary goals.

34 CFR § 300.102(a)(3)(iii); 300.305(e)(3)

The local educational agency ensures that an IEP is in effect for each eligible child no later than the child's third birthday. If the child's third birthday occurs during the summer, the child's IEP team determines when the IEP services will begin.

34 CFR § 300.101(b)

If a placement in a public or private residential program is necessary to provide special education and related services to a child with a disability, the program, including non-medical care and room and board, is provided at no cost to the parents of the child.

34 CFR § 300.104

The local educational agency admits a nonresident child if the program is appropriate for the child's disability. When a resident child is refused admittance to another local educational agency, the resident local educational agency ensures that a free appropriate public education is provided to the child. When board and lodging are not furnished to a nonresident child with a disability, the resident local educational agency provides transportation, except as provided in Wis. Stat. § 115.82(2)(a) and (b).

Wis. Stat. § 115.82

After a child with a disability has been removed from his or her current placement for ten school days in the same school year, for any subsequent removal, the local educational agency provides services, although in another setting, so as to enable the child to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the child's IEP. In such a case, school personnel, in consultation with at least one of the child's teachers, determine the extent of the services. When there is a change of placement, the IEP team determines the appropriate services.

34 CFR § 300.530(d)

**HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES.**

The local educational agency ensures that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. The local educational agency ensures that the external components of surgically implanted medical devices are functioning properly, but is not responsible for the post-surgical maintenance, programming, or replacement of the medical devices that has been surgically implanted, or of an external component of the surgically implanted medical device.

34 CFR § 300.113

**PHYSICAL EDUCATION.** Physical education services, specially designed if necessary, are made available to every child with a disability unless the LEA does not provide physical education to children without disabilities in the same grades. Each child with a disability is afforded the opportunity to participate in regular physical education programs available to nondisabled children unless the child is enrolled full time in a separate facility, or the child needs specially-designed physical education as prescribed in the child's IEP.

If specially-designed physical education is prescribed in a child's IEP, the local educational agency provides the services directly or makes arrangements for those services to be provided through other public or private programs. The local educational agency ensures that a child with a disability who is enrolled in a separate facility receives appropriate physical education services in compliance with the law.

34 CFR § 300.108

**ASSISTIVE TECHNOLOGY.** The local educational agency makes available assistive technology devices or assistive technology services, or both, to a child with a disability if

required as part of the child's special education, related services, or supplementary aids and services. If a child's IEP team determines that access to school-purchased assistive technology devices or services in the child's home or in other settings is necessary for the child to receive a free appropriate public education, the devices or services are provided.

34 CFR § 300.105

**EXTENDED SCHOOL YEAR.** The local educational agency ensures that extended school year services are available to each child with a disability as necessary to provide a free appropriate public education. Extended school year services are provided when a child's IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education to the child. The local educational agency does not limit extended school year services to particular categories of disability, or unilaterally limit the type, amount, or duration of those services.

34 CFR § 300.106

**PARTICIPATION IN ASSESSMENTS.** Children with disabilities attending this local educational agency are included in all state-wide and district-wide assessment programs with appropriate accommodations. Those children who cannot participate in state-wide or district-wide assessments participate in alternate assessments. Needed accommodations or alternate assessments are identified by the IEP team and are specified in the child's IEP.

20 U.S.C 1412(a)(16); Wis. Stat. § 115.77(1m)(bg)

**METHODS OF ENSURING A FREE APPROPRIATE PUBLIC EDUCATION.** If a public agency, other than an educational agency, fails to meet its obligation under federal or state law or under state policy or interagency agreement to provide or pay for any services that are also considered special education and related services that are necessary for ensuring a free appropriate public education to a child, the local educational agency provides or pays for these services to the child in a timely manner.

34 CFR § 300.154(b)(2)

When the local educational agency uses Medicaid or other public insurance benefits programs in which a child participates to provide or pay for special education and related services necessary for the child to receive a free appropriate public education as permitted under the public insurance program, the local educational agency obtains parent consent each time access to public benefits or insurance is sought.

Furthermore, the local educational agency does not:

- require parents to sign up for or enroll in public insurance programs in order for their child to receive a free appropriate public education under Part B of the Act;

- require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for special education and related services; or
- use a child's benefits under a public insurance program if that use would:
  - decrease available lifetime coverage or any other insured benefit,
  - result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the child outside of the time the child is in school,
  - increase premiums or lead to the discontinuation of benefits or insurance or
  - risk loss of eligibility for home and community-based waivers based on aggregate health-related expenditures.

Each time the local educational agency proposes to access the proceeds of a parents' private insurance to provide services necessary for the child to receive a free appropriate public education, the local educational agency:

- obtains informed parent consent; and
- informs the parents that their refusal to permit the local educational agency to access their private insurance does not relieve the public agency of its responsibility to ensure that all required services are provided at no cost to the parents.

#### 34 CFR § 300.154

The local educational agency timely provides instructional materials in accessible formats to children who are blind, children with print disabilities, or other children with disabilities as required in the child's IEP.

#### 34 CFR § 300.210

Except for the circumstances provided for in Wis. Stat. § 118.51(12)(a)&(b)2 of the Full-Time Open Enrollment law, if a non-resident child with a disability is attending the local educational agency under the Full-Time Open Enrollment law, the local educational agency provides an educational placement for the child. If tuition charges are required by the placement, the local educational agency pays tuition charges instead of the resident school district.

Wis. Stat. § 115.79(1)(b)

### **Public Information**

The local educational agency regularly publicizes information about its special education procedures and services. Further, the local educational agency makes available to any

person, upon request, all documents relating to the local educational agency's eligibility for state and federal special education funds.

34 CFR § 300.212; Wis. Stat. § 115.77(1m)(g) and (h)

If the local educational agency receives a notice from the Department of Public Instruction that it is in noncompliance with respect to state or federal special education law and the Department of Public Instruction is proposing to reduce or withhold any further payments to the local educational agency until the Department of Public Instruction is satisfied that the local educational agency is complying with that requirement, the local educational agency gives public notice of the pending state actions.

34 CFR § 300.222(b)

## **Child Find**

**GENERAL.** The local educational agency identifies, locates, and evaluates all children with disabilities, regardless of the severity of their disability, who are in need of special education and related services, including children attending private schools, children who are made a ward of the state, county, or child welfare agency under chapter 54 or 880, children who are not yet three years of age, highly mobile children such as migrant and homeless children, and children who are suspected of being a child with a disability even though they are advancing from grade to grade.

34 CFR § 300.111; Wis. Stat. § 115.77(1m)(a)

**REFERRAL.** The local educational agency accepts and processes referrals of children suspected to have a disability. The local educational agency has written procedures for accepting and processing referrals. Licensed school personnel who reasonably believe a child has a disability are required to make a referral.

Prior to submitting a referral, the people required to make referrals inform the parents of their intent to make a referral. If this local educational agency receives a referral for a child who is attending this local educational agency under the Full-Time Open Enrollment law or a tuition waiver under Wis. Stat. § 121.84(1)(a) or (4), the local educational agency provides the name of the child and related information to the local educational agency of residence. Whenever this local educational agency receives a referral for a resident child attending school in another local educational agency under the Full-Time Open Enrollment law or a tuition waiver under Wis. Stat. § 121.84(1)(a) or (4), this local educational agency provides the name of the child and related information to the local educational agency of attendance.

The local educational agency accepts written referrals. Each referral includes the name of the child and reasons why the person making the referral believes that the child is a

child with a disability. The local educational agency documents and dates the receipt of each referral.

At least annually, the local educational agency informs parents and persons required by law to make referrals about the local educational agency's referral and evaluation procedures.

The local educational agency provides information and inservice opportunities for its licensed staff to familiarize them with the local educational agency's referral procedures.

Wis. Stat. § 115.777

## **IEP Team**

The local educational agency establishes an IEP team for each child referred to the local educational agency.

**PARTICIPANTS.** The IEP team for each child consists of all of the following:

- the parents of the child;
- at least one regular education teacher of the child if the child is, or may be, participating in a regular education environment;
- at least one special education teacher who has recent training or experience related to the child's known or suspected area of special education needs or, where appropriate, at least one special education provider of the child;
- a representative of the local educational agency:
  - who is qualified to provide or supervise the provision of special education,
  - who is knowledgeable about the general education curriculum, and
  - who is knowledgeable about and authorized to commit the available resources of the local educational agency (who may be another member of the IEP team if the criteria are met);
- an individual who can interpret the instructional implications of evaluation results, who may otherwise be a team member;
- an appropriate therapist if the child is suspected to need occupational therapy or physical therapy or both.

Wis. Admin. Code § PI 11.24

- a department-licensed speech or language pathologist when documenting a speech or language impairment and the need for speech or language services.

Wis. Admin. Code § PI 11.36(5)(e)

- at the discretion of the parent or local educational agency, other individuals who have knowledge or special expertise about the child, including related services personnel as appropriate. The determination of the individual's knowledge or special expertise is made by the party (parents or public local educational agency) who invited the individual to be a member of the IEP team;
- whenever appropriate, the child;
- at least one person designated by the school board of the child's school district of residence who has knowledge or special expertise about the child when the student is attending a public school in a nonresident school district under Full-Time Open Enrollment Law, or a tuition waiver under Wis. Stat. § 121.84(1)(a) or (4),

In addition to the above members, the local educational agency invites the following:

- To the extent appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, if the parents or the child who has reached the age of majority provides consent; and
- The student, when the purpose of the meeting will be consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals. If the student does not attend the IEP Team meeting, the local educational agency takes other steps to ensure consideration of the student's preferences and interests.
- If requested by the parent, at the initial IEP Team meeting for a child previously served under Part C, the Part C service coordinator or other representatives of the Part C System will be invited.

34 CFR § 300.321; Wis. Stat. § 115.78; PI 11.24(2)

### **IEP TEAM ATTENDANCE**

An IEP Team member is not required to attend an IEP Team meeting, in whole, or in part, if the parent of a child with a disability and the local educational agency agree, in writing, the attendance is not necessary because the member's area of curriculum or related services is not being modified or discussed.

An IEP Team member may be excused from attending an IEP Team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related services, if the parent, in writing, and the local educational agency consent to the excusal, and the member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior the meeting.

34 CFR § 300.321(e); Wis. Stat. § 115.78(5)

**PARENT PARTICIPATION IN IEP TEAM MEETINGS.** The local educational agency takes steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including:

- notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- scheduling the meeting at a mutually agreed on time and place.

The notice required in this policy:

- indicates the purpose, time, and location of the meeting and who will be in attendance; informs the parents of the provisions in these policies relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child; and
- informs the parents that they can request the Part C coordinator or other representatives of the Part C system be at the initial IEP Team meeting for a child previously served under Part C of IDEA.

Beginning no later than in the first IEP that will be in effect when the child is 14, the notice also:

- indicates that a purpose of the meeting is the consideration of the postsecondary goals and transition services for the child;
- indicates that the local educational agency will invite the student; and
- identifies any other agency that will be invited to send a representative.

If neither parent can attend, the local educational agency uses other methods to ensure parent participation, including individual or conference calls.

The local educational agency may conduct meetings without a parent in attendance if the local educational agency is unable to convince the parents that they should attend. In this case the local educational agency has a record of its attempts to arrange a mutually agreed on time and place, such as:

- detailed records of telephone calls made or attempted and the results of those calls;
- copies of correspondence sent to the parents and any responses received; and
- detailed records of visits made to the parent's home or place of employment and the results of those visits.

The local educational agency takes whatever action is necessary to ensure that the parent understands the proceedings at the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

Subject to the timeline requirements contained in this policy, if the parents of the child or the local educational agency staff determine at any meeting during the process of the evaluation, development of the IEP or placement of the child that additional time is needed to permit meaningful parental participation, the local educational agency provides it. Upon request, the local educational agency provides a copy of the most recent evaluation report to the child's parents at any meeting of the IEP team.

The local educational agency gives the parent a copy of the child's IEP at no cost to the parent.

34 CFR § 300.322; Wis. Stat. §§ 115.787(2)(g) and 115.78(3)(d)

**IEP TEAM DUTIES.** The IEP team does all of the following:

- evaluates the child to determine the child's eligibility or continued eligibility for special education and related services, and the educational needs of the child;
- develops an IEP for the child; and
- determines the special education placement for the child.

34 CFR § 300.324(a); Wis. Stat. § 115.78

**TIMELINE.** Within 15 business days of receiving a referral, the local educational agency sends to the child's parents a request for consent to evaluate the child except that if the local educational agency determines that no additional data are necessary, the local educational agency notifies the child's parent of that determination within 15 business days of receiving the referral. The local educational agency determines if a child is a child with a disability within 60 days after receiving parental consent for the evaluation or provides notice that no additional data are needed. The 60-day period does not apply:

- if the child transfers into this local educational agency before the previous local educational agency has made an eligibility determination, sufficient progress is being made to ensure a prompt completion of the evaluation, and the child's parents agree to a specific time when the evaluation will be completed;
- if the child's parent repeatedly fails or refuses to produce the child for the evaluation;  
or
- if a child is being evaluated for a specific learning disability and the timeline is extended by mutual written agreement of the child's parents and IEP team.

The local educational agency conducts a meeting to develop an IEP and determine placement within 30 days of a determination that a child is a child with a disability.

If the parents of the child or local educational agency staff determine at any meeting during the process of evaluation, development of the IEP, or determination of placement,

that additional time is needed to permit meaningful parent participation, the local educational agency provides it.

34 CFR §§ 300.301, 300.323, 300.309(c); Wis. Stat. §§ 115.777(3)(e), 115.78

## Evaluation

**GENERAL.** As part of an initial evaluation of a child and as part of any reevaluation of a child, the IEP team and other qualified professionals, as determined by the local educational agency:

- reviews existing evaluation data on the child, including evaluations and information provided by the child's parents, previous interventions and the effects of those interventions, current classroom-based, local, or state assessments, classroom-based observations, and observations by teachers and related services providers; and
- on the basis of that review and information provided by the child's parents, identifies the additional data, if any, that are needed, to determine:
  - whether the child has a particular category of disability and the educational needs of the child or, in case of a reevaluation of a child, whether the child continues to have such a disability and the educational needs of the child;
  - the present levels of academic achievement and related developmental needs of the child;
  - whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and
  - whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable, annual goals specified in the child's IEP and to participate, as appropriate, in the general education curriculum.
- The local educational agency administers such assessment and other evaluations as may be needed to produce the additional data.
- The review of existing evaluation data on the child may occur without conducting a meeting.

34 CFR § 300.305; Wis. Stat. § 115.782(2)(b)

The local educational agency does not require parental consent before reviewing existing data as part of an evaluation or reevaluation or administering a test or other evaluation

that is administered to all children unless, before administration of that test or evaluation, the local educational agency requires consent for all children.

34 CFR § 300.300(d)(1)

Screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services.

34 CFR § 300.302

The local educational agency provides the parents of the child with proper written notice, of any evaluation procedures the agency proposes to conduct, and the names of the individuals who will conduct the evaluation, if known.

34 CFR § 300.304(a); Wis. Stat. § 115.782(1)(a)

### **INITIAL EVALUATIONS**

The local educational agency obtains informed consent from the child's parent before administering assessments or other evaluation materials to the child. Parental consent for the evaluation does not constitute consent for placement for receipt of special education and related services.

34 CFR § 300.300(a); Wis. Stat. § 115.782(1)(b)

If the child is a ward of the state and is not residing with the child's parent, the local educational agency is not required to obtain informed consent from the parent for an initial evaluation if: the local educational agency cannot, after reasonable efforts, locate the parent of the child; the rights of the parents of the child have been terminated in accordance with state law; or, the rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

34 CFR § 300.300(a)(2)

If the parent of a child enrolled in public school or seeking to be enrolled in public school does not provide consent for an initial evaluation or fails to respond to a request to provide consent, the local educational agency may, but is not required to, pursue the initial evaluation by utilizing mediation or due process.

34 CFR § 300.300(a)(3)

If a parent of a child who is home schooled or parentally placed in a private school does not provide consent, or the parent fails to respond to a request to provide consent, the

local educational agency cannot use mediation or due process and is not required to consider the child as eligible for services.

34 CFR § 300.300(d)(4)

The local educational agency does not use a parent's refusal to consent to activities relating to conducting an initial evaluation to deny the parent or child any other service, benefit, or activity of the local educational agency.

34 CFR § 300.300(d)(3)

**IEP TEAM DETERMINATION OF ELIGIBILITY OR CONTINUING ELIGIBILITY (INITIAL AND REEVALUATION).** Following a review of existing data and administration of assessments and other evaluation materials (if any), the IEP team determines whether the child is or continues to be a child with a disability. For a child who does not otherwise meet the eligibility criteria under state law, the IEP team does not determine that the child is a child with a disability solely because the child has received inappropriate instruction in reading or math or because the child has limited proficiency in English. In interpreting evaluation data for the purpose of determining if a child is a child with a disability, and the educational needs of the child, the local educational agency draws upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The local educational agency ensures that information obtained from all of these sources is documented and carefully considered.

34 CFR § 300.306

**REEVALUATION.** In conducting reevaluations, the IEP team:

- evaluates a child with a disability in accordance with the law before determining that the child is no longer a child with a disability, and
- reevaluates a child with a disability in accordance with the law if the local educational agency determines that the educational or related services needs of the child, including the child's academic and functional performance, warrant a reevaluation or if the child's parent or teacher requests a reevaluation. The IEP team shall reevaluate a child no more than once a year unless the child's parents and the local educational agency agree otherwise, and at least once every 3 years unless the child's parent and local educational agency agree that a reevaluation is unnecessary.

34 CFR §§ 300.303, 300.305(e)(1); Wis. Stat. § 115.782(4)

An evaluation is not required before the termination of a child's eligibility for special education and related services because he or she graduated from secondary school with a regular diploma or because he or she reached the age of 21. Under these

circumstances, the local educational agency provides the child with a summary of the child's academic achievement and functional performance, including recommendations on how to assist the child in meeting his or her postsecondary goals.

34 CFR § 300.305(e)(2) and (3); Wis. Stat. § 115.782(4)

In conducting a reevaluation, the local educational agency obtains informed consent from the child's parent before administering new assessments and other evaluation materials. The local educational agency proceeds without consent only if the local educational agency has taken reasonable measures to obtain the consent and the child's parents have failed to respond. Reasonable measures are the measures required for conducting an IEP meeting without a parent in attendance. If the parent of a child enrolled in public school or seeking to be enrolled in public school refuses to provide consent, the local educational agency is not required to pursue the reevaluation, but may pursue the reevaluation by utilizing mediation or due process.

If a parent of a child who is home schooled or parentally placed in a private school refuses or fails to respond to a request for consent for a reevaluation, the local educational agency cannot use mediation or due process, and is not required to consider the child as eligible for services.

34 CFR § 300.300(c) and (d); Wis. Stat. § 115.782(4)(b)

If the IEP team and other qualified professionals, as appropriate, finds no additional information is needed to determine whether a child continues to be a child with a disability, and to determine the child's educational needs, the local educational agency notifies the child's parents of that finding and the reasons for it, and that the parent has a right to request an assessment to determine whether the child continues to have a disability, and to determine the child's educational needs. The local educational agency conducts such an assessment if the parent requests it.

34 CFR § 300.305(d); Wis. Stat. § 115.782(4)(c)

**EVALUATION REPORT.** When the IEP team determines a child's eligibility, the team prepares an evaluation report that includes documentation of the determination of eligibility. The local educational agency gives a copy of the evaluation report and the documentation of determination of eligibility at no cost to the child's parents.

34 CFR § 300.306(a); Wis. Stat. § 115.782(3)(b)

**EVALUATION SAFEGUARDS.** When a local educational agency evaluates a child with a disability, the IEP team:

- does not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child;

- uses a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the child's parent, that may assist in determining whether the child is a child with a disability and the content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum or, for preschool children, to participate in appropriate activities;
- uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors; and
- ensures all of the following:
  - assessments and other evaluation materials used to assess a child are selected and administered so as not to be racially or culturally discriminatory and are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do, academically, developmentally, and functionally, unless it is clearly not feasible to do so;
  - any assessments given to the child have been validated for the specific purpose for which they are used, are administered by trained and knowledgeable personnel and are administered in accordance with any instructions provided by the producer of such assessments or evaluation materials;
  - the child is assessed in all areas of suspected disability; including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; and
  - assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are used.

34 CFR § 300.304; Wis. Stat. §§ 115.782(2) and 3(b),

- The evaluation report includes documentation of determination of eligibility for special education. A copy of the evaluation report, including the documentation of eligibility is given to the child's parents.

In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs whether or not commonly linked to the disability category in which the child has been classified.

34 CFR § 300.304 (c)(6)-(7)

The local educational agency ensures assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those designed to provide a single general intelligence quotient.

34 CFR § 300.304(c)(2)

The local educational agency ensures assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the skills the test purports to measure).

34 CFR § 300.304(c)(3)

**ADDITIONAL REQUIREMENTS FOR SPECIFIC LEARNING DISABILITIES.**

When a school begins to use data from a multi-level system of support to consider if the student meets the Insufficient Progress criterion, the IEP team shall include the following additional members:

- at least one licensed person who is qualified to assess data on individual rate of progress using a psychometrically valid and reliable methodology;
- at least one licensed person who has implemented scientific, research-based or evidence-based, intensive interventions with the referred pupil
- at least one licensed person who is qualified to conduct individual diagnostic evaluations of children; and
- if the child does not have a licensed general education teacher, a general education classroom teacher licensed to teach a child of the same age, or for a child of less than school age, an individual qualified by the Department of Public Instruction to teach a child of his or her age.

PI 11.36(6)

For a child suspected of having a specific learning disability, the documentation of the determination of eligibility shall include:

- whether the child has a specific learning disability;
- the basis for making that determination, including an assurance that the eligibility determination was based on a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior; and that the information obtained from all of these sources is documented and carefully considered;

- the relevant behavior, if any, noted during observation of the child and the relationship of that behavior to the child's academic functioning in the area of potential specific learning disability;
- documentation that the intensive intervention was applied in a manner highly consistent with its design, was closely aligned to pupil need, and was culturally appropriate;
- the educationally relevant medical findings, if any;
- whether the child does not achieve adequately for the child's age or to meet state approved grade-level standards and the child does not make sufficient progress to meet age or State-approved grade-level standards; or until November 30, 2013, the child exhibits a significant discrepancy between the child's academic achievement in any of the eight areas of potential specific learning disabilities and intellectual ability.
- the determination of the team concerning the effects of a visual, hearing, or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level; and
- if the child has participated in a process that assesses the child's response to scientific, research-based intervention, documentation that the child's parents were notified about the following:
  - the progress monitoring data collected;
  - strategies for increasing the child's rate of learning including the intensive interventions used, and
  - the parents' right to request an evaluation.

Each IEP team member certifies in writing whether the report reflects his or her conclusion. If the evaluation report does not reflect the IEP team member's conclusions, the member submits a separate statement presenting his or her conclusions.

