

**WAUNAKEE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION REGULAR MEETING**

Monday, December 13, 2021

6:00 PM

Waunakee Community School District
905 Bethel Circle
Waunakee, WI 53597

Members of the public may attend Board of Education meetings in-person. Members of the public who choose to access the meeting via live stream video may do so at: <https://www.waunakee.k12.wi.us/district/Agendas.cfm>

Public comments will be limited to 3 minutes. The Board will allow 30 minutes for public comments.

Public comments may be sent to Rebecca McDonough at district_administrator@waunakee.k12.wi.us up to one hour before the start of the Board meeting. All comments will be reviewed by the Board members. Emailed comments will be reviewed by the board but not read out loud. Emailed comments sent during any part of the board meeting (Board Development, Closed session, Open session) will be forwarded to the board but may not be reviewed by the board until after the board adjourns. Comments must include the commentator's name, address, and must identify their connection to the District (if any) and any group they are representing in order to be considered by the Board.

If you would like to address the Board in-person during the public comments section of the meeting, you will be asked to check in with District personnel when you arrive so that you can be recognized and address the Board when your name is called.

A recording of the meeting will be posted on the District webpage within 24 hours of the meeting time.

A quorum of the Board may be present.

AGENDA

I. CALL TO ORDER

II. ROLL CALL

III. CLOSED SESSION - ADJOURN TO CLOSED SESSION PER WISCONSIN STATUTES 19.85 (1) (c) (f) and (g)

- A. Review Minutes of November 08, 2021 Meeting
- B. Review Individual Administrator, Teacher Contract Recommendations, Resignations and Retirements
- C. Review Individual Co-Curricular Contract Recommendations
- D. Review Individual Support Staff/Custodial Staff Recommendations, Resignations, and Retirements
- E. Review and Take Action on Student Discipline/Expulsion Recommendations
- F. Review a Draft Memorandum of Understanding between the Village of Waunakee and the School District Regarding the Reversionary Language in the Deed for the Previous Library Site at 710 South Street.

IV. RETURN TO OPEN SESSION

V. BOARD DEVELOPMENT WORKSHOP

The Board does not have a specific topic for Board Development for 12-13-21. A future topic for discussion is to have a speaker present to the Board on Title IX regulations and considerations.

VI. APPROVAL OF MINUTES

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Review and consider the open meeting minutes for the 11/08/21.

VII. APPROVAL OF AGENDA AND ADDITIONS

A motion will be necessary to approve the agenda as presented (or) with changes as recommended.

VIII. PUBLIC LISTENING SESSION

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Individuals may use this time to comment on any school district related items. A copy of Board Policy 187 -- Public Participation at Board Meetings is enclosed for your reference. Individuals making a public comment should include their name, address and relationship with the school district. Each individual will be allowed 3 minutes to comment. The Board will allow 30 minutes for public comments.

IX. TEACHING STAFF, STUDENT,

& BOARD REPORTS/RECOMMENDATIONS/ACTION ITEMS

A. Student Report

Marissa Loether and Isabelle Hahn will give the students report.

B. Teacher Update

Members of the WTA will give a teaching update

C. Board Reports/Action Items

1. Board Reports on Educational Related Events, Meetings, or Trainings Attended by Individual Board Members

This section is reserved for any comments from members of the board on meetings they attended or other informational items.

2. Board of Education Community Engagement Meetings.

The School Board has set Community Engagement as a high priority this year with an interest in informing and receiving feedback on key topics. At the August 9, 2021 regular board meeting, the board approved scheduling two of these meetings on 9/27/21 (DEI) and 11/29/21 (Student Achievement).