PI 11.36(6)

## Determination of Eligibility

An evaluation conducted by an IEP team under Wis. Stat. § 115.782, shall focus on the consideration of information and activities that assist the IEP team in determining the educational needs of the child. Specifically, the IEP team shall meet the evaluation criteria specified under Wis. Stat. § 115.782(2)(a), when conducting tests and using other evaluation materials in determining a child's disability.

Wis. Admin. Code § PI 11.35(1)

A child shall be identified as having a disability if the IEP team has determined from an evaluation conducted under Wis. Stat. § 115.782, that the child has an impairment under Wis. Admin. Code § PI 11.36 that adversely affects the child's educational performance, and the child, as a result thereof, needs special education and related services. As part of an evaluation or reevaluation under Wis. Stat. § 115.782, conducted by the IEP team in determining whether a child is or continues to be a child with a disability, the IEP team shall identify all of the following:

- The child's needs that cannot be met through the regular education program as structured at the time the evaluation was conducted.
- Modifications, if any, that can be made in the regular education program, such as adaptation of content, methodology or delivery of instruction to meet the child's needs identified by the IEP team that will allow the child to access the general education curriculum and meet the educational standards that apply to all children.
- Additions or modifications, if any, the child needs which are not provided through the general education curriculum, including replacement content, expanded core curriculum and other supports.

Wis. Admin. Code § PI 11.35

A child will not be determined to be a child with a disability if:

- The determinant factor for that determination is
  - Lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 USC 6368(3); or
  - Lack of appropriate instruction in math; or
  - Limited English proficiency; and,
- The child does not otherwise meet the eligibility criteria.

34 CFR § 300.306(b); Wis. Stat. § 115.782(3)(a)

## Areas of Impairment

All provisions in these policies shall be construed consistent with 20 USC 1400 et. Seq. and the regulations promulgated thereunder.

Wis. Admin. Code § PI 11.36

### **AUTISM.** Wis. Admin. Code § PI 11.36(8)

Autism means a developmental disability significantly affecting a child's social interaction and verbal and nonverbal communication, generally evident before age 3 that adversely affects learning and educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional behavioral disability as defined in Wis. Admin. Code § PI 11.36(7).

The results of standardized or norm-referenced instruments used to evaluate and identify a child under this paragraph may not be reliable or valid. Therefore, alternative means of evaluation, such as criterion-referenced assessments, achievement assessments, observation and work samples shall be considered to identify a child under this paragraph. Augmentative communication strategies, such as facilitated communication, picture boards or signing shall be considered when evaluating a child under this paragraph. To identify a child as a child with autism, the criteria under 1. and 2. and one or more criteria under 3. through 6. shall be met.

1. The child displays difficulties or differences or both in interacting with people and events. The child may be unable to establish and maintain reciprocal relationships with people. The child may seek consistency in environmental events to the point of exhibiting rigidity in routines.
2. The child displays problems which extend beyond speech and language to other aspects of social communication, both receptively and expressively. The child's verbal language may be absent or, if present, lacks the usual communicative form which may involve deviance or delay or both. The child may have a speech or language disorder or both in addition to communication difficulties associated with autism.
3. The child exhibits delays, arrests, or regressions in motor, sensory, social or learning skills. The child may exhibit precocious or advanced skill development, while other skills may develop at normal or extremely depressed rates. The child may not follow normal developmental patterns in the acquisition of skills.
4. The child exhibits abnormalities in the thinking process and in generalizing. The child exhibits strengths in concrete thinking while difficulties are demonstrated in

abstract thinking, awareness and judgment. Perseverant thinking and impaired ability to process symbolic information may be present.

5. The child exhibits unusual, inconsistent, repetitive or unconventional responses to sounds, sights, smells, tastes, touch or movement. The child may have a visual or hearing impairment or both in addition to sensory processing difficulties associated with autism.
6. The child displays marked distress over changes, insistence on following routines and a persistent preoccupation with or attachment to objects. The child's capacity to use objects in an age-appropriate or functional manner may be absent, arrested or delayed. The child may have difficulty displaying a range of interests or imaginative activities or both. The child may exhibit stereotyped body movements.

**INTELLECTUAL DISABILITY.** Wis. Admin. Code § PI 11.36(1)

Intellectual disability means significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills and manifested during the developmental period that adversely affects the child's educational performance. The IEP team may identify a child as having an intellectual disability if the child meets the following criteria:

1. The child has a standard score of 2 or more standard deviations below the mean on an individually administered intelligence test which takes into account the child's mode of communication and is developed to assess intellectual functioning using this mode. More than one intelligence test may be used to produce a comprehensive result.
2. The child has significant limitations in adaptive behavior that are demonstrated by a standards score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments that include interviews of the parents, tests, and observations of the child in adaptive behavior which are relevant to the child's age, including at least one of the following:
  - a. Conceptual skills;
  - b. Social adaptive skills;
  - c. Practical adaptive skills; or
  - d. An overall composite score on a standardized measure of conceptual, social, and practical skills.
- 3.a. The child is age 3 through 5 and has a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments, in the following areas: language development and communication, cognition, and general knowledge.

- b. The child is age 6 through 21 and has a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments, in general information and at least 2 of the following areas: written language, reading, and mathematics.

When it is determined that reliable and valid assessment results are not possible due to the child's functioning level or age, a standardized developmental scale or a body of evidence including informal measures shall be used to assess the child.

Upon re-evaluation, a child who met identification criteria for cognitive disability prior to September 1, 2015, and continues to demonstrate a need for special education under s. PI 11.35 (2), including specially designed instruction, is a child with a disability under this section.

***NOTE: Intellectual disabilities typically manifest before age 18. An etiology should be determined when possible, so the IEP team can use this information for program planning.***

**EMOTIONAL BEHAVIORAL DISABILITY.** Wis. Admin. Code § PI 11.36(7)

Emotional behavioral disability, pursuant to Wis. Stat. § 115.76(5)(a)5, means social, emotional or behavioral functioning that so departs from the generally accepted, age appropriate ethnic or cultural norms that it adversely affects a child's academic progress, social relationships, personal adjustment, classroom adjustment, self-care or vocational skills. The IEP team may identify a child as having an emotional behavioral disability if the child meets the preceding definition and meets all of the following:

- The child demonstrates severe, chronic and frequent behavior that is not the result of situational anxiety, stress or conflict.
- The child's behavior described under par.(a) occurs in school and in at least one other setting.
- The child displays any of the following:
  - Inability to develop or maintain satisfactory interpersonal relationships.
  - Inappropriate affective or behavioral response to a normal situation.
  - Pervasive unhappiness, depression, or anxiety.
  - Physical symptoms, pains or fears associated with personal or school problems.
  - Inability to learn that cannot be explained by intellectual, sensory, or health factors.
  - Extreme withdrawal from social interactions.
  - Extreme aggressiveness for long period of time.
  - Other inappropriate behaviors that are so different from children of similar age, ability, educational experiences and opportunities that the child or other children in a regular or special education program are negatively affected.

The IEP team shall rely on a variety of sources of information, including systematic observations of the child in a variety of educational settings and shall have reviewed prior, documented interventions. If the IEP team knows the cause of the disability under this paragraph, the cause may be, but is not required to be, included in the IEP team's written evaluation summary.

The IEP team may not identify or refuse to identify a child as a child with an emotional behavioral disability solely on the basis that the child has another disability, or is socially maladjusted, adjudged delinquent, a dropout, chemically dependent, or a child whose behavior is primarily due to cultural deprivation, familial instability, suspected child abuse or socio-economic circumstances, or when medical or psychiatric diagnostic statements have been used to describe the child's behavior.

**HEARING IMPAIRMENT.** Wis. Admin. Code § PI 11.36(4)

Hearing impairment, including deafness, means a significant impairment in hearing, with or without amplification, whether permanent or chronically fluctuating, that significantly adversely affects a child's educational performance including academic performance, speech perception and production, or language and communication skills. A current evaluation by an audiologist licensed under Wis. Stat. ch. 459 shall be one of the components for an initial evaluation of a child with a suspected hearing impairment.

**SPECIFIC LEARNING DISABILITY.** Wis. Admin. Code § PI 11.36(6)

Specific learning disability, means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or perform mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, motor disabilities, intellectual disabilities, emotional disturbance, cultural factors, environmental, or economic disadvantage.

The IEP team may identify a child as having a specific learning disability if both of the following apply:

**1. Inadequate Classroom Achievement**

Upon initial identification, the child does not achieve adequately for his or her age, or meet state-approved grade-level standards in one or more of the following eight areas of potential specific learning disabilities when provided with learning experiences and instruction appropriate for the child's age: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving.

A child's achievement is inadequate when the child's score, after intensive intervention, on one or more assessments of achievement is equal to or more than 1.25 standard deviations below the mean in one or more of the eight areas of potential specific learning disabilities. Assessments shall be individually

administered, norm-referenced, valid, reliable, and diagnostic of impairment in the area of potential specific learning disabilities.

The 1.25 standard deviation requirement may not be used if the IEP team determines that the child cannot attain valid and reliable standard scores for academic achievement because of the child's test behavior, the child's language proficiency, an impairment of the child that interferes with the attainment of valid and reliable scores, or the absence of individually administered, norm-referenced, standardized, valid, and reliable diagnostic assessments of achievement appropriate for the child's age. If the IEP team makes such a determination, it shall document the reasons why it was not appropriate to consider standardized achievement testing, and shall document that inadequate classroom achievement exists in at least one of the eight areas of potential specific learning disabilities using other empirical evidence.

The IEP team may consider scores within 1 standard error of the measurement of the 1.25 standard deviation criterion above to meet the inadequate classroom achievement criteria if the IEP team determines the child meets all other criteria.

2. **Insufficient Progress.** Upon evaluation, the child has made insufficient progress in one of the following areas:
  - a. *Insufficient response to intensive, scientific, research-based or evidence-based intervention.* The child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the eight areas of potential specific learning disabilities when using a process based on the child's response to intensive, scientific, research-based or evidence-based interventions.

Intensive interventions may be implemented prior to referral, or as part of an evaluation, for specific learning disability. The IEP team shall consider progress monitoring data from at least two intensive, scientific, research-based or evidence-based interventions, implemented with adequate fidelity and closely aligned to individual student learning needs. The median score of three probes is required to establish a stable baseline data point for progress monitoring. IEP teams shall use weekly or more frequent progress monitoring to evaluate rate of progress during intensive, scientific, research-based or evidence-based interventions.

Rate of progress during intensive interventions is insufficient when any of the following areas are true: the rate of progress of the referred child is the same or less than that of his or her same-age peers; the referred child's rate of progress is greater than that of his or her same-age peers but will not result in the referred child reaching the average range of his or her same-age peers' achievement for that area of potential disability in a reasonable period of time; or the referred child's rate of progress is greater than that of his or her same-

age peers, but the intensity of the resources necessary to obtain this rate of progress cannot be maintained in general education.

If the LEA decides to use insufficient response to intensive, scientific, research-based or evidence-based intervention for any child being evaluated for specific learning disabilities enrolled in a school, the LEA shall use insufficient response to intensive, scientific, research-based or evidence-based interventions for all such evaluations of children enrolled in that school. At least ten days in advance of beginning to use insufficient response to intensive, scientific, research-based or evidence-based intervention in a school, the LEA will notify parents of all children enrolled in that school of the intent to use insufficient response to intensive, scientific, research-based or evidence-based intervention.

- b. *Significant discrepancy or insufficient progress in achievement as compared to measured ability.* LEAs are permitted to use this option until November 30, 2013.

Upon initial evaluation, the child exhibits a significant discrepancy between the child's academic achievement in any of the eight areas of potential specific learning disabilities and intellectual ability as documented by the child's composite score on a multiple score instrument or the child's score on a single score instrument.

The IEP team may base a determination of significant discrepancy only upon the results of individually administered, norm-referenced, valid, and reliable diagnostic assessment of achievement. A significant discrepancy means a difference between standard scores for ability and achievement equal to or greater than 1.75 standard errors of the estimate below expected achievement, using a standard regression procedure that accounts for the correlation between ability and achievement measures.

This regression procedure shall be used except when the IEP team determines that the child cannot attain valid and reliable standard scores for intellectual ability or achievement because of the child's test behavior, the child's language, another impairment of the child that interferes with the attainment of valid and reliable scores, or the absence of valid and reliable standardized, diagnostic tests appropriate for the child's age. If the IEP team makes such a determination, it shall document the reasons why it was not appropriate to use the regression procedure and shall document that a significant discrepancy exists, including documentation of a variable pattern of achievement or ability, in at least one of the eight areas of potential specific learning disabilities using other empirical evidence.

If the discrepancy between the child's ability and achievement approaches but does not reach the 1.75 standard error of the estimate cut-off for this

subdivision paragraph, the child's performance in any of the eight areas of potential specific learning disabilities is variable, and the IEP team determines that the child meets all other criteria, the IEP team may consider that a significant discrepancy exists.

The IEP team may not identify a child as having a specific learning disability if the team's findings of inadequate classroom achievement or insufficient progress are primarily due to one of the following exclusionary factors:

- environmental, economic disadvantage or cultural factors;
- lack of appropriate instruction in reading, including in the essential components of reading instruction;
- lack of instruction in math;
- limited proficiency in English;
- any of the other impairments; and
- lack of appropriate instruction in the area(s) of potential specific learning disability under consideration.

The child must be systematically observed in the child's learning environment, including the general classroom setting when possible, to document the child's academic performance and behavior in any of the eight areas of potential specific learning disabilities.

The systematic observation of routine classroom instruction and monitoring of the child's performance in at least one of the eight areas of potential specific learning disabilities may be conducted before the child was referred for evaluation, or the systematic observation of the child's academic performance in at least one of the eight areas of potential specific learning disabilities shall be conducted after the child has been referred for an evaluation and parental consent is obtained. If the child is less than school age or out of school, at least one member of the IEP team will conduct a systematic observation of the child in an environment appropriate for a child of that age.

If the child has participated in a process that assesses the child's response to intensive, scientific, research-based or evidence-based interventions, the IEP team will use information from a systematic observation of pupil behavior and performance in the area or areas of potential specific learning disability during intensive intervention for that area, conducted by an individual who is not responsible for implementing the interventions with the referred pupil.

In addition to all other determinations, the IEP team shall base its decision of whether a child has a specific learning disability on a comprehensive evaluation using formal and informal assessment data regarding academic achievement and learning behavior from sources such as standardized tests, error analysis, criterion referenced measures, curriculum-based assessments, pupil work samples, interviews, systematic observations, analysis of the child's response to previous interventions, and analysis of classroom expectations and curriculum.

Upon reevaluation, a child who met initial identification criteria and continues to demonstrate a need for special education, including specially designed instruction, is a child with a disability under this section, unless the exclusionary factors now apply. If a child with a specific learning disability performs to generally accepted expectations in the general education classroom without specially designed instruction, the IEP team shall determine whether the child is no longer a child with a disability.

**ORTHOPEDIC IMPAIRMENT.** Wis. Admin. Code § PI 11.36(2)

Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes but is not limited to impairments caused by congenital anomaly such as clubfoot or absence of some member; impairments caused by disease such as poliomyelitis or bone tuberculosis; and impairments from other causes such as cerebral palsy, amputations, and fractures or burns that cause contractures.

**OTHER HEALTH IMPAIRMENT.** 34 CFR § 300.8; Wis. Admin. Code § PI 11.36(10)

Other health impairment means having limited strength, vitality or alertness due to chronic or acute health problems. The term includes but is not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, attention deficit disorder or attention deficit hyperactivity disorder, sickle cell anemia, Tourette syndrome, hemophilia, epilepsy, lead poisoning, leukemia, diabetes or acquired injuries to the brain caused by internal occurrences or degenerative conditions, which adversely affects a child's educational performance.

**SIGNIFICANT DEVELOPMENTAL DELAY.** Wis. Admin. Code § PI 11.36(11)

Significant developmental delay means children, age 3 through 9 years of age, who are experiencing significant delays in the areas of physical, cognition, communication, social-emotional or adaptive development.

All other suspected impairments are considered before identifying a child's primary impairment as significant developmental delay.

A child may be identified as having significant developmental delay when delays in development significantly challenge the child in two or more of the following five major life activities:

- Physical activity in gross motor skills such as the ability to move around and interact with the environment with appropriate coordination, balance and strength; or fine motor skills, such as manually controlling and manipulating objects such as toys, drawing utensils and other useful objects in the environment.
- Intellectual activity such as the ability to acquire, use and retrieve information as demonstrated by the level of imitation, discrimination, representation, classification, sequencing and problem-solving skills often observed in a child's play.

- Communication activity in expressive language such as the production of age-appropriate content, form and use of language; or receptive language, such as listening, receiving and understanding language.
- Emotional activity such as the ability to feel and express emotions and develop a positive sense of oneself; or social activity, such as interacting with people, developing friendships with peers and sustaining bonds with family members and other significant adults.
- Adaptive activity, such as caring for his or her own needs and acquiring independence in age-appropriate eating, toileting, dressing and hygiene tasks.

Documentation of significant developmental delays and their detrimental effect upon the child's daily life shall be based upon qualitative and quantitative measures including all of the following:

- A developmental and basic health history including results from vision and hearing screenings and other pertinent information from parents and, if applicable, other caregivers or service providers.
- Observation of the child in his or her daily living environment such as the child's home with a parent or caregiver or an early education or care setting which includes peers who are typically developing. If observation in these settings is not possible, observation in an alternative setting is permitted.
- Results from norm-referenced instruments are used to document significant delays of at least one and one-half standard deviations below the mean in two or more of the developmental areas which correspond to the major life activities. If it is clearly not appropriate to use norm-referenced instruments, other instruments such as criterion-referenced measures are used to document the significant delays.

**SPEECH AND LANGUAGE IMPAIRMENT.** Wis. Admin. Code § PI 11.36(5)

Speech or language impairment means an impairment of speech or sound production, voice, fluency, or language that significantly affects educational performance or social, emotional or vocational development. The IEP team may identify a child as having a speech or language impairment if the child meets the preceding definition and meets any of the following criteria:

- The child's conversational intelligibility is significantly affected and the child displays at least one of the following:
  - The child performs on a norm referenced test of articulation or phonology at least 1.75 standard deviations below the mean for his or her chronological age.
  - Demonstrates consistent errors in speech sound production beyond the time when 90% of typically developing children have acquired the sound.

- One or more of the child’s phonological patterns of sound are at least 40% disordered or the child scores in the moderate to profound range of phonological process use in formal testing and the child’s conversational intelligibility is significantly affected.
- The child’s voice is impaired in the absence of an acute, respiratory virus or infection and not due to temporary physical factors such as allergies, short term vocal abuse or puberty. The child exhibits atypical loudness, pitch, quality or resonance for his or her age and gender.
- The child exhibits behaviors characteristic of a fluency disorder.
- The child’s oral communication or, for a child who cannot communicate orally, his or her primary mode of communication, is inadequate, as documented by all of the following:
  - Performance on norm referenced measures that is at least 1.75 standard deviations below the mean for chronological age.
  - Performance in activities is impaired as documented by informal assessment such as language sampling, observations in structured and unstructured settings, interviews, or checklists.
  - The child’s receptive or expressive language interferes with oral communication or his or her primary mode of communication. When technically adequate norm referenced language measures are not appropriate as determined by the IEP team to provide evidence of a deficit of 1.75 standard deviations below the mean in the area of oral communication, then two measurement procedures shall be used to document a significant difference from what would be expected given consideration to chronological age, developmental level, and method of communication such as oral, manual, and augmentative. These procedures may include additional language samples, criterion referenced instruments, observations in natural environments and parent reports.

The IEP team may not identify a child who exhibits any of the following as having a speech or language impairment:

- Mild, transitory or developmentally appropriate speech or language difficulties that children experience at various times and to various degrees.
- Speech or language performance that is consistent with developmental levels as documented by formal and informal assessment data unless the child requires speech or language services in order to benefit from his or her educational programs in school, home, and community environments.
- Speech or language difficulties resulting from dialectical differences or from learning English as a second language, unless the child has a language impairment in his or her native language.

- Difficulties with auditory processing without a concomitant documented oral speech or language impairment.
- A tongue thrust which exists in the absence of a concomitant impairment in speech sound production.
- Elective or selective mutism or school phobia without a documented oral speech or language impairment.

The IEP team shall substantiate a speech or language impairment by considering all of the following:

- Formal measures using normative data or informal measures using criterion referenced data.
- Some form of speech or language measures such as developmental checklists, intelligibility ratio, language sample analysis, minimal core competency.
- Information about the child's oral communication in natural environments.
- Information about the child's augmentative or assistive communication needs.

An IEP team shall include a department-licensed speech or language pathologist and information from the most recent assessment to document a speech or language impairment and the need for speech or language services.

**TRAUMATIC BRAIN INJURY.** Wis. Admin. Code § PI 11.36(9)

Traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition; speech and language; memory; attention; reasoning; abstract thinking; communication; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and executive functions, such as organizing, evaluating and carrying out goal-directed activities. The term does not apply to brain injuries that are congenital or degenerative or brain injuries induced by birth trauma.

Children whose educational performance is adversely affected as a result of acquired injuries to the brain caused by internal occurrences, such as vascular accidents, infections, anoxia, tumors, metabolic disorders and the effects of toxic substances or degenerative conditions may meet the criteria of one of the other impairments.

The results of standardized and norm-referenced instruments used to evaluate and identify a child as traumatic brain injured may not be reliable or valid. Therefore, alternative means of evaluation, such as criterion-referenced assessment, achievement assessment, observation, work samples, and neuropsychological assessment data are

considered to identify a child who exhibits total or partial functional disability or psychosocial impairment in one or more areas listed above. Before a child may be identified as traumatic brain injured, available medical information from a licensed physician is considered.

**VISUAL IMPAIRMENT.** Wis. Admin. Code § PI 11.36(3)

Visual impairment means even after correction a child's visual functioning significantly adversely affects his or her educational performance. The IEP team may identify a child as having a visual impairment after all of the following events occur:

- A certified teacher of the visually impaired conducts a functional vision evaluation which includes a review of medical information, formal and informal tests of visual functioning and the determination of the implications of the visual impairment on the educational and curricular needs of the child.
- An ophthalmologist or optometrist finds at least one of the following:
  - Central visual acuity of 20/70 or less in the better eye after conventional correction.
  - Reduced visual field to 50° or less in the better eye.
  - Other ocular pathologies that are permanent and irremediable.
  - Cortical visual impairment.
  - A degenerative condition that is likely to result in a significant loss of vision in the future.

An orientation and mobility specialist, or teacher of the visually impaired in conjunction with an orientation and mobility specialist, evaluates the child to determine if there are related mobility needs in home, school, or community environments.

## **Developing, Reviewing and Revising IEPs**

**IEP IN EFFECT.** At the beginning of each school year the local educational agency has in effect an IEP for each child with a disability within its jurisdiction. The local educational agency ensures that a meeting to develop an IEP and determine placement is conducted within 30 days of determination that the child is a child with a disability. The local educational agency ensures an IEP is in effect before special education and related services are provided to children with disabilities and is implemented as soon as possible following the meetings at which the IEP is developed. The local educational agency develops and implements an IEP for each child with a disability served by that agency including children placed in or referred to a private school or facility by the local educational agency.

The local educational agency ensures each child's IEP is accessible to each regular education teacher, special education teacher, related service provider and any other service provider who is responsible for its implementation. The local educational agency ensures each teacher and provider responsible for implementing a child's IEP is informed

of his or her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications and supports that must be provided for the child in accordance with the IEP. The local educational agency provides special education and related services to a child with a disability in accordance with the child's IEP and makes a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP.

34 CFR 300.323(a),(c)-(d); Wis. Stat. §§ 115.787(1), 115.78(3)(c)

## **IEP Development**

In developing each child's IEP, the IEP team considers the strengths of the child, the concerns of the child's parents for enhancing the education of their child, and the results of the initial or most recent evaluation of the child, and the academic, developmental, and functional needs of the child.

The IEP team considers the following special factors:

- the use of positive behavioral interventions and supports, and other strategies, to address that behavior in the case of a child whose behavior impedes the child's learning or that of others;
- the language needs of the child as such needs relate to the child's IEP in the case of a child with limited English proficiency;
- instruction in Braille and the use of Braille in the case of a child who is visually impaired unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media, including an evaluation of the child's future needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate for the child;
- the communication needs of the child and, in the case of a child who is hearing impaired, the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs including opportunities for direct instruction in the child's language and communication mode; and
- whether the child requires assistive technology devices and services.

If when considering these special factors, the IEP team determines a child needs a particular device or service in order to receive a free appropriate public education, the IEP team includes a statement to that effect in the IEP.

The child's regular education teacher, as a member on the IEP team, participates in the development of the IEP of the child to the extent appropriate. The teacher participates in the determination of appropriate positive behavioral interventions and supports and other strategies, supplementary aids and services, program modifications and supports for school personnel.

The local educational agency gives a copy of the IEP to the child's parents with the notice of placement.

34 CFR § 300.324(a); Wis. Stat. § 115.787(3)

## **IEP Review and Revision**

The IEP team reviews the child's IEP periodically, but at least once a year, to determine whether the annual goals for the child are being achieved and revises the IEP as appropriate to address:

- any lack of expected progress toward the annual goals and in the general education curriculum;
- the results of any reevaluation;
- information about the child provided to or by the parents;
- the child's anticipated needs; or
- other matters.

In conducting a review of the child's IEP, the IEP team considers the special factors listed above under the development of the IEP section.

To the extent appropriate, the regular education teacher of the child, as a member on the IEP team, participates in the review and revision of the IEP of the child.

If a participating agency, other than the local educational agency, fails to provide transition services described in the IEP, the local educational agency reconvenes the IEP team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.

34 CFR § 300.324(b) and (c); Wis. Stat. § 115.787(4)

## **Amendments to the IEP**

In making changes to a child's IEP after the annual IEP team meeting for a school year, the parent of a child with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making those changes, and instead develop a written document to amend or modify the child's current IEP. If changes are made without a meeting, the local educational agency informs the child's IEP team of those changes.

Changes to the IEP may be made by either the entire IEP Team at an IEP team meeting or as described above by amending the IEP rather than redrafting the entire IEP. The local educational agency gives the child's parent a copy of the revised IEP with the amendments incorporated.

34 CFR § 300.324(a)(4)-(6); Wis. Stat. § 115.787(4)(c)

## **IEP Content**

The IEP for each child with a disability includes:

- a statement of the child's present levels of academic achievement and functional performance including how the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children) or, for a preschool child, as appropriate, how the disability affects the child's participation in appropriate activities;
- a statement of measurable annual goals for the child, including academic and functional goals, designed to meet the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum and to meet each of the child's other educational needs that result from the child's disability;
- for children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;
- a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided to enable the child to:
  - advance appropriately toward attaining the annual goals;
  - be involved in and make progress in the general education curriculum and to participate in extracurricular and other non academic activities; and
  - be educated and participate with other children with disabilities and nondisabled children in the activities described above;
- an explanation of the extent to which the child will not participate with nondisabled children in regular classes in the general education curriculum and in extracurricular and other nonacademic activities;
- a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance on state or district-wide assessments;

- if the IEP team determines a child must take an alternate assessment instead of participating in a particular regular state-wide or local educational agency-wide assessment of student achievement, a statement indicating why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child;
- the projected date for the beginning of the services and modifications described in the IEP and the anticipated frequency, duration and location of those services and modifications;
- beginning not later than in the first IEP that will be in effect when the child is 14 and updated annually thereafter until the child is no longer eligible for special education and related services, a statement of appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and a description of the transition services, including courses of study, needed to assist the child in reaching those goals;
- a statement that the student has been informed of the parental rights that will transfer to the pupil under special education law on reaching the age of 18, beginning at least one year before the child attains the age of 18, and annually thereafter until the pupil is no longer eligible for special education and related services;
- a description of how the child's progress toward attaining the annual goals will be measured; and
- a description of when periodic reports, such as quarterly reports or other periodic reports issued concurrent with report cards, on the child's progress toward attaining the annual goals will be provided to the parents.

34 CFR § 300.320; Wis. Stat. § 115.787

## **Placement**

The local educational agency ensures an evaluation is conducted before special education and related services are provided to a child with a disability and an educational placement is provided to implement each child's IEP. The IEP team makes placement decisions. The placement is based upon and implements the child's IEP, is determined at least annually, and in uniformity with the least restrictive environment provisions described below.

34 CFR §§ 300.301(a), 300.116(b); Wis. Stat. §§ 115.78(2), 115.79(1)(a) and (b)

**LEAST RESTRICTIVE ENVIRONMENT.** The local educational agency ensures the following:

- Unless the IEP requires a different arrangement, the child is educated in the school he or she would attend if not disabled.
- The placement is provided as close as possible to the child's home.
- In selecting the least restrictive environment consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.
- A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.
- To the maximum extent appropriate, a child with a disability, including a child receiving publicly funded special education in a public or private institution or other care facility, is educated with children who are not disabled.
- Special classes, separate schooling or any other removal of a child from the regular educational environment occurs only when the nature or severity of a child's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The local educational agency ensures a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.
- The local educational agency ensures a continuum of alternative placements is available and will be used that includes instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions.
- The continuum makes provision for supplementary services (such as resource room or itinerant instruction) that are provided in conjunction with regular class placement.
- The local educational agency provides or arranges for nonacademic and extracurricular services and activities including meals and recess periods so each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child. The local educational agency ensures that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings.

34 CFR § 300.114-117

**NOTICE OF PLACEMENT.** Following the development of the IEP, a notice of placement and a copy of the child's IEP is given to the child's parent(s).

34 CFR § 300.503(b)(4); Wis. Stat. §§ 115.787(3)(e)

**CONSENT FOR PLACEMENT.** The local educational agency obtains informed and written parental consent prior to the initial provision of special education and related services to a child with a disability in a program providing special education and related services.

The local educational agency makes reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services to the child. If the parent of a child fails to respond or refuses to consent to services, the local educational agency can not provide special education or related services and cannot use mediation or due process procedures in order to obtain agreement or a ruling that the services may be provided to the child.

If the parent of the child refuses to consent to the initial provision of special education and related services, or the parent fails to respond to a request to provide consent for the initial provision of special education and related services, the local educational agency will not be considered to be in violation of the requirement to make available FAPE to the child for the failure to provide the child with the special education and related services for which the local educational agency requests consent; and is not required to convene an IEP Team meeting or develop an IEP for the child for the special education and related services for which the local educational agency requests such consent.

34 CFR § 300.300(b); Wis. Stat. § 115.79(2)

### **Parent Revocation of Consent:**

If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the school district:

- Will stop providing special education and related services to the child, but before doing so, will provide prior written notice in accordance with 34 CFR § 300.503;
- Will not use special education dispute resolution procedures, including mediation and due process, in order to obtain agreement or a ruling that the services may be provided to the child;
- Is not considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
- Is not required to convene an IEP Team meeting or develop an IEP for the child for further provision of special education and related services;
- Is not required to amend the child's education records to remove any reference to the child's receipt of special education and related services because of the revocation of consent.

34 CFR § 300.300

## **Related Services: Physical and Occupational Therapy**

If a child is suspected to need occupational therapy or physical therapy or both, the IEP team includes an appropriate therapist.

Wis. Admin. Code § PI 11.24(2)

**PHYSICAL THERAPISTS' LICENSURE AND SERVICE REQUIREMENTS.** The local educational agency ensures the following:

- Physical therapists are licensed by the Department of Public Instruction as school physical therapists.
- Caseloads for full-time physical therapists employed for a full day, 5 days a week, is a minimum of 15 children and a maximum of 30 children, or maximum of 45 children with one or more school physical therapist assistants. A caseload may be varied subject to DPI's approval. The caseload for a part-time school physical therapist may be pro-rated.
- The school physical therapist has medical information from a licensed physician regarding a child before the child receives physical therapy.
- The school physical therapist delegates to a school physical therapist assistant only those portions of a child's physical therapy which are consistent with the school physical therapist assistant's education, training and experience.
- The school physical therapist supervises the physical therapy provided by a school physical therapist assistant. The school physical therapist develops a written policy and procedure for written and oral communication to the physical therapist assistant. The policy and procedure includes a specific description of the supervisory activities undertaken for the school physical therapist assistant which includes either of the following levels of supervision:
  - the school physical therapist has daily, direct contact on the premises with the school physical therapist assistant; or
  - the school physical therapist has direct, face-to-face contact with the school physical therapist assistant at least once every 14 calendar days. Between direct contacts the physical therapist is available by telecommunication. The school physical therapist providing general supervision provides an onsite reevaluation of each child's physical therapy a minimum of one time per calendar month or every tenth day of physical therapy, whichever is sooner, and adjusts the physical therapy as appropriate.

- A full-time school physical therapist supervises no more than two full-time equivalent physical therapist assistant positions which may include no more than three physical therapist assistants.
- Acts undertaken by a school physical therapist assistant are considered acts of the supervising physical therapist who has delegated the act.
- A school physical therapist conducts all physical therapy evaluations and reevaluations of a child, participates in the development of the child's IEP, and develops physical therapy treatment plans for the child. A school physical therapist is not represented by a school physical therapist assistant on an IEP team.

Wis. Admin. Code § PI 11.24(7)

**SCHOOL PHYSICAL THERAPIST ASSISTANTS' QUALIFICATIONS AND SUPERVISION OF PHYSICAL THERAPY.** The local educational agency ensures the following:

- Physical therapist assistants are licensed by the Department of Public Instruction as school physical therapists.
- The school physical therapist assistant providing physical therapy to a child is supervised by a school physical therapist as specified in these policies.

Wis. Admin. Code § PI 11.24(8)

**OCCUPATIONAL THERAPISTS' LICENSURE AND SERVICE REQUIREMENTS.** The local educational agency ensures the following:

- Occupational therapists are licensed by the Department of Public Instruction as school occupational therapists.
- Caseloads for full-time school occupational therapists employed for a full day, 5 days a week, is a minimum of 15 children and a maximum of 30 children, or maximum of 45 children with one or more school occupational therapist assistants. A caseload may be varied subject to DPI's approval. The caseload for a part-time school physical therapist may be pro-rated.
- The school occupational therapist has medical information before a child is evaluated for occupational therapy.

Wis. Admin. Code § PI 11.24(9)

**DELEGATION AND SUPERVISION OF OCCUPATIONAL THERAPY.** The local educational agency ensures the following:

- The school occupational therapist may delegate to a school occupational therapy assistant only those portions of a child’s occupational therapy which are consistent with the school occupational therapy assistant’s education, training and experience.
- The school occupational therapist supervises the occupational therapy provided by a school occupational therapy assistant. The school occupational therapist develops a written policy and procedure for written and oral communication to the occupational therapist assistant. The policy and procedure includes a specific description of the supervisory activities undertaken for the school occupational therapist assistant which includes either of the following levels of supervision:
  - the school occupational therapist has daily, direct contact on the premises with the school occupational therapy assistant or
  - the school occupational therapist has direct, face-to-face contact with the school occupational therapy assistant at least once every 14 calendar days. Between direct contacts the occupational therapist is available by telecommunication. The school occupational therapist providing general supervision provides an onsite reevaluation of each child’s occupational therapy a minimum of every two weeks, and adjusts the occupational therapy as appropriate.
- A full-time school occupational therapist supervises no more than two full-time equivalent occupational therapy assistant positions which includes no more than three occupational therapy assistants;
- An act undertaken by a school occupational therapy assistant is considered the act of the supervising occupational therapist who has delegated the act.

Wis. Admin. Code § PI 11.24(9)

**RESPONSIBILITY OF A SCHOOL OCCUPATIONAL THERAPIST.** The local educational agency ensures the following:

- A school occupational therapist conducts all occupational therapy evaluations and reevaluations of a child, participates in the development of the child’s IEP and develops occupational therapy treatment plans for the child.
- A school occupational therapist may not be represented by a school occupational therapy assistant on an IEP team.

Wis. Admin. Code § PI 11.24(9)

**SCHOOL OCCUPATIONAL THERAPY ASSISTANTS’ QUALIFICATIONS AND SUPERVISION.** The local educational agency ensures the following:

- Occupational therapy assistants are licensed by the Department of Public Instruction as school occupational therapy assistants.
- The school occupational therapy assistant providing occupational therapy to a child is supervised by a school occupational therapist as specified in these policies.

Wis. Admin. Code § PI 11.24(10)

## **Transition from Birth to Three Programs**

The local educational agency participates with birth to three programs to ensure a smooth and effective transition of children with disabilities from the birth to three program for infants and toddlers with disabilities to preschool programs in the local educational agency. The local educational agency participates in transition planning conferences arranged by birth to three programs.

For children participating in birth to three programs who will participate in special education preschool programs in the local educational agency, the local educational agency has an IEP in effect by the child's third birthday.

If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin.

34 CFR §§ 300.124, 300.101(b)

## **Transfer Pupils**

### **In-State-Transfer Students**

When a child with a disability (who had an IEP that was in effect in a previous Wisconsin local educational agency) transfers to this local educational agency and enrolls in a new school within the same school year, this local educational agency (in consultation with the parents) provides FAPE to the child, including services comparable to those described in the child's IEP from the previous agency, until this local educational agency either:

- Adopts the child's IEP from the previous public agency; or
- Develops, adopts, and implements a new IEP.

The local educational agency adopts the evaluation and the eligibility determination of the sending local educational agency or conducts an evaluation and eligibility determination of the transfer pupil. The local educational agency does not adopt the evaluation and eligibility determination or the IEP of the sending local educational agency if the evaluation and eligibility determination or the IEP do not meet state and federal requirements.

34 CFR § 300.323(e)

### **Out-of-State Transfer Students**

When a child with a disability (who had an IEP that was in effect in a previous agency in another State) transfers to this local educational agency, and enrolls in a new school within the same school year, this local educational agency, in consultation with the parents, provides the child with FAPE, including services comparable to those described in the child's IEP from the out-of-state agency, until this local educational agency:

- Conducts an evaluation and determines eligibility if determined to be necessary by this local educational agency; and
- Develops, adopts and implements a new IEP, if appropriate.

34 CFR § 300.323(f)

### **Transmittal of Records**

When the local educational agency receives a transfer pupil with a disability and does not receive the pupil's records from the sending local educational agency, the local educational agency takes reasonable steps, including a written request, to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child from the previous public agency in which the child was enrolled. When this local educational agency receives such a written request for a transfer pupil, this local educational agency transfers the pupil's records to the requesting local educational agency within five working days of receipt of the written notice as required under Wis. Stat. § 118.125(4).

34 CFR § 300.323(g); Wis. Stat. § 118.125(4)

### **Charter Schools**

Children with disabilities who attend the local educational agency's charter schools and their parents retain all rights under federal special education laws. The local educational agency ensures that the requirements of federal special education law are met.

Children with disabilities who attend Charter Schools under contract with the local educational agency, are served in the same manner as other children with disabilities in the local educational agency. This includes providing supplementary and related services on site at the charter school to the same extent to which the local educational agency provides such services on the site to its other public schools. Funds received under part B of the Individuals with Disabilities Education Act are provided to charter schools in the same manner as they are provided to other schools in the local educational agency, including proportional distribution based on relative enrollment of

children with disabilities and at the same time as the local educational agency distributes other Federal funds to the local educational agency's other public schools.

34 CFR § 300.209(a) and (b); Wis. Stat. § 115.77(8).

## **Due Process Procedures**

**OPPORTUNITY TO EXAMINE RECORDS AND PARENT PARTICIPATION IN MEETINGS.** The parents of a child with a disability are afforded, in accordance with the policies in the "Confidentiality" section of this document, an opportunity to:

- inspect and review all education records with respect to the identification, evaluation, and educational placement of the child and the provision of a free appropriate public education to the child; and
- participate in meetings with respect to the identification, evaluation and educational placement of the child and the provision of a free appropriate public education to the child.

The local educational agency notifies parents consistent with the policies in the "Parent Participation in IEP Team Meetings" section of these policies to ensure that parents of children with disabilities have the opportunity to participate in meetings described above. The term "meeting" in this policy does not include informal or unscheduled conversations involving public agency personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that local educational agency personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

The IEP team, which includes the parent, makes decisions on the educational placement of the child. In implementing this policy, the local educational agency uses procedures consistent with the policies described above. If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the local educational agency uses other methods to ensure their participation including individual or conference telephone calls, or video conferencing. A placement decision may be made by the IEP team without the involvement of the parent if the local educational agency is unable to obtain the parent's participation in the decision. In this case, the local educational agency must have a record of its attempt to ensure parent involvement.

34 CFR §§ 300.501, 300.322(e)

**NOTICE.** The local educational agency ensures a child's parents are provided prior written notice a reasonable time before the local educational agency proposes to initiate or change or refuses to initiate or change the identification, evaluation or educational

placement of the child or the provision of a free appropriate public education to the child. The notice contains:

- a description of the action proposed or refused;
- an explanation of why the local educational agency proposed or refused to take action;
- a statement that the parents of a child with a disability have protection under the procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
- a description of any other options considered and the reason(s) they were rejected;
- a description of each evaluation procedure, assessment, record or report used as a basis for the proposed or refused action;
- the names of the evaluators, if known, if the notices propose to evaluate or reevaluate the child;
- a description of any other factors relevant to the proposal or refusal; and
- sources for parents to contact to obtain assistance in understanding special education law.

Each prior written notice is written in language understandable to the general public, in the parent's native language or other means of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the local educational agency takes steps to ensure the notice is translated orally or by other means to the parent in his or her native language or other mode of communication; the parent understands the content of the notice; and there is written evidence that these requirements have been met.

34 CFR § 300.503; Wis. Stat. § 115.792(2)

**PROCEDURAL SAFEGUARDS NOTICE.** A copy of the procedural safeguards available to the parents of a child with a disability is given to the parents one time a school year, except that a copy is given to the parents:

- upon initial referral or parent request for evaluation;
- upon receipt of the first IDEA State complaint and the first due process complaint;
- on the date on which the decision is made to make a disciplinary removal that constitutes a change of placement;
- upon request by a parent.

The procedural safeguards notice includes a full explanation of the procedural safeguards available under special education law written so as to be easily understood by the general public and in the native language of the child's parents unless it is clearly not feasible to do so, relating to:

- independent educational evaluation;
- prior written notice;
- parental consent;
- access to educational records;
- opportunity to present and resolve complaints through the due process complaint and State IDEA complaint procedures, including:
  - the time period in which to file a complaint;
  - the opportunity for the agency to resolve the complaint; and
  - the difference between the due process complaint and the State complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures.
- the child's placement during pendency of due process proceedings;
- procedures for pupils who are subject to placement in interim alternative educational settings under 20 USC § 1415(k);
- requirements for the unilateral placement by parents of pupils in private schools at public expense;
- availability of mediation;
- due process hearings including requirements for disclosure of evaluation results and recommendations;
- civil actions, including the time period in which to file those actions; and
- attorney fees.

#### 34 CFR § 300.504

**INDEPENDENT EDUCATIONAL EVALUATIONS.** A parent may obtain an independent educational evaluation of his or her child. If a parent requests information from the local educational agency about an independent evaluation, the local educational agency provides the parent with information about where an independent evaluation may be obtained and the agency criteria applicable for independent educational evaluations. A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the local educational agency. "Public expense" means the local educational agency either pays for the full cost of the evaluation or ensures the evaluation is otherwise provided at no cost to the parent.

If a parent requests an independent educational evaluation at public expense, the local educational agency, without unnecessary delay, either initiates a due process hearing to show its evaluation is appropriate or ensures an independent educational evaluation is provided at public expense unless the local educational agency demonstrates in a due

process hearing that the evaluation obtained by the parent did not meet local educational agency criteria.

If a parent requests an independent educational evaluation, the local educational agency may ask for the parent's reason why he or she objects to the public evaluation. However, the local educational agency does not require the explanation and the local educational agency does not unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation. A parent is entitled to only one independent educational evaluation at public expense each time the local educational agency conducts an evaluation with which the parent disagrees.

If the local educational agency initiates a hearing and the final decision is that the local educational agency's evaluation is appropriate, the parent still has the right to an independent educational evaluation but not at public expense. If the parent obtains an independent educational evaluation at public expense or shares with the local educational agency an evaluation obtained at private expense, the results of the evaluation must be considered by the local educational agency, if it meets agency criteria, in any decision made with respect to the provision of FAPE to the child.

If a hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at public expense. When an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, is the same as the criteria that the local educational agency uses when it initiates an evaluation to the extent that those criteria are consistent with the parent's right to an independent educational evaluation. Except for the criteria described above, the local educational agency does not impose conditions or timelines related to obtaining and independent educational evaluation at public expense.

#### 34 CFR § 300.502

**SURROGATE PARENTS.** The local educational agency ensures the rights of a child are protected if no parent can be identified; the local educational agency, after reasonable efforts, cannot locate a parent; the child is a ward of the state; or the child is an unaccompanied homeless youth as defined in the McKinney-Vento Homeless Assistance Act. In such instances, the local educational agency assigns an individual to act as a surrogate for the parents. The local educational agency has a method for determining whether a child needs a surrogate parent and for assigning a surrogate parent to the child. In the case of a child who is a ward of the State, the surrogate parent may be appointed by the judge overseeing the child's case.

The local educational agency ensures that a person selected as a surrogate parent is not an employee of the Department of Public Instruction, the local educational agency, or any other agency that is involved in the education or care of the child; has no personal or professional interest that conflicts with the interest of the child he or she represents; and

has knowledge and skills that ensure adequate representation of the child. A person who otherwise qualifies to be a surrogate parent is not an employee of the local educational agency solely because he or she is paid by the local educational agency to serve as a surrogate parent.

For an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate parent can be appointed that meets all of the requirements for selection of surrogate parents.

The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child.

The local educational agency makes reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after it determines that one is needed.