Dates to consider for the rest of the 2021-22 school year are:

January 31, 2022

March 28, 2022

Topics to consider are:

Social Emotional Learning

Referendum - Facilities & Operations

Students with Disabilities - 504 and Special Education - (IDEA)

English Language Learners and Bilingual Programing

Academic and Career Planning
 Career and Technical Education
 School Safety
 Other

X. REVIEW CURRENT COVID-19 DASHBOARD DATA, PROTOCOLS, AND PUBLIC HEALTH ORDERS 21

The administration will present to the Board the most recent data regarding Covid in our community/school district. We will bring this data to the meeting on Monday so the most current data is presented to the Board and community.

Attached please find the current Order from Public Health Madison and Dane County that is in place until January 3, 2021.

In the absence of an Order from PHMDC, the School Board decision from November is still in place. That decision, absent from an Order from PHMDC, allows for masks to be optional in all school facilities beginning on January 3rd for all grade levels.

The administration will seek clarification on the Board's decision as it relates to 4K as there have been some questions that have arisen from the private 4K sites who are part of our program.

XI. COMMITTEE REPORTS/RECOMMENDATIONS/ACTION ITEMS

- A. Human Resource Committee
 - 1. Review Minutes from 11/15/21 Meeting 28
- B. Board Sub Committee on Diversity, Equity, and Inclusion
 - 1. Review Minutes from 11/15/21 & 12/9/21 Meeting. 30
- C. Curriculum Committee
 - 1. Review the minutes from the 11/18/21 meeting. 33
 - 2. Consideration of New Course Proposal 35

Attached please find a new course proposal for Philharmonic Orchestra. Tim Schell explained that there is incremental staffing associated with this course, so the administrative recommendation is to approve but to defer implementation until resources for staffing are available, likely in a year. The Committee is recommending this course to the full board on a 3-0 vote.
 - 3. Consideration of Student Reporting Tool 42

Attached please find a copy of the Reporting Tool for Non-Emergency Incidents. Tim Schell shared with the Committee that this tool has been through cycles of feedback from the advisory committee, the 7-12 admin team, and the K-6 admin team, and is ready for first phase implementation. This tool is in addition to the practices we already have in place. Once we start using this tool, we will review it within 3-6 months to determine if there is anything that needs to be changed. The

Committee is recommending the Reporting Tool to the full Board for consideration on a 3-0 vote.

4. District and School Accountability Report Cards 47

The state accountability report cards for our district and schools were released from embargo by DPI and are attached for your review. There are changes in how the report cards are calculated and presented this year. Tim Schell will review our overall performance with the Board at the meeting.

This is an information item only.

D. Co-Curricular Committee

1. Minutes from the 11/30/21 Co-Curricular Committee Meeting. 163

2. Consider Changes/Additions to the Co-Curricular Offerings

a. Consider a Proposal to Reorganize the Drama Program at the High School 166

Attached please find a memo from Aaron May that outlines the recommendations he made to the Co-Curricular Committee.

On page 1 of that document you will see a reference to the Drama Reorganization Proposal for consideration for the 2022-2023 school year.

This proposal was presented and reviewed by the Committee and is being forwarded to the full Board for consideration on a 3-0 vote.

b. Consider Moving Mountain Bike Club from a Category C to a Category A Activity 172

Attached please find a memo from Aaron May that outlines the recommendations he made to the Co-Curricular Committee. In addition, please find a memo from the Mountain Bike Club Coaches -- Em Meier and John Cramer.

On page 2 of that document you will see a reference to the Mountain Bike Club Move from Category C to Category A for consideration for the 2022-2023 school year.

This proposal was presented and reviewed by the Committee and is being forwarded to the full Board for consideration on a 3-0 vote.

The Committee is also requesting that the Policy Committee consider changing Policy 370 Rule 4 to ensure that all Category A programs have a paid coach and are not subject to a 3-year waiting period. This policy item is on the agenda for Monday night, too, under the Policy Committee.

The Co-Curricular Code is attached for your reference regarding the Category A, B, and C activities. These categories are described on page 4.

c. Consider Adding Paid Coach for Middle School Cheer and Dance Teams 208

Attached please find a memo from Aaron May that outlines the recommendations he made to the Co-Curricular Committee.