34 CFR § 300.519; Wis. Stat. § 115.792(1)(a)2

**MEDIATION.** When a local educational agency participates in a mediation under Wis. Stat. § 115, the local educational agency:

- keeps discussion that occurs during mediation confidential;
- does not use discussion that occurs during mediation as evidence in any subsequent hearing or civil proceeding;
- does not record a mediation session unless both parties and the mediator agree;
- may be represented by two individuals, unless the parties agree to additional representatives;
- may withdraw from mediation at any time;
- may recess a mediation session to consult advisors, whether or not present, or to consult privately with the mediator;
- assumes responsibility with the parents for additional compensation if the parties agree that the amount of the mediator's compensation should be greater than the Wisconsin Special Education Mediation System schedule allows; and
- assumes responsibility with the parents for the compensation of a mediator who is not on the mediation system roster.

If the parties resolve the dispute or a portion of the dispute through the mediation process, the parties must execute a legally binding agreement. The agreement is reduced to writing, signed by the parties and a copy is given to each party. The agreement states that all discussions that occurred during mediation are confidential and may not be used as evidence in any hearing or civil proceeding. The agreement is legally binding upon the parties and is enforceable in circuit court. The agreement is signed by a representative of the local educational agency who has the authority to bind the local educational agency.

The Wisconsin Mediation System is voluntary on the part of the parties and the local educational agency does not use it to deny or delay a parent's right to a hearing on the parent's due process complaint, or to deny any other rights afforded under special education law.

34 CFR § 300.506; Wis. Stat. § 115.797

**DUE PROCESS HEARINGS.** When the local educational agency files a request for a due process hearing, it will provide a copy of the hearing request to the other party, a copy to the DPI and will keep the hearing request confidential.

If the parent or the child's attorney files a written request for a due process hearing, the local educational agency will:

- inform the parent of any free or low cost legal and other relevant services available in the area;
- (unless it has previously sent a written notice to the parent regarding the item in dispute) within 10 days of receiving the hearing request, provide a written response that includes an explanation of why the agency proposed or refused to take the action raised in the hearing request; a description of other options that the IEP team considered and the reasons why those options were rejected; a description of each evaluation procedure, assessment, record, or report the agency used as the basis for the proposed or refused action; and, a description of the other factors that are relevant to the agency's proposed or refused action;
- within 10 days of receiving the request, send a written response that addresses the issues raised in the hearing request; and
- (except when the parents and local educational agency agree in writing to waive a meeting or use mediation) within 15 days of receiving the request and before the hearing is conducted, convene a meeting with the child's parents, a representative of the local educational agency who is authorized to make decisions on behalf of the agency, and the relevant members of the IEP team who have specific knowledge of the facts identified in the hearing request. If the meeting resolves any subject matter of the hearing request, the parents and the local educational agency will execute and sign a legally binding agreement.

When the local educational agency is a party to a due process hearing under Wis. Stat. § 115.80, the local educational agency:

- pays for the cost of the hearing;
- pays for the cost of an independent educational evaluation ordered by the hearing officer;

- discloses to all other parties, at least five business days before a hearing is conducted (other than an expedited hearing under the provisions of the Individuals with Disabilities Education Act), all evaluations completed by that date and recommendations based upon the local educational agency's evaluations that the local educational agency intends to use at the hearing; and
- except as provided in the "discipline" section of the local educational agency's policies, the local educational agency does not change the educational placement of a child during the pendency of a hearing or judicial proceedings unless the child's parents agree to the change. If the child is applying for initial admission to a public school, the child, with the consent of the parents, is placed in the public school program until all due process proceedings have been completed.

Before filing a civil action under any federal law seeking relief that is also available under state special education law, the local educational agency exhausts the due process hearing procedures to the same extent as would be required had the action been brought under special education law.

34 CFR §§ 300.507, 300.508, 300.510; Wis. Stat. § 115.80

**TRANSFER OF RIGHTS AT AGE OF MAJORITY.** When a child with a disability reaches the age of 18, unless he or she has been determined to be incompetent as defined by state law, the local educational agency transfers the rights of parents under the Individuals with Disabilities Education Act and Chapter 115, Wis. Stats., to the individual pupil. The local educational agency provides any required notices to both the parents and the adult pupil. The local educational agency notifies both the parents and the individual pupil of the transfer of rights.

34 CFR § 300.520; Wis. Stat. § 115.807

## **Discipline Procedures**

**AUTHORITY OF SCHOOL PERSONNEL.** School personnel consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the discipline procedures of Individuals with Disabilities Education Act, is appropriate for a child with a disability who violates a code of school conduct.

School personnel are authorized to remove a child with a disability who violates a code of student conduct from the child's current placement to an appropriate interim alternative educational setting (IEAS), another setting, or suspension for not more than ten consecutive school days (to the extent those alternatives are applied to children without disabilities) consistent with state requirements relating to the suspension of pupils.

State law permits suspensions from school for up to five consecutive school days and for up to 15 consecutive school days when a notice of expulsion hearing has been sent. A child with a disability may be suspended for more than ten consecutive school days only

if the conduct is not a manifestation of the child's disability and the requirements provided below are followed.

School personnel are authorized to remove a child with a disability for additional removals of not more than ten consecutive school days, consistent with state requirements, in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

If a child with a disability has been removed from his or her placement for 10 school days or less, the local educational agency provides services to the child if the local educational agency also provides services to children without disabilities who have been similarly removed.

For purposes of removals of a child with a disability from the child's current educational placement, a change of placement occurs if the removal is for more than ten consecutive school days or the child is subjected to a series of removals that constitute a pattern because

- the series of removals total more than ten school days in a school year;
- the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
- such additional factors as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another.

The local educational agency determines on a case-by-case basis whether a pattern of removals constitutes a change of placement.

After a child with a disability has been removed from the current placement for ten school days in the same school year during any subsequent days of removal the local educational agency must provide services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the current removal is for not more than 10 consecutive school days and is not a change of placement, school personnel, in consultation with at least one of the child's teachers, determine the appropriate services.

The local educational agency applies the relevant disciplinary procedures for children without disabilities to the child only if, as a result of the manifestation determination review, the local educational agency determines the behavior of the child with a disability was not a manifestation of the child's disability. The local educational agency applies the relevant disciplinary procedures in the same manner in which they would be applied to children without disabilities.

A child with a disability whose behavior is determined not to be a manifestation of the child's disability continues to be provided education services so as to enable the child to

continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

34 CFR § 300.530; 300.536

**PLACEMENT IN INTERIM ALTERNATIVE EDUCATIONAL SETTINGS.** School personnel are authorized to remove a child with a disability to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability if:

- the child carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the state or a local educational agency;
- the child knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the state or a local educational agency; or
- the child has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state or a local educational agency.

34 CFR § 300.530(g)

The IEP team determines the interim alternative educational setting and the appropriate services to be provided. A child placed in an interim alternative educational setting:

- continues to receive educational services to enable the child to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
- if the behavior is not a manifestation of the child's disability, receives, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur;
- if the behavior is a manifestation of the child's disability, receives either:
  - a functional behavior assessment, unless the local educational agency had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implemented a behavioral intervention plan, or
  - if a behavioral intervention plan already has been developed, a review of the behavioral intervention plan, and modifications to it, as necessary, to address the behavior.

34 CFR §§ 300.530, 300.531

On the date on which the decision is made to place the child in an interim alternative educational setting or to make a removal that constitutes a change of placement for violating a code of conduct, the local educational agency notifies the parents of that decision and provides the parents a procedural safeguards notice.

#### 34 CFR § 300.530(h)

When the local educational agency determines that maintaining the current placement of a child with a disability is substantially likely to result in injury to the child or others, the agency may request an expedited due process hearing to change the child's placement to an appropriate interim alternative educational setting for not more than 45 school days. The request for a due process hearing may be repeated if the local educational agency believes that returning the child to the original placement is substantially likely to result in injury to the child or others.

#### 34 CFR § 300.532

### **MANIFESTATION DETERMINATION REVIEWS.**

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the local educational agency, the parent, and relevant members of the child's IEP team (as determined by the parent and the local educational agency):

- review all relevant information in the student's file, including the child's IEP;
- any teacher observations; and
- any relevant information provided by the parents.

The conduct is determined to be a manifestation of the child's disability if the local educational agency, the parent, and relevant members of the child's IEP team determine that either:

- the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the local educational agency, the parent, and relevant members of the child's IEP team determine the conduct in question was the direct result of the local educational agency's failure to implement the IEP, the local educational agency takes immediate steps to remedy those deficiencies.

If the conduct was a manifestation of the child's disability, the IEP team returns the child to the placement from which the child was removed, unless the child has been placed in an interim alternative educational setting or the parent and local educational agency agree to a change of placement as part of the modification of the behavioral intervention

plan, and either:

- conducts a functional behavioral assessment, unless the local educational agency had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implements a behavioral intervention plan for the child; or
- if a behavioral intervention plan already has been developed, the IEP team reviews the behavioral intervention plan, and modifies it, as necessary, to address the behavior.

If the conduct was not a manifestation of the child's disability, the child receives, as appropriate:

- a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur; and
- educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

34 CFR § 300.530(d)(e) and (f)

#### **PLACEMENT DURING APPEALS.**

The parent of a child with a disability who disagrees with any decision regarding a disciplinary change in placement or a manifestation determination, or the local educational agency believes that maintaining the current placement is substantially likely to result in injury to the child or others may appeal the decision by requesting a hearing. During such appeal, the child will remain in the placement to which the child was removed pending the decision of the hearing officer or until the expiration of the disciplinary placement, whichever ever occurs first. The parent and the local educational agency may agree to a different placement during the appeal.

Unless the local educational agency and the parents agree in writing to waive the resolution meeting or agree to use the mediation process, the local educational agency conducts a resolution meeting within seven days of receiving notice of the parent's due process complaint.

34 CFR § 300.532; 300.533

**PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES.** The local educational agency provides the protections asserted for a child under the Individuals with Disabilities Education Act-Part B to a child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated a code of conduct of the local educational agency if the

local educational agency had knowledge (as determined in accordance with the provisions below) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

The local educational agency has knowledge that a child is a child with a disability if before the behavior that precipitated the disciplinary action occurred:

- the parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services;
- the parent of the child requested an IEP team evaluation of the child; or
- the teacher of the child, or other personnel of the local educational agency, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

The local educational agency does not have knowledge that a child is a child with a disability if:

- the parent of the child has not allowed an IEP team evaluation of the child or has refused special education services; or
- the local educational agency conducted an IEP team evaluation and determined that the child was not a child with a disability.

If the local educational agency does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the local educational agency may subject the child to the same disciplinary measures as measures applied to children without disabilities who engaged in comparable behaviors.

#### 34 CFR § 300.534

If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation is conducted in an expedited manner. Until the evaluation is completed, the local educational agency maintains the child in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

If the child is determined to be a child with a disability, taking into consideration information from the local educational agency's evaluation and information provided by the parents, the local educational agency provides special education and related services in accordance with the Individuals with Disabilities Education Act-Part B and state law, including legal requirements relating to discipline and the provision of a free appropriate public education to children with disabilities.

### 34 CFR § 300.534

When the local educational agency reports a crime committed by a child with a disability, it ensures copies of the child's special education and disciplinary records are transmitted for consideration by the appropriate authorities to whom it reports the crime. The local educational agency transmits copies of the child's special education and disciplinary records only to the extent that the Family Educational Rights and Privacy Act permits transmission.

### 34 CFR § 300.535

## **Confidentiality of Information**

**NOTICE TO PARENTS.** The local educational agency notifies parents before any major child identification, location or evaluation activity. The notice is published or announced in newspapers or other media, or both, with circulation adequate to notify parents of children attending the local educational agency of the activity.

### 34 CFR § 300.612(b)

The local educational agency gives notice that is adequate to fully inform parents about the confidentiality of personally-identifiable information requirements in the law, including:

- a description of the extent that the notice is given in the native languages of the various population groups in the local educational agency;
- a description of the children on whom personally-identifiable information is maintained, the types of information sought, the methods the local educational agency intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
- a summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally-identifiable information; and
- a description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act of 1974 and the implementing regulations.

### 34 CFR § 300.612

**ACCESS RIGHTS.** The local educational agency permits parents to inspect and review any education records relating to their children that are collected, maintained or used by the agency under the Individuals with Disabilities Education Act-Part B. The agency complies with a request without unnecessary delay and before any meeting regarding an

IEP, or any due process hearing or resolution session, and in no case more than 45 days after the request has been made.

The right to inspect and review education records includes:

- the right to a response from the participating agency to reasonable requests for explanations and interpretations of the records;
- the right to have copies of the records upon request; and
- the right to have a representative of the parent inspect and review the records.

The local educational agency presumes that the parent has authority to inspect and review records relating to his or her child unless the local educational agency has been advised that the parent does not have authority under state law.

#### 34 CFR § 300.613

The local educational agency keeps a record of parties obtaining access to education records collected, maintained or used under the Individuals with Disabilities Education Act (except access by parents and authorized employees of the local educational agency), including the name of the party, the date access was given and the purpose for which the party is authorized to use the records.

#### 34 CFR § 300.614

The local educational agency provides parents on request a list of the types and locations of education records collected, maintained or used by the agency. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

#### 34 CFR §§ 300.615, 300.616

The local educational agency does not charge a fee for copies of records that are made for parents if the fee effectively prevents the parents from exercising their right to inspect and review those records. The local educational agency does not charge a fee to search for or to retrieve information in educational records.

#### 34 CFR § 300.617

**AMENDMENT OF RECORDS AT PARENT'S REQUEST.** A parent who believes information in the education records collected, maintained or used under the Individuals with Disabilities Education Act is inaccurate or misleading or violates the privacy or other rights of the child may request the local educational agency to amend the information. The local educational agency decides whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If the local educational agency decides to refuse to amend the information in accordance with the

request, it informs the parent of the refusal and advises the parent of the right to an educational records hearing pursuant to the local educational agency's policies.

#### 34 CFR § 300.618

The local educational agency, on request, provides an opportunity for a hearing to challenge information in education records to ensure it is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child.

#### 34 CFR § 300.619

The hearing is conducted according to the procedures described in the Family Educational Rights and Privacy Act implementing regulations. If, as a result of the hearing, the local educational agency decides the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it amends the information accordingly and so informs the parent in writing. If, as a result of the hearing, the local educational agency decides the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it informs the parent of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the local educational agency.

#### 34 CFR § 300.619-621

Any explanation placed in the records of the child under this section is maintained as part of the records of the child as long as the record or contested portion is maintained. If the records of the child or the contested portion are disclosed to any party, the explanation is also disclosed to the party.

#### 34 CFR § 300.620(c)(2)

**CONSENT.** Parental consent is obtained before personally-identifiable information is disclosed, unless the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act and Wis. Stat. § 118.125. Parental consent is not required before personally-identifiable information is released to officials of participating agencies for purposes of meeting a requirement of the Individuals with Disabilities Education Act with the following exceptions:

- Parental consent or the consent of an eligible child who has reached the age of majority under state law, is obtained before personally-identifiable information is released to officials of participating agencies providing or paying for transition services.
- If a child is enrolled or is going to enroll in a private school that is not located in the local educational agency of the parent's residence, parental consent is obtained

before any personally-identifiable information about the child is released between school officials in the local educational agency where the private school is located and officials in the local educational agency of the parent's residence.

#### 34 CFR § 300.622

**SAFEGUARDS.** The local educational agency protects the confidentiality of personally-identifiable information at collection, storage, disclosure and destruction stages. One official at the local educational agency assumes responsibility for ensuring the confidentiality of any personally-identifiable information. All persons collecting or using personally-identifiable information receive training or instruction regarding the state's policies and procedures described in the regulations implementing the Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act. The local educational agency maintains, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally-identifiable information.

#### 34 CFR § 300.623

**DESTRUCTION OF INFORMATION.** The local educational agency informs parents when personally-identifiable information collected, maintained or used under the Individuals with Disabilities Education Act is no longer needed to provide educational services to the child. The information is destroyed at the request of the parents. However, a permanent record of the student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

#### 34 CFR § 300.624

**TRANSFER OF CONFIDENTIALITY RIGHTS AT AGE OF MAJORITY.** Under the regulations for the Family Educational Rights and Privacy Act, the rights of parents regarding education records are transferred to the student at age 18. When the rights accorded to parents under the Individuals with Disabilities Education Act are transferred to a student who reaches the age of majority, the rights regarding educational records in the Individuals with Disabilities Education Act also transfer to the student. However, the local educational agency provides any notice required under the Individuals with Disabilities Education Act to the student and the parents.

#### 34 CFR § 300.625(b) and (c)

### **Children With Disabilities Enrolled in Private Schools by Their Parents**

**CHILD FIND.** This school district locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district. The child find process is designed to ensure the equitable participation of parentally-placed private school children

and an accurate count of those children. This school district undertakes child find activities similar to the activities undertaken for the agency's public school children. The child find process is completed in a time period comparable to that for students attending public schools in this school district. In carrying out the child find requirements for parentally-placed private school students, this school district includes parentally-placed private school children who reside in another state.

#### 34 CFR § 300.131

Any due process complaint regarding child find requirements must be filed with the school district in which the private school is located and a copy must be forwarded to the Department of Public Instruction.

#### 34 CFR § 300.140(b)(2)

**PROVISION OF SERVICES.** To the extent consistent with the number and location of children with disabilities who are enrolled by their parents in private, including religious, elementary and secondary schools located in this school district, this school district provides for the participation of those children by providing them with special education and related services, including direct services determined in accordance with the provision under the “Equitable Services Determined” section of this policy.

A services plan is developed and implemented for each private school child with a disability designated by this school district to receive special education and related services under the Individuals with Disabilities Education Act. This school district maintains in its records, and provides to the Wisconsin Department of Public Instruction, the following information related to parentally-placed private school children: (1) the number of children evaluated; (2) the number of children determined to be children with disabilities; and (3) the number of children served.

#### 34 CFR § 300.132

**EXPENDITURES.** In providing special education and related services, including direct services, to children with disabilities enrolled by their parents in private schools, this school district spends, for children aged 3 through 21, an amount that is the same proportion of the school district's total Individuals with Disabilities Education Act flow-through grant as is the number of private school children with disabilities aged 3 through 21 who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in this school district, is to the total number of children with disabilities in its jurisdiction aged 3 through 21.

For parentally placed private school children aged 3 through 5, this school district spends an amount that is the same proportion of this school district's total preschool entitlement funds as the number of parentally placed private school children with disabilities aged 3 through 5 is to the total number of children with disabilities in its jurisdiction aged 3

through 5. This school district may provide services to private school children in excess of those required, consistent with the law and local educational agency policy.

In calculating the proportionate amount of Federal funds to be provided for parentally-placed private school children with disabilities, this school district, after timely and meaningful consultation with representatives of private schools, conducts a thorough and complete child find process to determine the number of parentally-placed children with disabilities attending private schools located in this school district.

After timely and meaningful consultation with representatives of parentally-placed private school children with disabilities, this school district determines the number of parentally-placed private school children with disabilities attending private schools located in this school district; and ensures the count is conducted on October 1 of each year. The child count is used to determine the amount this school district must spend on providing special education and related services to parentally-placed private school children with disabilities in the next subsequent fiscal year.

#### 34 CFR § 300.133(c)(2)

State and local funds may supplement and in no case supplant the proportionate amount of Federal funds required to be expended for parentally-placed private school children with disabilities under the Individuals with Disabilities Education Act.

#### 34 CFR § 300.133(d)

The cost of carrying out child find requirements, including individual evaluations, is not considered in determining if this school district has met its obligation to expend a proportionate amount of Individuals with Disabilities Education Act funds to provide equitable services.

#### 34 CFR § 300.131(d)

If this school district has not expended for equitable services all of the funds required by the end of the fiscal year for which Congress appropriated the funds, the district obligates the remaining funds for special education and related services (including direct services) to parentally-placed private school children with disabilities during a carry-over period of one additional year.

#### 34 CFR § 300.133(a)(3)

**CONSULTATION.** To ensure timely and meaningful consultation, this school district consults with private school representatives and representatives of parents of parentally-placed private school children with disabilities during the design and development of special education and related services for the children regarding the following:

- the child find process, including how parentally-placed private school children

suspected of having a disability can participate equitably, and how parents, teachers, and private school officials will be informed of the process;

- the determination of the proportionate share of Federal funds available to serve parentally-placed private school children with disabilities including the determination of how the proportionate share of those funds was calculated;
- the consultation process among this school district, private school officials, and representatives of parents of parentally-placed private school children with disabilities, including how the process will operate throughout the school year to ensure that parentally-placed children with disabilities identified through the child find process can meaningfully participate in special education and related services;
- how, where, and by whom special education and related services will be provided for parentally-placed private school children with disabilities, including a discussion of the types of services, including direct services and alternate service delivery mechanisms, and how special education and related services will be apportioned if funds are insufficient to serve all parentally-placed private school children, and how and when those decisions will be made; and,
- how, if this school district disagrees with the views of the private school officials on the provision of services or the types of services (whether provided directly or through a contract), the district will provide to the private school officials a written explanation of the reasons why the district chose not to provide services directly or through a contract.

When timely and meaningful consultation has occurred, this school district must obtain a written affirmation signed by the representatives of participating schools. If the representatives do not provide the affirmation within a reasonable period of time, this school district forwards the documentation of the consultation process to the Wisconsin Department of Public Instruction.

If a private school representative files a complaint under 34 CFR § 300.136 to the Wisconsin Department of Public Instruction, this school district will forward appropriate documentation to the department.

34 CFR §§ 300.134, 300.135, and 300.136.

**EQUITABLE SERVICES DETERMINED.** No parentally-placed private school child with a disability has an individual right to receive some or all of the special education and related services the child would receive if enrolled in the public school. Decisions about the services that will be provided to parentally-placed private school children with disabilities are made in accordance with services plans and consultation processes contained in these policies.

The final decisions regarding services to be provided to eligible private school children are made by this school district.

34 CFR § 300.137

If a child with a disability is enrolled in a religious or other private school by the child's parents and will receive special education or related services from this school district, the district initiates and conducts meetings to develop, review and revise a services plan for the child in accordance with the law. This school district ensures a representative of the religious or other private school attends each meeting. If the representative cannot attend, this school district uses other methods to ensure participation by the private school, including individual or conference telephone calls.

#### 34 CFR § 300.137(c)(2)

**EQUITABLE SERVICES PROVIDED.** The services provided to parentally-placed private school children with disabilities by this school district are provided by personnel meeting the same standards as personnel providing services in this school district, except that private elementary school and secondary school teachers who are providing equitable services to parentally-placed private school children with disabilities do not have to meet the highly qualified special education teacher requirements. Parentally-placed private school children with disabilities may receive a different amount of services than children with disabilities in public schools.

#### 34 CFR § 300.138(a)(2)

Each private school child with a disability who has been designated to receive services from this school district has a services plan that describes the specific special education and related services this school district will provide to the child in light of the services the district has determined (after consultation with representatives of private school children with disabilities) it will make available to parentally-placed private school children with disabilities. The services plan, to the extent appropriate, meets the IEP requirements with respect to the services provided. The services plan is developed, reviewed and revised consistent with the provisions in the law concerning IEP teams, when IEPs must be in effect, parent participation in IEP team meetings, and development, review and revision of IEPs.

#### 34 CFR § 300.138(b)(2)

Services to parentally-placed private school children with disabilities are provided by employees of this school district or through contract by the district with an individual, association, agency, organization, or other entity. The services, including materials and equipment, are secular, neutral, and non-ideological.

#### 34 CFR § 300.138(c)

**LOCATION OF SERVICES AND TRANSPORTATION.** If this school district provides services to private school children with disabilities at the child's private school, including a religiously affiliated private school, it will do so to the extent consistent with state and federal law. If necessary for the child to benefit from or participate in the services provided, this school

district transports private school children with disabilities from the child's school or home to a site other than the child's private school and from the service site to the private school or the child's home, depending on the timing of the services. This school district may include the cost of such transportation in calculating whether it has met the requirement to expend a proportionate amount of Individuals with Disabilities Education Act funds on services to parentally-placed private school children with disabilities.

34 CFR § 300.139(b)(2)

**REQUIREMENT THAT FUNDS NOT BENEFIT A PRIVATE SCHOOL.** This school district does not use Individuals with Disabilities Education Act funds to finance the existing level of instruction in a private school or to otherwise benefit the private school. The funds are used to meet the special education and related services needs of parentally-placed private school children with disabilities, but not for meeting the needs of a private school or the general needs of the students enrolled in the private school.

34 CFR § 300.141

**USE OF PERSONNEL.** Individuals with Disabilities Education Act funds are used to make public school personnel available in other than public facilities to the extent necessary to provide equitable services for parentally-placed private school children with disabilities and if those services are not normally provided by the private school. If this school district pays for the services of an employee of a private school employee, the employee performs the services outside of his or her regular hours of duty and under public supervision and control.

34 CFR § 300.142

**SEPARATE CLASSES PROHIBITED.** This school district does not use Individuals with Disabilities Education Act funds for classes that are organized separately on the basis of school enrollment or religion of the students if the classes are at the same site and include both students enrolled in public schools and students enrolled in private schools.

34 CFR § 300.143

**PROPERTY, EQUIPMENT, AND SUPPLIES.** This school district controls and administers Individuals with Disabilities Education Act funds used to provide special education and related services to parentally-placed private school children with disabilities and holds title to and administer materials, equipment, and property purchased with those funds. Equipment and supplies are placed in a private school for the period of time needed for the Individuals with Disabilities Education Act program. Equipment and supplies placed in a private school are used only for Individuals with Disabilities Education Act purposes and can be removed from the private school without remodeling the private school facility. Equipment and supplies are removed from a private school if the equipment and supplies are no longer needed for Individuals with Disabilities Education Act purposes; or removal is necessary to avoid unauthorized use of the equipment and supplies for other than Individuals with Disabilities Education Act purposes. Individuals with Disabilities

Education Act funds are not used for repairs, minor remodeling, or construction of private school facilities.

34 CFR § 300.144

**PARENTALLY PLACED CHILDREN IN PRIVATE SCHOOLS WHEN FAPE IS AT ISSUE.** The local educational agency is not required to pay for the cost of education, including special education and related services, of a child with a disability at a private school or facility if the local educational agency made FAPE available to the child and the parents elected to place the child in a private school or facility. The child is considered a parentally placed private school child with a disability.

34 CFR § 300.148

### **Children With Disabilities in Private Schools Placed or Referred by the Local Educational Agency**

When, pursuant to an IEP, a child with a disability is or has been placed in or referred to a private school or facility by the local educational agency as a means of providing special education and related services, the local educational agency ensures that the child:

- is provided special education and related services in conformance with an IEP that meets the requirements of the law and at no cost to the parents;
- is provided an education that meets the standards that apply to education provided by the Department of Public Instruction and local educational agencies including the requirements of Individuals with Disabilities Education Act, except that staff are not required to meet the highly qualified teacher requirements; and
- has all of the rights of a child with a disability who is served by a public agency.

34 CFR § 300.146

**DEVELOPMENT, REVIEW, AND REVISION OF THE IEP.** Before the local educational agency places a child with a disability in, or refers a child to, a private school or facility, the local educational agency initiates and conducts a meeting to develop an IEP for the child in accordance with the law. The local educational agency ensures a representative of the private school or facility attends the meeting. If the representative cannot attend, the local educational agency uses other methods to ensure participation by the private school or facility, including individual or conference telephone calls.

After a child with a disability enters a private school or facility, any meetings to review and revise the child's IEP may be initiated and conducted by the private school or facility at the discretion of the local educational agency. If the local educational agency permits a private school or facility to initiate and conduct meetings to review and revise IEPs, the local educational agency ensures the parents and a local educational agency

representative are involved in any decisions about the IEP and agree to any proposed changes in the IEP before those changes are implemented. Even if a private school or facility implements a child's IEP, the local educational agency retains responsibility for compliance with the requirements of special education law.

34 CFR § 300.325

When the local educational agency places a child, in a private school as a means of providing special education and related services, the local educational agency ensures an IEP is developed and implemented for each child with a disability and the special education and related services are provided in conformance with an IEP and at no cost to the parents.

Wis. Stat. § 115.77(1m)(d)

### **Children in Residential Care Centers**

When the responsible local educational agency receives a notice from a county or a state agency that a child will be placed in a residential care center, the local educational agency does all of the following:

- if the child is a child with a disability, as soon as reasonably possible and after consulting with the county or state agency, as appropriate, the local educational agency appoints an IEP team to review and revise, if necessary, the child's IEP and develop an educational placement offer;
- if the child has not been identified as a child with a disability, the local educational agency:
  - appoints staff to review the child's education records and develop a status report;
  - sends a copy of the status report to the county or state agency within 30 days after receiving the notice that the child will be placed in a residential care center;
  - appoints an IEP team to conduct an evaluation of the child if the local educational agency has reasonable cause to believe the child is a child with a disability;
  - ensures the IEP team conducts the evaluation; and
  - ensures the IEP team develops an IEP and an educational placement offer, in consultation with the county or state agency if the IEP team determines the child is a child with a disability.

Wis. Stat. § 115.81(3)(b)

When the responsible local educational agency offers an educational placement in a residential care center, the responsible local educational agency:

- ensures the child receives a free appropriate public education;
- ensures the child’s treatment and security needs are considered when determining the least restrictive environment for the child;
- appoints an IEP team to reevaluate the child, as required by state law, while the child resides at the child caring institution;
- while the child resides at the residential care center, the local educational agency refers the child to another local educational agency after consulting the residential care center and a county department or state agency, if the responsible local educational agency determines that the child’s special education needs may be appropriately served in a less restrictive setting in the other local educational agency; and
- assigns staff or an IEP team to develop a reintegration plan for a child leaving the residential care center, in cooperation with county and residential care center staff.

Wis. Stat. § 115.81(4)(a)

When this school district receives a referral from the responsible local educational agency because the referring responsible local educational agency believes the child’s special education needs could be met in a less restrictive setting, this school district assigns staff to determine whether the child can appropriately receive special education and related services in the school district. If the assigned staff determine the child can appropriately receive special education and related services in this school district, it provides such services and may apply for state tuition payments under Wis. Stat. § 121.79(1)(a), for the child’s educational expenses. If the assigned staff determines the child cannot appropriately receive special education and related services in this school district, the school district keeps a written record of the reasons for that determination.

Wis. Stat. § 115.81(4)(c)

## **Placement Disputes; School Board Referrals; Interagency Cooperation**

When a dispute arises between the local educational agency and the Wisconsin Department of Health and Family Services, the Wisconsin Department of Corrections or a county, or between local educational agencies over the placement of a child, the local educational agency seeks resolution of the dispute from the State Superintendent. This provision applies only to a placement in a nonresidential educational program made under Wis. Stat. § 48.57 (1)(c) or to a placement in a residential care center made under Wis. Stat. § 115.81.

Annually, on or before August 15, the local educational agency reports to the county departments under Wis. Stat. §§ 51.42 & 51.437 the names of resident children who are

at least 16, are not expected to be enrolled in an educational program two years from the date of the report and may require services from the county department.

If a public agency, as defined by Wis. Stat. § 166.20(1)(i), except that it does not include a local educational agency, is required by federal or state law or by an interagency agreement to provide or pay for the location, identification or evaluation of a child with a disability, including a child with a disability who is not yet 3 years of age, or for assistive technology devices or services, supplementary aids or services, transition services or special education or related services for a child with a disability, and fails to do so, the local educational agency provides or pays for the services. The local educational agency seeks reimbursement for the cost of providing the services from the public agency.

Wis. Stat. § 115.812

### **Local Educational Agency Reporting to State**

The local educational agency, in providing for the education of children with disabilities within its jurisdiction, has established and implemented policies, procedures and programs that are consistent with state and federal special education requirements, policies and procedures. The local educational agency will modify them to the extent necessary to ensure compliance with the law if the provisions of federal or state laws or regulations are amended, if there is a new interpretation of Individuals with Disabilities Education Act by federal or state courts or if there is an official finding of noncompliance with federal or state law or regulations.

34 CFR § 300.201; Wis. Stat. § 115.77(1m)(f)

The local educational agency files with the Department of Public Instruction information to demonstrate all personnel necessary to carry out the requirements of state and federal special education law are appropriately and adequately prepared, subject to the requirements of the personnel requirements of the Individuals with Disabilities Education Act and the Elementary and Secondary Education Act.

34 CFR § 300.207

The local educational agency provides to the Department of Public Instruction information needed for the Department to meet its responsibilities under state and federal special education laws, including information related to the performance of children with disabilities participating in local educational agency special education programs.

34 CFR § 300.211; Wis. Stat. § 115.77(2)

The local educational agency reports its plan for providing special education and related services to children with disabilities to the Department of Public Instruction on a schedule and using instructions provided by the Department of Public Instruction. The plan includes:

- statements of assurance as required by applicable federal law;
- information relating to access of private school pupils to the local educational agency's special education and related services;
- assurances that the local educational agency, in providing for the children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with this subchapter and applicable federal law;
- the local educational agency's plan for ensuring that all personnel necessary to carry out the requirements of this subchapter are appropriately and adequately prepared according to applicable state and federal law;
- the data regarding children with disabilities and nondisabled children in the local educational agency that the division is required to collect or report to be in compliance with 20 USC 1400 to 1482; and
- any other information the division requires to permit its review of the plan.

34 CFR § 300.200; Wis. Stat. § 115.77(4)

When the local educational agency participates in a county children with disabilities education board program, annually by October 1, the local educational agency and the county children with disabilities education board submit a report to the state superintendent. The report includes the portion of each school day that each pupil enrolled in the county program, who is also enrolled in the local educational agency, spent in county program classes in the previous school year, and the portion of the school day that the pupil spent in the local educational agency classes in the previous school year.

Wis. Stat. § 115.817(5)(d)

**Appendix of federal law and regulations  
referenced in the D.C. Everest Area School District  
Special Education Policies and Procedures**

**34 CFR 99.3 - Family Educational Rights and Privacy Act of 1974 – Definition of Education Records**

- (a) The term means those records that are:
- (1) Directly related to a student; and
  - (2) Maintained by an educational agency or institution or by a party acting for the agency or institution.
- (b) The term does not include:
- (1) Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
  - (2) Records of the law enforcement unit of an educational agency or institution, subject to the provisions of Sec. 99.8.
  - (3) (i) Records relating to an individual who is employed by an educational agency or institution, that:
    - (A) Are made and maintained in the normal course of business;
    - (B) Relate exclusively to the individual in that individual's capacity as an employee; and
    - (C) Are not available for use for any other purpose.
  - (ii) Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a student are education records and not excepted under paragraph (b)(3)(i) of this definition.
  - (4) Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
    - (i) Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;
    - (ii) Made, maintained, or used only in connection with treatment of the student; and
    - (iii) Disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution; and
  - (5) Records that only contain information about an individual after he or she is no longer a student at that agency or institution.

## **42 USC 11434a – McKinney-Vento Homeless Assistance Act, Definition of Homeless Children**

(2) The term “homeless children and youths”—

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 11302 (a)(1) of this title); and

(B) includes—

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 11302 (a)(2)(C) of this title);

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

## **18 USC 1365(h) – Definition of Serious Bodily Injury**

(3) the term “serious bodily injury” means bodily injury which involves—

(A) a substantial risk of death;

(B) extreme physical pain;

(C) protracted and obvious disfigurement; or

(D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty; and

(4) the term “bodily injury” means—

(A) a cut, abrasion, bruise, burn, or disfigurement;

(B) physical pain;

(C) illness;

(D) impairment of the function of a bodily member, organ, or mental faculty; or

(E) any other injury to the body, no matter how temporary.

### **29 USC 3002(19) - Definition of Universal Design**

The term “universal design” means a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly accessible (without requiring assistive technologies) and products and services that are interoperable with assistive technologies.

### **18 USC 930(g)(2) - Definition of Weapon**

The term “dangerous weapon” means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 1/2 inches in length.

### **20 USC 7801(37) – Definition of Scientifically Based Research**

The term "scientifically based research"--

(A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

(B) includes research that--

(i) employs systematic, empirical methods that draw on observation or experiment;

(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

(iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

(iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

(v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and

(vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.



6300 Alderson Street  
Weston WI 54476

To: D.C. Everest School Board  
From: Dr. Kristine Gilmore  
Subject: Multiage School  
Date: February 17, 2017

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Recently the administration was approached by a group of parents and the school facilitator from Acton Academy Wausau about a collaboration with the D.C. Everest School District. The collaboration would result in a possible multiage project based learning class within the district. The current values of the Acton Community closely match those of the D.C. Everest School District and specifically many of the teaching practices are similar to Idea School.

At this time, I am recommending the Board approve the administration to move forward studying the feasibility of providing this innovative opportunity for our students.



Book	Policy Manual
Section	Policies For First Reading 2-22-17
Title	DEFINITIONS
Number	po0100*
Status	First Reading

## 0100 - DEFINITIONS

The bylaws of the School Board of this District incorporate quotations from the laws and administrative code of the State of Wisconsin. Such quotations may be substantively altered only by appropriate legislative, judicial, or administrative action.

Whenever the following items are used in these bylaws and policies, they shall have the meaning set forth below:

### Administrative Guideline

A statement, based on policy, usually written, which outlines and/or describes the means by which a policy should be implemented and which provides for the management cycle of planning, action, and assessment or evaluation.

### ~~Agreement~~

~~A collectively negotiated contract with a recognized bargaining unit.~~

### Apps and Web Services

Apps/Web services are software (i.e., computer programs) that support the interaction of personal communication devices (as defined in Bylaw 0100) over a network, or client-server applications in which the user interface runs in a web browser. Apps/Web services are used to communicate/transfer information/data that allow students to perform actions/tasks that assist them in attaining educational achievement goals/objectives, enable staff to monitor and assess their students' progress, and allow staff to perform other tasks related to their employment. Apps/Web services also are used to facilitate communication to, from and among and between, staff, students, and parents.

Board

The School Board also commonly referred to as the School Board.

### Bylaw

Rule of the Board for its own governance.

### Clerk

The chief clerk of the School Board. (See Bylaw 0170)

### District

The School District.

### ~~District Administrator~~

~~The chief executive officer of the School District sometimes locally referred to as Superintendent. In policy, capitalization of the term District Administrator implies delegation of responsibilities to appropriate staff members.~~

### Due Process

Procedural due process requires prior knowledge (a posted discipline code), notice of offense (accusation), and the opportunity to respond. Specific due process requirements are dependent upon the circumstances and may vary depending on such circumstances.

## Full Board

Authorized number of voting members entitled by law to govern the District. The full Board is the total number of Board members authorized by law regardless of the number of current sitting members.

## **Information Resources**

The Board defines information resources to include any data/information in electronic, audio-visual or physical form or any hardware or software that makes possible the storage and use of data/information. This definition includes but is not limited to electronic mail, voice, mail, social media, text messages, databases, CD-ROMs/DVDs, web sites, motion picture film, recorded magnetic media, photographs, digitized information, or microfilm. This also includes any equipment, computer facilities, or online services used in accessing, storing, transmitting, or retrieving electronic communications.

## May

This word is used when an action by the Board or its designee is permitted but not required.

## Medical Advisor

The School District is required to appoint a Medical Advisor. The medical advisor shall be a licensed physician and will participate in the annual review of the District emergency nursing services plan. The School District may also have the medical advisor fulfill other roles. (PI 8.01(g)(3))

## Meeting

Any gathering which is attended by or open to all of the members of the Board, held with the intent on the part of the members of the body present to discuss or act as a unit upon the specific public business of that body. Wis. Stat. 19.82(2).

## Parent

The natural, adoptive, or surrogate parents or the party designated by the courts as the legal guardian or custodian of a student. Both parents will be considered to have equal rights unless a court of law decrees otherwise.

## **Personal Communication Devices**

Personal communication devices ("PCDs") include computers, laptops, tablets, e-readers, cellular/mobile phones, smartphones, and/or other web-enabled devices of any type.

## Policy

A general, written statement by the governing Board which defines its expectations or position on a particular matter and authorizes appropriate action that must or may be taken to establish and/or maintain those expectations.

## President

The chief executive officer of the School Board. (See Bylaw 0170)

## Principal

The educational leader and head administrator of one (1) or more District schools. In policy and administrative guidelines, implies authority to delegate responsibilities to appropriate members of his/her staff.

## Professional Staff Member

District employees that are either certified teachers employed in a position for which certification is a requirement of employment or administrative employees that are responsible for oversight or supervision of a component or components of the District's operation, or serve as assistants to such persons, regardless of whether they hold an administrative contract or are required to have administrator certification, but excluding the ~~District Administrator~~/Superintendent.

## Relative

The mother, father, sister, brother, spouse, parent of spouse, child, grandparents, grandchild, or dependent in the immediate household.

## Shall

This word is used when an action by the Board or its designee is required. (The word "will" or "must" signifies a required action.)

## Student

A person who is officially enrolled in a school or program of the District.

## Superintendent

~~T~~As noted under District Administrator, locally some districts refer to the chief executive officer of the School District is referred to as Superintendent. In policy, capitalization of the "S" in Superintendent implies delegation of responsibilities to appropriate staff members.

## Support Staff

Any employee who provides support to the District's program and whose position does not require a professional certificate. This category includes special education paraprofessionals.

## Technology Resources

The Board defines technology resources to include computers, laptops, tablets, e-readers, cellular/mobile telephones, smartphones, web-enabled devices, video and/or audio recording equipment, SLR and DSLR cameras, projectors, software and operating systems that work on any device, copy machines, printers and scanners, information storage devices (including mobile/portable storage devices such as external hard drives, CDs/DVDs, USB thumb drives and memory chips), the computer network, Internet connection, and online educational services and apps.

## Treasurer

The chief financial officer of the District. (See Bylaw 0170)

## Vice-President

The Vice-President of the School Board. (See Bylaw 0170)

## Voting

A vote at a meeting of the School Board. The law requires that Board members must be present in order to have their vote officially recorded in the Board minutes, and to be available for a roll call vote. A Board member may be present at a meeting if attending by telephone or other manner of remote access, so long as such remote access is compliant with State law, provided that the meeting is properly held. No voting by Proxy may be recorded or counted in an official vote of the Board. Remote access during quasi-judicial functions (e.g. termination hearings, expulsions) may be permitted after consultation with legal counsel.

Citations to Wisconsin statutes are shown by the Section Number (e.g., 120.11, Wis. Stats.). Citations to the Wisconsin Administrative Code are prefaced P.I. (e.g., P.I. 11). Citations to the United States Code are noted as U.S.C., Federal Register are noted as F.R., and the Code of Federal Regulations as C.F.R.

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Book	Policy Manual
Section	VOL. 26, No. 1
Title	VOL. 26, NO. 1 New REQUIRED PUPIL ACADEMIC STANDARDS AGENDA ITEM
Number	po0151.2*
Status	First Reading

**0151.2 - Required Student Academic Standards Agenda Item**

At the first school Board meeting in July, the Board shall include an item on the agenda to approve a notice that clearly identifies the student academic standards under §118.30(1g)(a)1 that will be in effect for that school year.

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Legal 118.30

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Book Policy Manual  
 Section Policies For First Reading 2-22-17  
 Title VOL. 26, NO. 1 New GROUP HEALTH PLANS  
 Number po1619\*  
 Status First Reading

#### 1619 - GROUP HEALTH PLANS

The Board of Education shall have discretion to establish and maintain group health plans for the benefit of eligible employees. These group health plans may provide certain health benefits to employees as permitted by law.

The Board has elected to provide minimum value health coverage for some or all of its eligible employees. The terms and conditions of the health coverage are set forth in the appropriate plan documents.

~~Eligible employees who have coverage through the employer of a working spouse may receive additional compensation if they waive the District's medical coverage. Eligible employees who waive the medical coverage will be paid an additional  monthly  quarterly compensation equal to \_\_\_\_\_% of the cost of single medical coverage for that employee, with the understanding that this additional compensation is subject to FICA, Medicare, and Federal, State and local income tax. To receive this compensation, the eligible employee must provide the District with proof of medical coverage provided by the spouse's employer. **[This policy should be adopted only if the District has established a flexible benefit plan qualified by the Internal Revenue Service].**~~

~~The Board has elected not to provide minimum value health coverage for any of its eligible employees. The Board is aware that the failure to offer minimum value health coverage to employees may result in penalties under the Affordable Care Act.~~

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Book Policy Manual  
 Section Policies For First Reading 2-22-17  
 Title VOL. 26, NO. 1 New PRIVACY PROTECTIONS OF SELF-FUNDED GROUP HEALTH PLANS  
 Number po1619.01\*  
 Status First Reading  
 Last Revised February 9, 2017

#### 1619.01 - **PRIVACY PROTECTIONS OF SELF-FUNDED GROUP HEALTH PLANS**

The Board of Education provides coverage to eligible employees under self-funded group health plans. The Board has established the following self-funded group health plans:

- A. ~~( ) Medical Plan~~
- B. ~~( ) Prescription Drug Plan~~
- C. (  ) Dental Plan
- D. ~~( ) Vision Plan~~
- E. (  ) Employee Assistance Plan
- F. ~~( ) Long term Care Plan (not long term disability)~~
- G. ~~( ) Health Flexible Spending Accounts (FSA)~~
- H. ~~( ) Other; specify \_\_\_\_\_~~

The Board acknowledges that these group health plans are required to comply with the Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule. Certain health information maintained by these group health plans is afforded significant protection by this Federal law.

The Board hereby appoints the Human Resources Director to serve as the Privacy Official of the group health plans. The Privacy Official shall develop, propose to the Board, and implement policies and procedures for the group health plan(s) relating to the use and disclosure of Protected Health Information. The Privacy Official shall verify that the policies and procedures are current and comply with Federal law.

The Board also acknowledges that the HIPAA Security Rule requires the group health plans to implement various security measures with respect to electronic protected health information. The Board hereby appoints the Human Resources Director to serve as the Security Official of the group health plans.