On page 2 of that document you will see a reference to the MS Cheer and MS Dance Paid Position for consideration for the 2022-2023 school year.

This proposal was presented and reviewed by the Committee and is being forwarded to the full Board for consideration on a 3-0 vote.

d. Consider Adding Winter High School Cheer at the High School 214

Attached please find a memo from Aaron May that outlines the recommendations he made to the Co-Curricular Committee.

On page 3 of that document you will see a reference to Winter Cheer for consideration for the 2022-2023 school year.

This proposal was presented and reviewed by the Committee and is being forwarded to the full Board for consideration on a 3-0 vote.

e. Consider Adding Live Stream Coordinator Position 220

Attached please find a memo from Aaron May that outlines the recommendations he made to the Co-Curricular Committee.

On page 3 of that document you will see a reference to the Livestream Coordinator for consideration for the 2022-2023 school year.

Compensation for this position can be allocated to Fund 80 -- Community Service.

This proposal was presented and reviewed by the Committee and is being forwarded to the full Board for consideration on a 3-0 vote.

3. Consider Changes to Policy 370 Rule #2 -- Co-Curricular Program Eligibility 226

Attached please find a memo from Aaron May that outlines the recommendations he made to the Co-Curricular Committee.

On page 5 of that document you will see a reference to Recommended Change to

Policy 370.2 for consideration.

Also, attached please find the revised policy with a strike-out of the language referring to Middle School Eligibility and Club Sports.

This proposal was presented and reviewed by the Committee and is being forwarded to the full Board for consideration on a vote of 2-Y and 1-Abstain.

4. Review and Consider the District's Official Response to a Proposed WIAA Realignment Proposal 235

Attached please find a memo from Aaron May that outlines the recommendations he made to the Co-Curricular Committee.

On page 5-6 of that document you will see a reference to the WIAA Conference Realignment Process and Proposal .

Administratively, we are opposed to this conference realignment proposal that was brought forward by Monroe and we have articulated that to the WIAA. With subsequent meetings coming forward in the coming weeks on this matter, we are asking our Board to also endorse our opposition. Our written statement is attached for your reference.

E. Policy Committee

1. Review minutes from the 12/06/21 Policy Committee meeting. 242

2. Consider Modification to Policy 370 Rule #4 -- Co-Curricular Reduction/Additions 244

Attached please find revisions to Policy 370 Rule #4 regarding Co-Curricular Reductions and Revisions.

The Co-Curricular Committee met on November 30th and per their review of co-curricular programs, such as Mountain Bike Club, which is asking to move from a Category C to a Category A Co-Curricular Program, the committee thought that any Category A program (program that competes) should have a paid advisor/coach. The change to this policy is highlighted in yellow as part of the application form of the attached document.

The Policy Committee reviewed this policy and is recommending the proposed changes to the Board for consideration.

3. Consider Modifications to Policy 187 -- Public Comment Periods During Board Meetings 247

The Policy Committee reviewed Policy 187 regarding public comments at board meetings. The committee expressed their support for hearing from the public on issues related to the school district, and in their review of the policy, asked the administration to add language with regard to electronic submissions of public comments for meetings. On page 2 of the policy you will find a highlighted section that is draft language we are proposing to the Board for review, feedback, and consideration.

F. Facility Committee Meeting

1. Review minutes from the 12/06/21 Facility Committee Meeting. 250

2. Consideration of Modification to 2021-2022 Capital Projects 252

Attached please find the most recent report on the Capital Projects that were approved by the School Board for the 2021-22 school year. Projects that are completed are shaded at the top of the spreadsheet. Administration is recommending delaying the Prairie Playground Project and replacing it with a High School Electrical Infrastructure Project. The Facility Committee is recommending approval of this project on a 3-0 motion.