The Board's Security Official shall conduct a risk analysis and develop, propose to the Board, and implement internal policies and procedures for the group health plan(s) relating to the security of electronic protected health information, if applicable. The Security Official shall verify that the policies and procedures are current and comply with Federal law.

The Board delegates authority to the Privacy Official and/or the Security Official to undertake such other actions as provided by the HIPAA administrative procedures in effect from time to time. The Privacy Official and/or Security Official shall report his/her progress to the Board.

The Department of Health and Human Services (HHS) has the authority to impose civil monetary penalties upon Covered Entities. HHS has not historically imposed these penalties directly upon individuals. Notwithstanding the foregoing, the Board

agrees to indemnify and hold harmless the Privacy Official and the Security Official in connection with the performance of their delegated duties for the group health plans except to the extent that any liability is imposed as the result of intentional misconduct or gross negligence by the Privacy Official and/or Security Official as defined by law.

The group health plans administrator(s) shall provide timely notifications of breaches of unsecured protected health information in accordance with the Health Information Technology for Economic and Clinical Health (HITECH) Act and Accompanying regulations.

The Board reserves the right to revoke any or all appointments set forth in this policy at any time for any reason.

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Legal                    20 U.S.C. 1232g  
                              29 C.F.R. Part 1635  
                              42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act  
                              45 C.F.R. 160.102(a), 164.530(a), 164.530(i), 164.308(a)(2)  
                              42 U.S.C. 1320d-5(a)(1)

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Book	Policy Manual
Section	Policies For First Reading 2-22-17
Title	VOL. 26, NO. 1 New PRIVACY PROTECTIONS OF FULLY INSURED GROUP HEALTH PLANS
Number	po1619.02*
Status	First Reading
Last Revised	February 22, 2017

#### 1619.02 - **PRIVACY PROTECTIONS OF FULLY INSURED GROUP HEALTH PLANS**

The Board of Education provides coverage to eligible employees under fully insured group health plans. The Board has established the following fully insured group health plans:

- A.  Medical Plan
- B.  Prescription Drug Plan
- C.  ~~Dental Plan~~
- D.  ~~Vision Plan~~
- E.  ~~Employee Assistance Plan~~
- F.  ~~Long term Care Plan (not long term disability)~~
- G.  ~~Other; specify \_\_\_\_\_~~

The Board acknowledges that these group health plans are required to comply with the Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule as amended by Title I of the Genetic Information Nondiscrimination Act (GINA). Fully insured group health plans generally are exempt from many of the requirements imposed upon self-funded group health plans.

The Board also acknowledges that these fully insured group health plans are required to comply with the HIPAA Security Rule. The group health plans, working together with the insurer, will ensure the confidentiality, integrity, and availability of the group health plans' electronic protected health information in accordance with the HIPAA Security Rule.

The Board hereby appoints the Director of Human Resources to serve as the Security Official of the group health plans. All of the group health plans' functions are carried out by the insurer and the insurer owns and/or controls all of the equipment and media used to create, maintain, receive, and transmit electronic protected health information relating to the group health plans. Accordingly, the insurer is in the best position to implement the technical, physical, and administrative safeguards required by the HIPAA Security Rule.

The Security Official does not have the ability to assess or adjust the insurer's policies related to the HIPAA Security Rule. Accordingly, unless otherwise determined by the Security Official, the group health plans shall utilize as administrative guidelines the insurer's own policies addressing security measures for the group health plans' electronic Protected Health Information.

~~+~~ The U.S. Department of Health and Human Services (HHS) has the authority to impose civil monetary penalties upon Covered Entities. HHS has not historically imposed these penalties directly upon individuals. Notwithstanding the foregoing, the Board agrees to indemnify and hold harmless the Privacy Official and Security Official in connection with the performance of their delegated duties for the group health plans, except to the extent that any liability is imposed as the result of intentional misconduct or gross negligence by the Privacy Official or Security Official as defined by law.

The fully insured group health plans established by the Board shall:

- A. Refrain from taking any retaliatory action against any individual from exercising any right under the plan, filing a complaint with Health and Human Services, participating in any proceeding under Part C of Title XI of the Social Security Act, or opposing any act or practice made unlawful by the Privacy Rule provided that the individual has a good faith belief that the practice opposed is unlawful.
- B. Not impose a requirement that participants waive their rights under the Privacy Rule as a condition of the provision of payment, enrollment in a health plan, or eligibility of benefits.
- C. If the plan document is amended in accordance with the Privacy Rule, the plan must retain a copy of the plan document as amended for six (6) years from the date of its amendment or the date when it last was in effect, whichever is later.
- D. Provide notification to affected individuals, the Secretary of the U.S. Department of Health and Human Services, and the media (when required), if the plan or one of its business associates discovers a breach of unsecured protected health information, in accordance with the requirements of HIPAA and its implementing regulations.

Fully insured group health plans established by the Board shall not create or receive protected health information, except for:

- A. Summary health information. Summary health information is de-identified information that summarizes claims history, claims expenses, or type of claims experienced by health plan participants.
- B. Information on whether an individual is participating in a group health plan, or is enrolled in or has disenrolled from a health insurance issuer or HMO offered by the plan.
- C. Information disclosed to the plan under a signed authorization that meets the requirements of the Privacy Rule.

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Legal                    20 U.S.C. 1232g  
                               29 C.F.R. Part 1635  
                               42 U.S.C. 1320d-2  
                               42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act  
                               Health Insurance Portability and Accountability Act (HIPAA)  
                               45 C.F.R. 160.102(a), 164.302, 164.308 (a)(2), 164.404, 164.406, 164.408  
                               45 C.F.R. 164.502, 164.502(a), 164.520(a), 164.530(g), 164.530(h), 164.530(j)  
                               45 C.F.R. 164.530(k)

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Book Policy Manual  
 Section Policies For First Reading 2-22-17  
 Title VOL. 26, NO. 1 New Patient Protection and Affordable Care Act  
 Number po1619.03\*  
 Status First Reading  
 Last Revised February 22, 2017

### 1619.03 - Patient Protection and Affordable Care Act

The Board of Education acknowledges that the Patient Protection and Affordable Care Act ("ACA") imposes certain obligations upon the District. Such obligations may include the following:

- A. The District shall notify new employees of health insurance options available through the Health Insurance Marketplace within fourteen (14) days of an employee's employment start date. Sample form notices are available from the U.S. Department of Labor at:

<http://www.dol.gov/ebsa/healthreform/regulations/coverageoptionsnotice.html>

- B. Employees of the District have the option to enroll in the Health Insurance Marketplace. If a full-time employee (as defined by the ACA) of the District enrolls in the Health Insurance Marketplace and receives a subsidy, then the District may be liable for a penalty.

In event that the District concludes that it is fiscally-wise to incur the potential penalty in lieu of providing affordable, minimum value coverage to all full-time employees, the District shall incur the potential penalty.

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Legal 26 USC 4980H  
 29 USC 218B

Last Modified by Ellen Suckow on February 7, 2017

Book	Policy Manual
Section	VOL. 26, No. 1
Title	EDUCATIONAL OPTIONS
Number	po2370*
Status	First Reading
Adopted	May 25, 2016
Last Revised	February 2, 2017

### 2370 - **EDUCATIONAL OPTIONS**

The Board of Education recognizes the need to provide alternative means by which students achieve the goals of the District.

An optional plan to meet the recognized educational needs of a student shall be approved by the Superintendent or designee. The Superintendent shall prepare a plan of educational options for use in meeting special needs.

Such options shall be consistent with Chapter 118 and may include, but not be limited to, tutorial programs, independent study, correspondence courses, work-study or school work training programs, high school equivalency programs, technical college programs, summer school, early college entrance, etc.

Credit may be granted to the student upon complete evaluation of the program.

The credit shall be placed on the student's transcript. The amount of credit counting toward graduation shall comply with the graduation requirements of the State and the District.

A list of all educational options available to students who reside in the District shall be provided to all parents on an annual basis. The list shall include public schools, private schools participating in a parental choice program, charter schools, virtual schools, full-time open enrollment, youth options, and course options. Such notice shall be published as a Class 1 notice, pursuant to State law requirements, and ~~the Board shall~~ post on its website ~~a description of all educational options available to students~~ no later than January 31st each year. This notice shall include the performance category assigned to each school within the District, including charter schools and private schools participating in parental choice and shall inform parents that the full reports described in Policy 2605 are available on the website.

Legal 115.385(4), 118.15, 118.55, 118.57 Wis. Stats.

Last Modified by Ellen Suckow on February 2, 2017

Book	Policy Manual
Section	VOL. 26, No. 1
Title	HEALTH EDUCATION
Number	po2413*
Status	First Reading
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Last Revised	February 2, 2017

## 2413 - HEALTH EDUCATION

The School Board, in compliance with State law, has adopted a comprehensive program of health education which will prepare students to maintain good health and enable them to adapt to changing health problems of our society.

The Board recognizes that this program, like others the District offers, may contain content and/or activities that some parents find objectionable. The District shall notify the parents, in advance of the instruction and about the content of the instruction and give the parents an opportunity to review the materials to be used.

Students in grades seven (7) through twelve (12)the high school will be provided instruction in cardiopulmonary resuscitation and cardiocerebral resuscitation including instruction on the psychomotor skills necessary to perform both skills as part of any health education course offered.

Students in grades seven (7) through twelve (12)7 through 12 will be provided instruction about automated external defibrillators as identified in Policy 8452 - Automated External Defibrillators. [NOTE: Actions in this paragraph are required for students in grades seven (7) through twelve (12).]

The Superintendent shall prepare administrative guidelines that ~~require~~~~will ensure~~ the health education program includes appropriate learning experiences related to such topics as use, abuse, and effects of drugs, alcohol, and tobacco; mental, physical, and dental health; disease prevention and control; accident prevention; and related health and safety topics;

In implementing the program, the Superintendent may use whatever District and outside resources, including Department of Education guidelines and consultants, s/he deems appropriate.

Legal 115.35, Wis. Stats.

Last Modified by Ellen Suckow on February 2, 2017



Book	Policy Manual
Section	Policies For First Reading 2-22-17
Title	EXCEPTIONAL EDUCATION NEEDS
Number	po2460*
Status	First Reading
Adopted	May 25, 2016

### 2460 - **EXCEPTIONAL EDUCATION NEEDS**

The School Board shall provide a free, appropriate public education to all eligible disabled persons ages three (3) through twenty-one (21) which complies with Federal and State laws and guidelines.

The District provides a continuum of special education services. The determination of the need and extent of services provided shall be subject to the Individual Education Program (IEP) developed for the child. A special education handbook shall meet legal requirements and outline specific policies and procedures relative to the implementation of programming for students with disabilities.

The Board and Administration supports the requirements of State and Federal law that students with disabilities be educated, to the maximum extent appropriate, with children who are nondisabled. The Board further supports the State and Federal requirement that a continuum of alternative placements be available to meet the needs of students with disabilities eligible for special education services under the Individuals with Disabilities Education Act (IDEA).

The District identifies, locates, and evaluates all children with disabilities, regardless of the severity of the disability, who are in need of special education and related services. This includes children attending private schools, who are not yet three (3) years of age, highly mobile children such as migrant children and children and youth in transition, and children who are suspected of being a student with a disability even though they are advancing from grade to grade.

Students with disabilities will take state required test unless otherwise prescribed in their IEP. Test administration procedures may be modified as indicated in a student's IEP.

~~The Superintendent shall prepare whatever administrative guidelines are necessary to ensure effective implementation of the special education program.~~

### Neola 2016

Legal	66.30, 115.78 et seq., Wis. Stats. P.I. 11, Wis. Adm. Code IDEA, 20 U.S.C. 1400 et seq.
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Last Modified by Ellen Suckow on February 9, 2017



Book	Policy Manual
Section	Policies For First Reading 2-22-17
Title	VOL. 26, NO. 1 New INDEPENDENT EDUCATIONAL EVALUATION (IEE)
Number	po2460.03*
Status	First Reading
Last Revised	February 22, 2017

### 2460.03 - INDEPENDENT EDUCATIONAL EVALUATION (IEE)

An independent educational evaluation (IEE) is an evaluation conducted by a qualified examiner who is not an employee of this District. A parent has the right to an IEE at public expense if the parent disagrees with an evaluation that the District conducted. For purposes of this policy, "evaluation" means the procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs. In the event the District receives a parent request for an IEE, the District must either provide the IEE at District expense pursuant to this policy or request a due process hearing to show that its evaluation is appropriate. The IEE must meet District criteria for IEEs, which is the same criteria that the District uses when it conducts its own evaluations. If the District requests a due process hearing and the hearing officer determines that the District's evaluation is appropriate, the parent still has the right to an IEE, but not at public expense. Parents may only request one publicly funded IEE for each evaluation completed by the District.

#### Procedures to Obtain an IEE at Public Expense

- A. The parent should submit to the District a written request for an IEE, and should include in such request an explanation of their reasons for objecting to the evaluation obtained by the District. However, the District will not deny parents a publicly funded IEE because they fail to provide the District with such a written request or fail to provide reasons for requesting an IEE.
- B. If a parent requests an IEE, the District will provide the following information:
  1. A list of the names and addresses of IEE examiners located in the area. The list will consist of IEE examiners who, in the District's judgment, are qualified to perform the evaluation requested by the parents. If a qualified examiner is not located in the area, the District will identify a qualified examiner elsewhere in the State of Wisconsin.
  2. A description of the District's criteria for selection of IEE examiners.
- C. Minimum qualifications for IEE examiners. The District will not pay for an IEE unless the IEE complies with the following criteria or the parents can show unique circumstances that justify a publicly funded IEE that does not meet the criteria.
  1. The prospective IEE examiner (the "examiner") must hold a valid license from the State of Wisconsin in the field related to the known or suspected disability. The examiner must have extensive training in the evaluation of the area(s) of concern and be able to interpret instructional implications of the evaluation results. In instances where no "applicable license" exists, the evaluator must provide documentation of extensive and recent training and experience related to the known or suspected disability.
  2. The examiner must be located within 100 miles of the District, and must conduct the evaluation within District boundaries.
  3. The examiner may only charge fees for educational evaluation services that, in the sole judgment of the District, are reasonable.
  4. The examiner must be permitted to directly communicate and share information with members of the IEP Team. The examiner must also agree to release the assessment and results, including parent and teacher surveys,

prior to receipt of payment for services.

5. If the District evaluation included an observation of the child in one (1) or more educational settings, the IEE shall include at least one (1) observation in that setting. Evaluators shall make at least one (1) contact with the child's general education teacher for the purpose of determining how the student is progressing in the general curriculum. In addition, evaluators are encouraged to make additional contacts with other involved general or special education teachers. If the purpose of the evaluation is to address a learning disability, an observation of the child is a required evaluation component.

6. The same criteria apply to both public and independent examiners.

D. The maximum allowable cost for an examiner will be the average cost per day or per hour for a similarly qualified staff member employed by the District during the current school year, as determined by the Director of Student Services (not to exceed \$400.00). In the unusual event the examiner is one (1) not typically employed by the District, such as a medical doctor, psychiatrist, clinical psychologist, or other similar professional, reimbursement of costs will be limited to reasonable and customary charges as determined by the District and its insurance carrier. The District shall not be responsible for reimbursement of travel costs or other related costs incurred by the parents in connection with their arrangement of, or their attendance at the IEE, unless the parent can demonstrate that necessary services are not available in the community.

E. The District will permit parents to show that unique circumstances justify an IEE that exceeds the maximum allowable cost. If the total cost of the IEE exceeds the maximum allowable costs and if, in the District's sole judgment, there is no justification for the excess cost, the cost of the IEE will be funded up to the District's maximum allowable cost and no further. The parents shall be responsible for any remaining cost.

For more information, parents may request a copy of Bulletin 99.02 "Independent Educational Evaluations (IEEs)" from the District or from the Department of Public Instruction, Division of Learning Support: Equity and Advocacy.

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Book	Policy Manual
Section	Policies For First Reading 2-22-17
Title	EMPLOYMENT OF PROFESSIONAL STAFF
Number	po3120*
Status	First Reading
Adopted	May 25, 2016

### 3120 - **EMPLOYMENT OF PROFESSIONAL STAFF**

The School Board recognizes that it is vital to the successful operation of the District that positions created by the Board be filled with highly-qualified and competent personnel.

All employees other than the Superintendent or Support Staff Members (Policy 0100 – Definitions) are considered Professional Employees.

In addition, certain categories of staff employed in a professional capacity, such as network manager, but not requiring a license or certification, are considered professional staff. The compensation and benefits for such positions shall be established by the Superintendent.

The Board shall approve the employment, ~~and also, when not covered by any applicable terms of a collective bargaining agreement,~~ fix the compensation, and establish the term of employment for each professional staff member employed by this District.

Such approval shall be given only to those candidates for employment recommended by the Superintendent.

All applications for employment shall be referred to the Human Resources Department.

When any recommended candidate has been rejected by the Board, the Superintendent shall make a substitute recommendation. All applications for employment shall be referred to the Human Resources Department.

Relatives of Board members may be employed by the Board, provided however, if the Board member will benefit financially either directly or indirectly, the Board member may not participate in any way in the discussion or vote on any matter relating to said employment.

Relatives of staff members may be employed by the Board, however arrangements should be made so that the staff member being employed is not placed in a position in which s/he would be supervised directly by or supervise directly the relative staff member.

Any professional staff member's intentional misstatement of fact material to his/her qualifications for employment or the determination of salary shall be considered by this Board to constitute grounds for dismissal.

The employment of professional staff members prior to approval by the Board is authorized when their employment is required to maintain continuity in the educational program. Employment shall be recommended to the Board at the next regular meeting.

No candidate for employment to the professional staff shall receive recommendation for such employment without having provided visual evidence of proper certification or that application for such certification is in process.

For those staff members who will be instructing children in reading and/or language arts pre-school and/or grades kindergarten through sixth grade, their certificate must verify successful completion of instruction that includes the teaching of phonics.

There must also be verification that a satisfactory background check has been conducted by the Department of Public Instruction or appropriate State agency.

Any person who signs a contract to teach in the District must, within ten (10) days after signing the contract, file in the office of the Superintendent a statement showing the date of expiration and the grade and character of the certificate or license held, or evidence of a timely filed extension of such certification with the Department of Public Instruction. Only teachers that hold the appropriate license, permit, or accepted application for extension of certificate for the subject matter and grade level taught shall be considered qualified.

The Superintendent shall prepare procedures for the recruitment and selection of all professional staff which include reporting newly hired employees to the Wisconsin Department of Workforce Development.

#### DISTRICT SUPPORTED ALTERNATIVE LICENSING PROGRAMS

As part of the Board's efforts to provide the highest quality education for all students in all subject areas, the Board authorizes the Superintendent, where appropriate, to support teacher licensure opportunities.

#### EXPERIENCED-BASED LICENSURE FOR TECHNICAL AND VOCATIONAL EDUCATION

"Technical education" means technology education and any technology related occupation

"Vocational education" means agriculture, child services, clothing services, food services, housing and equipment services, family and consumer education, family and consumer services, home economic-related occupations, health care related occupations, trade specialist, business education, business and office, and marketing education.

The Superintendent may support the application for an experience-based license for a teacher to teach in a technical and/or vocational education field, provided that the individual can be credited with at least 100 points using the following system:

1. A. The following points for experience in a technical field (must comprise at least twenty-five (25) of the required 100 points):
  1. For a bachelor's degree in any science, technology, engineering, or mathematics field and any teaching license or permit, or in a field related to the vocational subject, 100 points.
  2. For a bachelor's degree in any science, technology, engineering, or mathematics field, or in a field related to the vocational subject seventy-five (75) points.
  3. For a bachelor's degree in a field other than those described in numbers 1 and 2 above, (65) points.
  4. For industry or vocational certification, ninety (90) points.
  5. For industry experience in a trade or technical field or vocation, five (5) points per forty (40) hours worked up to a maximum of ninety (90) points.
  6. For an internship in a trade or technical field or in the vocation, twenty-five (25) points.
  7. For being mentored in a trade or technical skill or in the vocation by a colleague or a Wisconsin Technology Education Association or a recognized vocational association approved mentor, twenty-five (25) points.
  8. For an apprenticeship in a trade or technical field or in the vocation, five (5) points per forty (40) hours worked up to a maximum of ninety (90) points.
2. The following points for pedagogical experience (must be at least twenty-five (25) out of the 100 required points):
  1. For a bachelor's degree in technical or technology education, 100 points.
  2. For a bachelor's degree in a field other than any science, technology, engineering, mathematics, or technical or technology education field, or in a subject related to the vocation and any teaching license or permit, seventy-five (75) points.
  3. For credit earned at an accredited institution of higher education or technical college, three (3) points per credit up to a maximum of seventy-five (75) points for technical or technology education courses and science, technology, engineering, or mathematics courses or any field related to the vocation and three (3)

points per credit up to a maximum of seventy-five (75) points for education and pedagogical courses.

4. For completing at least 100 hours of training in pedagogy, five (5) points per fifty (50) hours up to a maximum of seventy-five (75) points.

Individuals that have sufficient points may be employed by the District under an experience-based license provided that the Superintendent implements a professional development curriculum for the teacher to follow during the three (3) year period of the initial license. The Superintendent shall monitor the teacher's progress in fulfilling the curriculum.

#### PROFESSIONAL TEACHING PERMIT

The Superintendent may support the teaching license application of an individual to teach a course in engineering, mathematics, science, computer science, art, music, or world languages that do not yet hold a professional teacher license provided that the following criteria are met:

1. The District is experiencing a shortage in the availability of teachers with professional teaching certification in the subject area and is unable to fill a position with an acceptable licensed teacher.
2. The individual holds at least a bachelor's degree in engineering, mathematics, science, computer science, art, music, or world languages.
3. The individual possesses at least five (5) years of verifiable industry experience in the same field as the bachelor's degree.
4. The individual has completed at least 100 hours of pedagogical training in an alternative teacher licensing program approved by DPI.
5. The Superintendent shall implement a plan to provide supervision of the teacher by a teacher that holds regular professional teaching licensure during the two (2) year period of the permit.
6. The hiring of the teacher under this alternative licensure program will not displace a regularly licensed teacher in the District.

See also AG 3120E

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#### **REQUIREMENTS FOR TITLE I TEACHERS**

All teachers hired for a Title I supported program must be "highly qualified."

"Highly Qualified" means:

- A. ~~Full State certification as a teacher or passed State teacher licensing exam and holds current license to teach; certification or license requirements may not be waived on emergency, temporary or provisional basis~~
- B. ~~For elementary teachers new to the profession, this also requires:~~
  1. ~~at least a bachelor's degree~~
  2. ~~passing a rigorous State test on subject knowledge and teaching skills in reading, writing, math, and other areas of elementary curriculum (State certification test may suffice)~~
- C. ~~For secondary or middle school teachers new to the profession this also requires:~~
  1. ~~at least a bachelor's degree, and~~
  2. ~~passing a rigorous State test in each of the subject areas s/he will teach (State certification test may suffice), or~~
  3. ~~for each academic subject taught, having an academic major, course work equivalent to an undergraduate major, a graduate degree, or advanced certification or credentialing~~
- D. ~~For elementary, middle, or secondary school teachers with prior experience, this also requires;~~
  1. ~~at least a bachelor's degree, and~~
  2. ~~meets standards for new teachers (above), or~~
  3. ~~demonstrates competence in all academic subjects s/he teaches based on a uniform State standard of evaluation (standard for academic subject matter and teaching skills set by the State)~~

#### **REQUIREMENTS FOR TEACHERS IN DISTRICTS RECEIVING TITLE I FUNDING**

All teachers in a District receiving Title I funds shall be "highly qualified" as described above. The District must have a plan and show annual progress towards meeting these teacher qualification requirements.

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Legal                    118.19, 118.21, 118.21(2), 121.02, Wis. Stats.  
                              20 U.S.C. 6319  
                              20 U.S.C. 7801

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Book	Policy Manual
Section	Policies For First Reading 2-22-17
Title	JOB DESCRIPTIONS
Number	po3120.01*
Status	First Reading
Adopted	May 25, 2016

### 3120.01 - **JOB DESCRIPTIONS**

The School Board recognizes that it is essential for District and employee accountability for each staff member to be fully aware of the duties and responsibilities of his/her position. Job descriptions document and describe the essential functions for professional staff positions and thereby promote organizational effectiveness and efficiency. Therefore, the Superintendent or designee shall maintain a current comprehensive, and coordinated set of job descriptions for professional staff positions.

All job descriptions shall be approved by the Superintendent and will be maintained by the Human Resources Department.

As long as the provisions of the job descriptions are not inconsistent with Board policies, or with Federal/State law, they will be considered to be an extension of the policy manual and binding upon all employees.

Each job description shall contain the following provision:

"The employee shall remain free of any alcohol or illegal substance in the workplace in compliance with Policy 3122 throughout his/her employment in the District."

Each job description shall include a statement that reserves authority to the District to assign additional duties and responsibilities as necessary within the scope of the employment position.

Upon employment by the Board, the staff member shall receive of a copy of the current job description for the position for which s/he has been employed. The District's HR Associate shall have the employee sign off on this job description as part of the employment orientation process.

From time-to-time, the Board further recognizes that the Superintendent or designee may find it necessary to revise job descriptions.

During the revision of a job description, the Superintendent or designee may seek input from individuals who hold that position; however, their input may or may not be reflected when the revision of said job description is completed.

Following the revision of a job description, staff members, who hold the positions for which the essential functions are described in that revised job description, shall be provided access to the updated version and the opportunity to discuss the revisions therein with their immediate supervisor.

~~In addition,~~ Ithe Superintendent shall prepare administrative guidelines necessary for the proper implementation of this policy.

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Book	Policy Manual
Section	Policies For First Reading 2-22-17
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Number	po3419.03*
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Last Revised	February 22, 2017

### 3419.03 - **PATIENT PROTECTION AND AFFORDABLE CARE ACT**

The Board of Education acknowledges that the Patient Protection and Affordable Care Act ("ACA") imposes certain obligations upon the District. Such obligations may include the following:

- A. The District shall notify new employees of health insurance options available through the Health Insurance Marketplace within fourteen (14) days of an employee's employment start date. Sample form notices are available from the U.S. Department of Labor at:

<http://www.dol.gov/ebsa/healthreform/regulations/coverageoptionsnotice.html>

- B. Employees of the District have the option to enroll in the Health Insurance Marketplace. If a full-time employee (as defined by the ACA) of the District enrolls in the Health Insurance Marketplace and receives a subsidy, then the District may be liable for a penalty.

In event that the District concludes that it is fiscally-wise to incur the potential penalty in lieu of providing affordable, minimum value coverage to all full-time employees, the District shall incur the potential penalty.

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Legal	26 USC 4980H
	29 USC 218B

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Book	Policy Manual
Section	Policies For First Reading 2-22-17
Title	EMPLOYMENT OF SUPPORT STAFF
Number	po4120*
Status	First Reading
Adopted	May 25, 2016
Last Revised	February 25, 2017

#### 4120 - **EMPLOYMENT OF SUPPORT STAFF**

The School Board recognizes that it is vital to the successful operation of the District that positions created by the Board be filled with qualified and competent support staff.

All employees other than the Superintendent or Professional Staff Members (Policy 0100 – Definitions) are considered Classified or Support Employees.

The Board shall approve the employment, fix the compensation, and establish the term of employment for each support staff member employed by this District.

Such approval shall be given only to those candidates for employment recommended by the Superintendent.

All applications for employment shall be referred to the Human Resources Department.

When any recommended candidate has been rejected by the Board, the Superintendent shall make a substitute recommendation. All applications for employment shall be referred to the Human Resources Department.

Relatives of Board members may be employed by the Board, provided the Board member does not participate in any way in the discussion or vote on any matter related to said employment.

Relatives of staff members may be employed by the Board provided the staff member being employed is not placed in a position in which s/he would be supervised directly by the relative staff member.

Any support staff member's intentional misstatement of fact material to his/her qualifications for employment or the determination of salary shall be considered by this Board to constitute grounds for dismissal.

The employment of support staff members prior to approval by the Board is authorized when their employment is required to maintain continuity in District operations. Employment shall be recommended to the Board at the next regular meeting.

When appropriate, no candidate for employment as a support staff member shall receive recommendation for such employment without having proffered visual evidence of proper certification, when appropriate, or that application for such certification is in process. There must also be verification that a satisfactory background check has been conducted in compliance with District procedures.

The Superintendent or designee shall prepare procedures for the recruitment and selection of all support staff which include reporting newly hired employees to the Wisconsin Department of Workforce Development.

#### **REQUIREMENTS FOR TITLE I PARAPROFESSIONALS**

All paraprofessionals hired for a Title I supported program must have a secondary school diploma or its recognized equivalent and one of the following:

- A. Completed two (2) years study at an institution of higher education; or

B. Obtained at least an associates degree; or

C. Met a rigorous standard of quality and demonstrate through formal State or local academic assessment:

1. knowledge of and the ability to assist in instructing, reading, writing and mathematics; or
2. knowledge of and the ability to assist in instructing, reading readiness, writing readiness and mathematics readiness, as appropriate.

Existing paraprofessionals – All current paraprofessionals working for a Title I supported program must:

- A. Have a secondary school diploma or its recognized equivalent;
- B. Meet the requirements for newly hired paraprofessionals as described above.

Exceptions – These requirements do not apply to a paraprofessional:

- A. Who is proficient in English and a second language and serves as a translator primarily to enhance the participation of children in Title I programs; or
- B. Whose duties consist solely of conducting parental involvement activities.

Paraprofessional duties – Paraprofessionals working for a Title I supported program may be assigned to:

- A. provide one-on-one tutoring for eligible students during times when the teacher would not otherwise be instructing the student;
- B. assist with classroom management, such as organizing instructional and other materials;
- C. provide assistance in a computer laboratory;
- D. provide support in a library or media center;
- E. conduct parental involvement activities;
- F. act as a translator;
- G. provide instructional services to students, if working under the direct supervision of a teacher;
- H. perform limited duties beyond classroom instruction or that do not benefit program participants, so long as those duties are also assigned to non- Title I paraprofessionals. Title I paraprofessionals may not be assigned to more of these duties, proportional to their total work time, than the amount assigned to similar non-Title I paraprofessionals in the same school.

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Legal 20 U.S.C. 6319

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Book	Policy Manual
Section	Policies For First Reading 2-22-17
Title	VOL. 26, NO. 1 Revised JOB DESCRIPTIONS
Number	po4120.01*
Status	First Reading
Last Revised	February 7, 2016

#### 4120.01 - JOB DESCRIPTIONS

The Board of Education recognizes that it is essential for District and employee accountability for each staff member to be fully aware of the duties and responsibilities of his/her position. Job descriptions document and describe the essential functions for support staff positions and thereby promote organizational effectiveness and efficiency. Therefore, the District Administrator shall maintain a current, comprehensive, and coordinated set of job descriptions for support staff positions.

~~[ ] The job description of the District Administrator shall be included in the Board policy manual.~~

[ ] All other job descriptions shall be approved by the Superintendent and will be maintained by the Human Resources Department.

As long as the provisions of the job descriptions are not inconsistent with Board policies, or with Federal/State law, they will be considered to be an extension of the policy manual and binding upon all employees.

[ ] Each job description shall contain the following provision:

"The employee shall remain free of any alcohol or illegal substance in the workplace in compliance with Policy 3122 throughout his/her employment in the District."

~~[ ] Employees will be evaluated, at least in part, against their job descriptions.~~

~~[ ] Job descriptions shall be brief, factual, and, wherever possible, generically descriptive of similar jobs.~~

~~[ ] Each job description shall include the requirement that the staff member serve as a positive role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings. In particular, each job description shall indicate the staff member's responsibility to help instill in students the belief in and practice of ethical principles and democratic values.~~

[ ] Each job description shall include a statement that reserves authority to the District Administrator to assign additional duties and responsibilities as necessary within the scope of the employment position.

Upon employment by the Board, the staff member shall receive a copy of the current job description for the position for which s/he has been employed. The employee's immediate supervisor shall review this job description with the staff member as part of the employment orientation process.

From time-to-time, the Board further recognizes that the Superintendent or designee ~~District Administrator~~ may find it necessary to revise job descriptions.

[ ] During the revision of a job description, the Superintendent or designee ~~District Administrator~~ may seek input from individuals who hold that position; however, their input may or may not be reflected when the revision of said job description is completed.

Following the revision of a job description, staff members who hold the positions for which the essential functions are described in that revised job description shall be provided access to the updated version and the opportunity to discuss the revisions therein with their immediate supervisor.

~~In addition, the~~ Superintendent ~~District Administrator~~ shall prepare administrative guidelines necessary for the proper implementation of this policy.

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Book Policy Manual  
 Section Policies For First Reading 2-22-17  
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#### 4419.03 - **PATIENT PROTECTION AND AFFORDABLE CARE ACT**

The Board of Education acknowledges that the Patient Protection and Affordable Care Act ("ACA") imposes certain obligations upon the District. Such obligations may include the following:

- A. The District shall notify new employees of health insurance options available through the Health Insurance Marketplace within fourteen (14) days of an employee's employment start date. Sample form notices are available from the U.S. Department of Labor at:

<http://www.dol.gov/ebsa/healthreform/regulations/coverageoptionsnotice.html>

- B. Employees of the District have the option to enroll in the Health Insurance Marketplace. If a full-time employee (as defined by the ACA) of the District enrolls in the Health Insurance Marketplace and receives a subsidy, then the District may be liable for a penalty.

In event that the District concludes that it is fiscally-wise to incur the potential penalty in lieu of providing affordable, minimum value coverage to all full-time employees, the District shall incur the potential penalty.

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Legal 26 USC 4980H  
 29 USC 218B

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Book	Policy Manual
Section	Policies For First Reading 2-22-17
Title	VOL. 26, NO. 1 Replacement ESSA HOMELESS STUDENTS
Number	po5111.01*
Status	First Reading
Last Revised	February 22, 2017

### 5111.01 - HOMELESS STUDENTS

#### Definitions

Children who are identified as meeting the Federal definition of "homeless" will be provided a free appropriate public education (FAPE) in the same manner as all other students of the District. To that end, homeless students will not be stigmatized or segregated on the basis of their status as homeless. The District shall establish safeguards that protect homeless students from discrimination on the basis of their homelessness. The District shall regularly review and revise its policies, including school discipline policies that impact homeless students, including those who may be a member of any of the Protected Classes (Policy 2260).

Homeless children and youth are defined as individuals who lack a fixed, regular, and adequate nighttime residence, and include children and youth who meet any of the following criteria:

- A. share the housing of other persons due to loss of housing, economic hardship, or similar reason
- B. live in motels, hotels, trailer parks, or camping grounds due to a lack of alternative adequate accommodations
- C. live in emergency or transitional shelters
- D. are abandoned in hospitals
- E. have a primary night time residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, or
- F. live in a car, park, public space, abandoned building, substandard housing<sup>1</sup>, bus or train station, or similar setting

Pursuant to the McKinney-Vento Act, an unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian.

#### Services to Homeless Children and Youth

The District will provide services to homeless students that are comparable to other students in the District, including:

- A. transportation services;
- B. public preschool programs and other educational programs and services for which the homeless student meets eligibility criteria including:
  1. programs for children with disabilities;
  2. programs for English learners (ELs) (i.e. students with limited English proficiency (LEP));
  3. programs in career and technical education;
  4. programs for gifted and talented students;

5. school nutrition programs; and

6. before - and after-school programs.

The District Administrator will appoint a Liaison for Homeless Children who will perform the duties as assigned by the District Administrator. Additionally, the Liaison will coordinate and collaborate with the State Coordinator for the Education of Homeless Children and Youth as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths. For more information on the role of the Liaison, refer to AG 5111.01.

### School Stability

Maintaining a stable school environment is crucial to a homeless student's success in school. To ensure stability, the District must make school placement determinations based on the "best interest" of the homeless child or youth based on student-centered factors. The District must:

- A. continue the student's education in the school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; and for the remainder of the academic year even if the child or youth becomes permanently housed during an academic year; or
- B. enroll the student in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

The school of origin is the school the student attended or enrolled in when permanently housed, including a public preschool. The school of origin also includes the designated receiving school at the next level for feeder school patterns, when the student completes the final grade level at the school of origin.

When determining the student's best interest, the District must also consider student-centered factors, including the impact of mobility on achievement, education, health, and safety of homeless students and give priority to the request of the student's parent or guardian, or youth (if an unaccompanied youth). The District also considers the school placement of siblings when making this determination.

If the District finds that it is not in the student's best interest to attend the school of origin or the school requested by the parent or guardian, or unaccompanied youth, the District must provide the individual with a written explanation and reason for the determination in a manner and form understandable to the parent, guardian or unaccompanied youth. This written explanation will include appeal rights and be provided in a timely manner.

### Immediate Enrollment

The District has an obligation to remove barriers to the enrollment and retention of homeless students. A school chosen on the basis of a best interest determination must immediately enroll the homeless student, even if the student does not have the documentation typically necessary for enrollment, such as immunization and other required health records, proof of residency, proof of guardianship, birth certificate or previous academic records. The homeless student must also be enrolled immediately regardless of whether the student missed application or enrollment deadlines during the period of homelessness or has outstanding fines or fees.

The enrolling school must immediately contact the school last attended by the homeless student to obtain relevant academic or other records. If the student needs immunization or other health records, the enrolling school must immediately refer the parent, guardian or unaccompanied youth to the local liaison, who will help obtain the immunizations, screenings or other required health records. Records usually maintained by the school must be kept so that they are available in a timely fashion if the child enters a new school or district. These records include immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs. Procedures for inter-State records transfer between schools should be taken into account in order to facilitate immediate enrollment.

In addition, the District will also make sure that, once identified for services, the homeless student is attending classes and not facing barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs (if available).

### Transportation

The District provides homeless students with transportation services that are comparable to those available to non-homeless students. The District also provides or arranges for transportation to and from the school of origin at the parent or guardian's request, or the liaison's request in the case of an unaccompanied youth. Transportation is arranged promptly to allow for immediate enrollment and will not create barriers to a homeless student's attendance, retention, and success.

- A. If the homeless student continues to live in the District, where the school of origin is located, transportation will be provided or arranged for the student's transportation to or from the school of origin.

B. If the homeless student moves to an area served by another district, though continuing his/her education at the school of origin (which is in the District), the District and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin. If the districts cannot agree upon such a method, the responsibility and costs will be shared equally.

C. When the student obtains permanent housing, transportation shall be provided to and from the school of origin until the end of the school year.

The District determines the mode of transportation in consultation with the parent or guardian and based on the best interest of the student.

In accordance with Federal law, the above transportation requirements still apply during the resolution of any dispute. The District will work with the State to resolve transportation disputes with other districts. If the disputing district is in another State, the District will turn to the State for assistance as Federal guidance says that both States should try to arrange an agreement for the districts.

### Dispute Resolution

Homeless families and youths have the right to challenge placement and enrollment decisions. If a dispute arises between a school and a parent, guardian or unaccompanied youth regarding eligibility, school selection, or enrollment of a homeless student, the District must follow its dispute resolution procedures, consistent with the State established procedures. If such a dispute occurs, the District will immediately enroll the homeless student in the school in which enrollment is sought pending final resolution of the dispute, including all appeals. The student will receive all services for which they are eligible until all disputes and appeals are resolved.

Pursuant to State, District and Board of Education policies, the District will provide the parent, guardian or unaccompanied youth with a written explanation of all decisions regarding school selection and enrollment made by the school, District, or State, along with a written explanation of appeal rights.

The District's notice and written explanation about the reason for its decision will include, at a minimum, an explanation of how the school reached its decision regarding eligibility, school selection, or enrollment, including 1) a description of the proposed or refused action by the school, 2) an explanation of why the action is proposed or refused, 3) a description of other options the school considered and why those options were rejected, 4) a description of any other relevant factors to the school's decision and information related to the eligibility or best interest determination such as the facts, witnesses, and evidence relied upon and their sources, and 5) an appropriate timeline to ensure deadlines are not missed. The District must also include contact information for the Liaison and the State Coordinator, and a brief description of their roles. The District will also refer the parent, guardian or unaccompanied youth to the Liaison, who will carry out the dispute resolution process.

The District ensures that all decisions and notices are drafted in a language and format appropriate for low-literacy, limited vision readers, and individuals with disabilities. For children and youth and/or parents or guardians who are English learners or whose dominant language is not English, the District will provide translation and interpretation services in connection with all phases of the dispute resolution process pursuant to Federal laws. The District will also provide electronic notices via email if the parent, guardian or unaccompanied youth has access to email followed by a written notice provided in person or sent by mail.

### Homeless Children in Preschool

Homeless preschool-aged children and their families shall be provided equal access to the educational services for which they are eligible, including preschool programs, including Head Start programs, administered by the District. Additionally, the homeless child must remain in the public preschool of origin, unless a determination is made that it is not in the child's best interest. When making such a decision on the student's best interest, the District takes into account the same factors as it does for any student, regardless of age. It also considers pre-school age specific factors, such as 1) the child's attachment to preschool teachers and staff; 2) the impact of school climate on the child, including school safety; the quality and availability of services to meet the child's needs, including health, developmental, and social-emotional needs; and 3) travel time to and from school.

The District must also provide transportation services to the school of origin for a homeless child attending preschool. It is the District's responsibility to provide the child with transportation to the school of origin even if the homeless preschooler who is enrolled in a public preschool in the District moves to another district that does not provide widely available or universal preschool.

### Public Notice

In addition to notifying the parent or guardian of the homeless student or the unaccompanied youth of the applicable rights described above, the District shall post public notice of educational rights of children and youth experiencing homelessness in each school. In addition, the District shall post public notice of the McKinney-Vento rights in places that homeless populations frequent, such as shelters, soup kitchens, and libraries in a manner and form understandable to the parents and guardians and unaccompanied youths.

### Records

The local liaison will assist the homeless students and their parent(s) or guardian(s) or unaccompanied homeless students in their efforts to provide documentation to meet State and local requirements for entry into school.

All records for homeless students shall be maintained, subject to the protections of the Family Educational Rights and Privacy Act (FERPA) and Policy 8330, and in such a manner so that they are available in a timely fashion and can be transferred promptly to the appropriate parties, as required. Pursuant to the McKinney-Vento Act, information regarding a homeless student's living situation is not considered directory information and must be provided the same protections as other non-directory personally identifiable information (PII) contained in student education records under FERPA. The District shall incorporate practices to protect student privacy as described in AG 5111.01, AG 8330, and in accordance with the provisions of the Violence Against Women Act (VAWA) and the Family Violence Prevention and Services Act (FVPSA).

No Board policy, administrative procedure, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of homeless children.

Note:

<sup>1</sup> According to nonregulatory guidance from the U.S. Department of Education (ED), standards for adequate housing may vary by locality. Please see ED guidance for factors to consider when determining whether a child or youth is living in "substandard housing."

*Education for Homeless Children and Youth Programs, Non-Regulatory Guidance, U.S. Department of Education (ED), Title VII-B of the McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act, at A-3 (July 27, 2016).*

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Legal 42 U.S.C. 11431 et seq. (McKinney - Vento Homeless Act)

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Book	Policy Manual
Section	Policies For First Reading 2-22-17
Title	VOL. 26, NO. 1 New ESSA CHILDREN AND YOUTH IN FOSTER CARE
Number	po5111.03*
Status	First Reading
Last Revised	February 22, 2017

### 5111.03 - **CHILDREN AND YOUTH IN FOSTER CARE**

The Board of Education recognizes the importance of educational stability for children and youth in foster care. Further, the Board recognizes these children and youth as a vulnerable subgroup of students in need of safeguards and supports in order to facilitate a successful transition through elementary and secondary education and into college and/or careers. To that end, the District will collaborate with the Department of Public Instruction (DPI), other schools and school districts, and the appropriate child welfare agencies to provide educational stability for children and youth in foster care.

#### Definitions

Children who meet the Federal definition of "in foster care" will be provided a free appropriate public education (FAPE) in the same manner as all other students of the District. To that end, students in foster care will not be stigmatized or segregated on the basis of their status. The District shall establish safeguards that protect foster care students from discrimination on the basis of their foster care status or other of the recognized Protected Classes (Policy 2260). The District shall regularly review and revise its policies, including school discipline policies that may impact students in foster care.

Consistent with the Fostering Connections Act, "foster care" means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in:

- A. foster family homes;
- B. foster homes of relatives;
- C. group homes;
- D. emergency shelters;
- E. residential facilities;
- F. child care institutions; and
- G. preadoptive homes.

A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the State, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching of any payments that are made. (45 C.F.R. 1355.20 (a)).

#### School Stability

The District shall remove barriers to the enrollment and retention of children and youth in foster care in schools in the District. Foster care students shall be enrolled immediately, even if they do not have the necessary enrollment documentation such as immunization and health records, proof of residency or guardianship, birth certificate, school records, and other documentation.

The District shall meet the Title I requirements for educational stability for children and youth in foster care, including those awaiting foster care placement. The District shall identify which students are in foster care and shall collaborate with State and tribal child welfare agencies to provide educational stability for these children and youth. District staff will work closely with child welfare agency personnel to develop and implement processes and procedures that include these enrollment safeguards:

- A. a child/youth in foster care shall remain in his/her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest;
- B. if it is not in the child's best interest to stay in his/her school of origin, the child shall be immediately enrolled in the determined new school even if the child is unable to produce records normally required for enrollment; and
- C. the new (enrolling) school shall immediately contact the school of origin to obtain relevant academic and other records, including the student's Individualized Education Program (IEP) if applicable. (ESEA Section 1111(g)(1)(E)(i)-(iii)).

#### Best Interest Determination

In making the best interest determination, the District will follow the guidelines established by DPI and the State or tribal child welfare agencies. The District shall utilize the prescribed process in conjunction with local child welfare agencies in making best interest determinations. Once a determination is made the District shall provide the decision in writing to all relevant parties, in collaboration with the appropriate child welfare agency. When making decisions regarding educational placement of students with disabilities under IDEA and Section 504, the District shall provide all required special educational and related services and supports provided in the least restrictive placement where the child's unique needs, as described in the student's IEP or Section 504 plan, can be met.

#### Dispute Resolution Process

If there is a dispute regarding whether the educational placement of a child in foster care is in the best interest of that child, the dispute resolution process established by the SEA shall be used.

The District's representatives shall collaborate fully in this process, considering relevant information regarding academic programming and related service needs of the child, and advocating for what the District believes is in the best interest of the child.

To the extent feasible and appropriate, the child will remain in his/her school of origin while disputes are being resolved in order to minimize disruption and reduce the possible number of moves between schools. (ESEA Section 1111(g)(1)(E)(i)).

Since the child welfare agency holds ultimate legal responsibility for making the best interest determination for the foster child in their care, if the dispute cannot be resolved, the child welfare agency will make the final determination.

All notifications and reports regarding foster care placement, changes in school enrollment, transportation services, and changes in the child's living arrangements shall be provided to the affected parties, in writing, in accordance with the forms, procedures, and requirements of the SEA and the State or tribal child welfare agencies.

#### Local Point of Contact

The ~~Superintendent~~~~District Administrator~~ shall designate and make public a local point of contact who will perform the duties as assigned by the ~~Superintendent~~~~District Administrator~~. The point of contact shall serve as a liaison to coordinate with child protection agencies, lead the development of a process for making the best determination for a student, facilitate the transfer of records, and oversee the enrollment and regular school attendance of students in foster care.

#### Records

The District shall provide privacy protections for children and families and shall facilitate appropriate data-sharing pertaining to children in foster care between child welfare and educational agencies, in accordance with the Family Educational Rights and Privacy Act (FERPA) and Policy 8330 – Student Records.

#### Services to Children and Youth in Foster Care

Foster care children and their families shall be provided equal access to the educational services for which they are eligible comparable to other students in the District including:

- A. educational services for which the student in foster care meets eligibility criteria including services provided under Title I of the Elementary and Secondary Education Act or similar State and local programs, educational programs for children

with disabilities, and educational programs for students with limited English proficiency;

- B. preschool programs;
- C. programs in career and technical education;
- D. programs for gifted and talented students;
- E. school nutrition programs; and
- F. before - and after-school programs.

#### Transportation Services

The District shall provide transportation services for children in foster care consistent with the procedures developed by the District in collaboration with the State or local child welfare agency. These requirements apply whether or not the LEA already provides transportation for children who are not in foster care.

In order for a student in foster care to remain in his/her school of origin, when in his/her best interest, transportation services shall be provided, arranged, and funded for the duration of the child's placement in foster care. The District's transportation services will provide that:

- A. Children in foster care needing transportation to their schools of origin will promptly receive that transportation in a cost effective manner and in accordance with Section 475(4)(A) of the Social Security Act; and
- B. If there are additional costs incurred in providing transportation to the school of origin, the District shall provide such transportation if 1) the local child welfare agency agrees to reimburse the District for the cost of such transportation; 2) the District agrees to pay for the cost; or 3) the District and the local child welfare agency agree to share the cost. (ESEA 1112(c)(5)(B)).

#### Coordination of Service

Since foster care placements may occur across district, county, or State boundary lines, coordination among multiple agencies may be necessary. The District will work with appropriate State and local agencies to address such placement and transportation issues that arise. The District shall provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.

No Board policy, administrative procedure, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of children and youth in foster care.

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Legal                      45 C.F.R. 1355.20

Last Modified by Ellen Suckow on February 10, 2017



Book	Policy Manual
Section	Policies For First Reading 2-22-17
Title	SEARCH AND SEIZURE
Number	po5771*
Status	First Reading
Last Revised	February 1, 2017
Last Reviewed	February 1, 2017

### 5771 - **SEARCH AND SEIZURE**

The School Board has charged school authorities with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search school property such as lockers used by students or the person or property, including vehicles, of a student, in accordance with the following policy.

#### **School Property**

The Board acknowledges the need for in-school storage of student possessions and shall provide storage places, including desks and lockers, for that purpose. Desks and lockers are public property and school authorities may make reasonable regulations regarding their use. The District retains ownership and possessory control of student desks and lockers and the same may be searched at random by school personnel at any time. A showing of reasonable cause or suspicion is not a necessary precondition to a search under this paragraph. Students shall not have an expectation of privacy in lockers, desks, or other school property as to prevent examination by a school official. The Board directs the school principals to provide students with written notice of this policy at least annually and that routine inspections be done at least annually of all such storage places.

The Board directs that the searches may be conducted by the Superintendent, building principals, assistant principals, Police Liaison Officer, and others as assigned by the Superintendent.

#### **Student Person and Possessions**

The Board recognizes that the privacy of students or his/her belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable suspicion that the search will turn up evidence that the student has violated or is violating either a particular law or a particular rule of the school. Any search under this paragraph must be reasonable in scope and reasonable in the manner in which it is conducted. The extent of the search will be governed by the seriousness of the suspected infraction, the student's age and gender, the student's disciplinary history, and any other relevant circumstances or information. The Principal or other school official may arrange for a breath test for blood alcohol to be conducted on a student whenever s/he has individualized reasonable suspicion to believe the student has consumed or is under the influence of an alcoholic beverage while on school premises or while participating in a school-sponsored activity. If the result indicates a violation of school rules, as described in the student handbook, the disciplinary procedure described in the student handbook will be followed. If the student refuses to take the test, the Principal will inform the student that refusal to participate implies admission of guilt leading to disciplinary action consistent with the student handbook.

This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the Board.

In a situation in which a search of a student's person or possessions is appropriate, school administrators should first attempt to contact the school liaison officer to conduct the search under the administrator's direction. If the officer is not available, the administrator may proceed with the search, unless the information justifying the search suggests that the student is in possession of dangerous materials whereby the expertise of law enforcement is necessary. In such a case, the school official shall contact law enforcement and request their assistance.

Under no circumstances shall a school official ever conduct a strip search of a student.

### **Parking Permit Required**

Permission for a student to bring a vehicle on school property shall be conditioned upon written consent of the search of the vehicle and all containers inside the vehicle by a school administrator with reasonable suspicion to believe the search will produce evidence of a violation of a particular law, a school rule, or a condition that endangers the safety or health of the student driver or others. If an administrator determines a search is necessary, he or she should request consent to search the vehicle and all containers inside the vehicle. If consent is not given, a school administrator may proceed with the search. An administrator may contact the police liaison officer or law enforcement agency for assistance in conducting a search.

Except as provided below, a request for the search of a student or a student's possessions will be directed to the principal. S/He shall attempt to obtain the freely-offered, consent of the student to the inspection; however, provided there is reasonable suspicion pursuant to the above paragraphs, s/he may conduct the search without such consent. Whenever possible, a search will be conducted by an administrator and the police liaison officer in the presence of the student. A search prompted by the reasonable suspicion that health and safety are immediately threatened will be conducted with as much speed and dispatch as may be required to protect persons and property.

Search of a student's person or intimate personal belongings shall be conducted by a person of the student's gender, in the presence of another staff member of the same gender, and in a manner that is minimally intrusive to the student based on the reasonable suspicion justifying the search.

### **Use of Dogs**

The Board authorizes the use of specially-trained dogs to detect the presence of drugs and devices such as bombs on school property under the following conditions:

1. The presence of the dogs on school property is authorized in advance by the Superintendent, except in emergency situations, or is pursuant to a court order or warrant.
2. The dog must be handled by a law enforcement officer or certified organization specially trained to safely and competently work with the dog.
3. The dog is represented by the Sheriff or Chief of the law enforcement agency providing the service as capable of accurately detecting drugs and/or devices.

The principal shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; information received that established the need for the search and the name of informant, if any; the persons present when the search was conducted; any substances or objects found and the disposition made of them; and any subsequent action taken. The principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student.

The Superintendent may request the assistance of a law enforcement agency in implementing any aspect of this policy. Where law enforcement officers participate in a search on school property or at a school activity pursuant to a request from the Superintendent, the search shall be conducted by the law enforcement officers at the direction of a District official. Law enforcement searches conducted independent of any District official request or direction shall be conducted based on standard applicable to law enforcement.

Anything found in the course of a search pursuant to this policy which constitutes evidence of a violation of a particular law or school rule or which endangers the safety or health of any person shall be seized and properly cataloged for use as evidence if appropriate. Seized items shall be returned to the owner if the items may be lawfully possessed by the owner. Seized items that may not lawfully be possessed by the owner shall be turned over to law enforcement.

The Superintendent shall prepare administrative guidelines to implement this policy and shall provide students and staff with written notice of this policy and guidelines at least annually.

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Legal  
118.32, 118.325 Wis. Stats.  
948.50, Wis. Stats.  
Wisconsin Const. Art. 1 Section 11  
U.S. Constitution, 4th Amendment

Last Modified by Scott Westhoven on December 20, 2016

Last Modified by Ellen Suckow on February 3, 2017



Book	Policy Manual
Section	Policies For First Reading 2-22-17
Title	FAIR LABOR STANDARDS ACT (FLSA)
Number	po6700*
Status	First Reading
Adopted	May 25, 2016
Last Revised	February 16, 2017

### 6700 - FAIR LABOR STANDARDS ACT (FLSA)

It is the School Board's policy to comply with the provisions of State and Federal Law and their respective implementing regulations, relating to minimum wages and overtime. ~~\_, provided the terms of an applicable collective bargaining agreement do not provide for greater rights to its employees. To that end, the Board shall pay at least the minimum wage to all employees.~~ Further, the Board recognizes the safe and efficient operation of the District may occasionally require covered, non-exempt employees to work more than forty (40) hours during a given work week. Such employees shall be paid overtime compensation.

Work week is defined as the seven (7) day period of time beginning on Sunday at 12:00 a.m. and continuing to the following Saturday at 11:59 p.m. (or Monday at 12:00 a.m. and continuing to the following Sunday at 11:59 p.m.)

Covered, non-exempt employees who work (i.e., perform work on behalf of or for the benefit of the Board) more than forty (40) hours in a given work week will receive overtime compensation at the rate of one and one-half (1 1/2) times the employee's regular hourly rate of pay for all hours worked in excess of forty (40) in the work week.

The Superintendent or his/her designee shall determine the necessity and availability of overtime work.

Overtime may be authorized only by a supervisor and will be used primarily to address circumstances of an emergency or temporary nature. Non-exempt employees who work overtime without prior approval from the Superintendent or a supervisor may be subject to disciplinary action, up to and including termination.

~~Non-exempt employees who work overtime without prior approval from the Superintendent or a supervisor will be subject to disciplinary action, up to and including termination.~~

Exempt employees are individuals who are exempt from the State and Federal overtime provisions. Generally, individuals employed in a bona fide executive, administrative, administrative academic, or professional capacity, and certain computer employees are considered exempt. To qualify for the exemption, employees generally must meet certain tests regarding their job duties and be paid on salary basis. The salary requirement does not apply to teachers. Being paid on a "salary basis" means an employee regularly receives a predetermined amount of compensation each pay period on a weekly, or less frequent, basis. Additionally, the predetermined amount cannot be reduced because of variation in the quality or quantity of the employee's work. Subject to certain exceptions, an exempt employee must receive the full salary for any work week in which the employee performs any work, regardless of the number of days or hours worked.

The Board reserves the right to make deductions from the pay of otherwise exempt employees under the following circumstances:

- A. the employee is absent from work for one (1) or more full days for personal reasons other than sickness or disability
- B. the employee is absent from work for one (1) or more full days due to sickness or disability if the deduction is made in accordance with a bona fide plan, policy or practice of providing compensation for salary lost due to illness
- C. to offset amounts employees receive as jury or witness fees, or for military pay

D. for unpaid disciplinary suspensions of one (1) or more full days imposed in good faith for workplace conduct rule infractions

E. for penalties imposed in good faith for infractions of safety rules of major significance

The Board shall also not be required to pay the full salary in the initial or terminal week of employment, or for weeks in which an exempt employee takes unpaid leave under the Family & Medical Leave Act.

The Board recognizes that with limited legally permissible exceptions, no deductions should be taken from the salaries of exempt employees. If an exempt employee believes that an improper deduction has been made to his/her salary, the employee should immediately report this information to the Director of Human Resources.

Reports of improper deductions will be promptly investigated. If it is determined that an improper deduction has occurred, the employee will be promptly reimbursed for any improper deduction made, and the Board will make a good faith commitment to avoid any recurrence of the error.

The Superintendent ~~shall distribute~~ ~~is directed to prepare administrative guidelines to implement~~ this policy to all employees upon initial hire and on an annual basis.

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Legal                    29 U.S.C. 201 et seq.  
                              29 C.F.R. Part 541  
                              104.01, Wis. Stats.  
                              DWD 274.03, Wis. Admin. Code

Last Modified by Ellen Suckow on February 16, 2017



Book	Policy Manual
Section	Policies For First Reading 2-22-17
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Number	po8500*
Status	First Reading
Adopted	May 25, 2016
Last Revised	February 2, 2017

### 8500 - **FOOD SERVICES**

The School Board shall provide cafeteria facilities in all school ~~buildings~~facilities where space ~~and facilities~~ permits and will provide food service for the purchase and consumption of lunch for all students.

The Board may also provide a breakfast program in accordance with procedures established by the Department of Public Instruction.

~~The Supervisor of Food Services shall supervise the District's food service programs under the direction of the Assistant Superintendent, Business/Personnel Services.~~

~~The D.C. Everest Area School District shall participate in the National School Lunch Program (NSLP) and the USDA Foods Distribution Program and shall provide a school lunch program for all students enrolled in grades K-12~~

The food service program shall comply with Federal and State regulations pertaining to the selection, preparation, delivery, consumption, and disposal of food and beverages, as well as to the fiscal management of the program, and all Federal and state requirements pertaining to food service hiring and food service manager/operator licensure and certification. In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons.

Substitutions to the standard meal requirements shall be made, at no additional charge, for students who are certified by a state licensed health care professional~~medical practitioner as defined in WSS 118.29(1)~~ to have a special dietary need~~disability which restricts his/her diet~~, in accordance with the criteria set forth in applicable State and Federal requirements~~7 CFR 15b.3~~. To qualify for such substitutions the medical certification must identify the food(s) to be omitted from the student's diet, and the food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula).~~+~~

~~the student's disability and the major life activity affected by the disability;~~

~~an explanation of why the disability affects the student's diet; and~~

~~the food(s) to be omitted from the student's diet, and the food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula).~~

~~The price of school breakfast, lunch, and milk shall be established by the Board on the recommendation of the Supervisor of Food Services and shall be based upon the anticipated meal costs, State and Federal reimbursements and Federal meal pricing guidelines.~~

~~The District shall make one half (1/2) pints of milk available daily to all students who wish to pay for such milk.~~

~~In addition to the regular reimburseable lunch provided to all students, ala carte items may be available at the Middle School, Junior High, and Senior High. A breakfast program and after school snack program will be available in schools where it is deemed to be appropriate.~~

~~It is the parent's responsibility to maintain a monetary balance in the student lunch account sufficient to cover the cost of breakfast, snack milk, school lunch, or cold lunch milk. Payment can be made in the school office by cash or check or~~

~~online with credit card or check debit. If the monetary balance in the student lunch account is insufficient, the School District will comply with USDA requirements before denying a student a meal.~~

~~D.C. Everest Middle School shall be the central production kitchen.~~

~~All school kitchens shall maintain the required sanitary stands as established by the Marathon County Health Department. In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. The District will comply with food holds and recalls in accordance with USDA regulation. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons.~~

~~All revenues collected from breakfast, lunch, ala carte, milk program, and food service vending sales commissions shall be deposited in the District's food services fund.~~

~~The program will be operated, as nearly as possible, on a break even basis with the exception that the full cost of necessary equipment may not be totally covered in one (1) year.~~

~~Food, supplies, and equipment will be purchased as needed in accordance with State and Federal law and District policy. The Supervisor of Food Services will determine the items and quantities to be purchased. The food service program may participate in the "Farm to School Program" using locally grown food in school meals and snacks.~~

~~The school breakfast and lunch menus will be planned to follow the nutrition guidelines established by the National School Lunch Program. Menus will be planned considering student acceptance, USDA foods utilization, and availability of equipment. Student and staff input may be sought when evaluating new food products.~~

~~No foods or beverages, other than those associated with the District's food service program, are to be sold during food service hours. Foods and beverages unassociated with the food service program may be vended in accordance with Board Policy 8540.~~

Lunches sold by the school may be purchased by students and staff members and community residents in accordance with the rules of the District's school lunch program.

The operation and supervision of the food service program shall be the responsibility of the Supervisor of Food Services and the Assistant Superintendent, Business/Personnel Services. Food services shall be operated on a self-supporting basis with revenue from students, staff, Federal and State reimbursement, and USDA food allotments. The Board shall assist the program by furnishing available space, initial major equipment, and utensils. Maintenance and replacement of equipment is the responsibility of the program.

A periodic review of the food service accounts shall be made by the Assistant Superintendent, Business/Personnel Services. Any surplus funds from the National School Lunch Program shall be used to reduce the cost of the service to students or to purchase cafeteria equipment. Surplus funds from a-la-carte foods purchased using funds from the nonprofit food service account must accrue to the nonprofit food service account.

The food service program may participate in the "Farm to School Program" using locally grown food in school meals and snacks.

No foods or beverages, other than those associated with the District's food service program, are to be sold during food service hours. The District's food service program shall serve only food items and beverages determined by the Food Service Department to be in compliance with the current USDA Nutrition Standards for the National School Lunch and School Breakfast Programs. Any competitive food items and beverages that are available for sale to students ala carte in the dining area between midnight and thirty (30) minutes following the end of the last lunch period shall also comply with the current USDA Nutrition Standards for the National School Lunch and School Breakfast Programs and the USDA Smart Snacks in School nutrition guidelines. Foods and beverages unassociated with the food service program may be vended in accordance with Board Policy 8540.

#### USDA Nondiscrimination Statement

The following statement applies to all programs administered by the District that are funded in whole or in part by the U.S. Department of Agriculture (USDA):

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employee, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities, who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing, or have speech disabilities may contact USDA through the Federal relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1) mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
14000 Independence Avenue, SW  
Washington, D.C. 20250-9410;

2) fax: (202) 690-7442; or

3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

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Legal                    15.137, 93.49, 115.34-115.345, 120.10(16), 120.13(10), Wis. Stats.  
                              7 C.F.R. 210, 215, 220, 240  
                              42 U.S.C. 1760 Chapter 13

Last Modified by Ellen Suckow on February 7, 2017



Book	Policy Manual
Section	Policies For First Reading 2-22-17
Title	FREE AND REDUCED-PRICE MEALS
Number	po8531*
Status	First Reading
Adopted	May 25, 2016

### 8531 - FREE AND REDUCED-PRICE MEALS

The School Board recognizes the importance of good nutrition to each student's educational performance.

The Board shall provide eligible children with breakfast and lunch at a reduced rate or at no charge to the student.

Children, eligible for free or reduced-price meals, shall be determined by the criteria established by the Child Nutrition Program. These criteria are issued annually by the Federal government through the [Wisconsin State](#) Department of [Public Instruction Education](#).

The Board designates the Supervisor of Food Services to determine in accordance with Board standards, the eligibility of students for free and/or reduced-price meals.

The schools shall annually notify all families of the availability, eligibility requirements, and/or application procedure for free and reduced-price meals by distributing an application to the family of each student enrolled in the school and shall seek out and apply for such Federal, State, and local funds as may be applied to the District's program of free and reduced-price meals.

#### USDA Nondiscrimination Statement

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1. Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights 1400  
Independence Avenue, SW  
Washington, D.C. 20250-9410;

2. [Fax: \(202\) 690-7442; or](tel:(202)690-7442)

3. [E-mail: program.intake@usda.gov.](mailto:program.intake@usda.gov)

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[Legal](#)

[115.34-115.345, 120.10\(16\), 120.13\(10\), Wis. Stats.](#)  
[P.I. 42, Wis. Adm. Code](#)  
[42 U.S.C. 1771 et seq.](#)

Legal	115.34-115.345, 120.10(16), 120.13(10), Wis. Stats.
	P.I. 42, Wis. Adm. Code
	42 U.S.C. 1771 et seq.

Last Modified by Ellen Suckow on February 3, 2017

Dear D.C.E. School Board + Admin Staff,  
I want to let you know how grateful  
I am for your support and prayers  
during my recent illness. I also  
appreciate the plant. My wife Jane  
and I will be forever grateful for  
all support we had.

SO VERY MUCH

Craig + Jane

1 I am doing well in my recovery  
and have so many people  
watching out for me and reminding  
me to take it easy. I am so  
blessed to have begun my career as  
a teacher in this great district and  
so happy to finish as an administrator  
in a place that cares so much  
for the employees and thanks for everything  
puts kids first  
Craig

Dear D.C Everest Family,

Thank you for the  
beautiful plant arrangement  
In memory of my brother.

It was comforting to  
find the plants waiting  
for me at my desk after  
a long week of funeral  
details. I appreciate  
your caring thoughts  
at this difficult time.

Hope you know  
how much  
your thoughtfulness  
is appreciated.

Paul  
Lawrence

# Confidential

Regular School Board Meeting  
Closed Session  
Wednesday, January 25, 2017  
DCE Administration Building  
6300 Alderson St., Weston, WI 54476



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## - MINUTES -

**1. Adjournment to Closed Session Following the Open Meeting Pursuant to W.S.S. 19.85(1)(c) for Consideration of Early Retirement for a Teacher and the Superintendent's Yearly Review**

Motion by Schaefer, second by Xiong to adjourn to closed session. With a roll call vote Ackermann – yes, Dickerson – yes, Xiong – yes, Kasten – yes, Schaefer – yes, Stroik – yes, Jablonski – yes. Motion carried. Adjourned to closed session at 7:16 p.m.

2. Superintendent Gilmore updated the Board on the request of a teacher for early retirement. Motion by Schaefer, second by Ackermann. With a voice vote, Ackermann – yes, Dickerson – yes, Xiong – yes, Kasten – yes, Schaefer – yes, Stroik – yes, Jablonski – yes. Approved retirement.

3. The board conducted the annual review of the superintendent.

**4. Reconvene in Open Session**

Motion by Schaefer, second by Xiong, to reconvene to reconvene to open session at 8:10 p.m. With a voice vote Ackermann, Dickerson, Kasten, Schaefer, Xiong, Jablonski, and Stroik all yes. all yes. Motion carried.

Respectfully submitted,

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Rita A. Kasten, Clerk

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Ellen Suckow, Secretary to the Board

PLEASE NOTE: These minutes are not the official minutes of the School Board until they are approved at the February 22, 2017, meeting of the school board.