G. Budget Committee

1. Review Minutes from 12/06/21 Meeting 254

XII. ADMINISTRATIVE REPORTS/RECOMMENDATIONS/ACTION ITEMS

A. Administrative Reports/Action Items

1. Review/Consider a Draft Memorandum of Understanding between the Village of Waunakee and the School District Regarding the Reversionary Language in the Deed for the Previous Library Site at 710 South Street.

2. Review Parent Survey Results Regarding the Format for Parent-Teacher Conferences 256

As an informational item, attached please find the parent and staff surveys related to the format for conducting parent-teacher conferences. This fall we provided conferences via Zoom with an option for parents to meet with their teacher/s face-to-face if they choose. We conducted a survey after conferences to get parent and staff perspectives on how to conduct conferences in the future.

The surveys provided good feedback on how we can improve for the future, too.

3. Cap City Cougars Girls Hockey Coop Approval 284

Attached please find the agreement that came in this week regarding our participation in the Girl's Hockey Coop. The administration is seeking the Board's continued support of this coop for our girls hockey program.

4. Announcements/Correspondence

XIII. CONSENT AGENDA

A. Approval of Checks

Attached in the "extras" section of BoardBook, please find a list of the accounts payable

payments issued during the month of November 2021.

B. Finance

1. Monthly Finance Reports 286

Attached you will find the 2021-22 Budget Status report as of November 30th, 2021, and the Cash Reconciliation report for October 2021.

Also attached please find the Dean/SSM wellness clinic report for October and a district financial report for the Wellness Clinic for your review. This report tracks expenditures over time, beginning with the first month of the clinic.

Please contact Steve Summers at stevesummers@waunakee.k12.wi.us if you have questions on any of these reports.

2. District Census Report 313

The purpose of this agenda item is to review the district census report. The 2021-22 district census process has been completed. The census was completed by utilizing existing student data from the Infinite Campus database, and an online data collection process. The information from the online data collection process is then entered into the student records database by attendance area to create a census report by elementary building. Please see the attachment that includes the census numbers by attendance area and changes in census numbers between years. The following are some observations about the information that is attached:

1. The census report indicates 4 sections of kindergarten at Arboretum, and 5 sections at Prairie (with directing most 4K open enrollment students to Prairie) and 5/6 sections at Heritage
2. The elementary attendance boundaries are holding to capacity in each attendance area, with Heritage having the highest number of K resident students.
3. We will need to monitor the 22-23 4K open enrollment students as the families determine what school district the students will attend for kindergarten. A potential 6th kindergarten section could become necessary at Heritage for 22-23.

Please contact Steve Summers if you have any questions on the attached information. You can email at stevesummers@waunakee.k12.wi.us. Thanks.

C. Safety Drill Logs 314

Attached please find the Safety Drill Logs that are required to be shared with the Board.

D. Gifts and Field Trips

1. Gifts 317

Innovation Center Donation =\$5000

Native American Flags.

Various Donations to Student Financial Assistant fund = \$4050.00

Student Free & Reduced Lunch account = \$1200.

2. Field Trips

E. Approve Individual Teacher, Co-curricular, Support Staff & Custodial Recommendations, Resignations, Leaves & Retirements

XIV. **BOARD BUSINESS**

A. Conventions/Workshops

Please make sure you have notified Rebecca by the end of the 12/13/21 meeting if you plan to attend the convention and if there are any special pre conference workshops or meals you wish to attend. You may find this information on this link, <https://wasb.org/meeting-and-events/convention/>

You may complete this registration and hand it in to Rebecca as well https://wasb.org/wp-content/uploads/2021/10/Registration_form.pdf

Thank you.

B. Legislative Update

XV. **FUTURE AGENDAS AND MEETINGS**

A. Agenda Items for Next Meeting

B. Special Meeting -

C. Budget Committee

D. Co-Curricular Committee

E. Curriculum Committee

F. Facility Committee

G. Goals Committee -

H. Human Resources Committee

I. Policy Committee

XVI. **RETURN TO CLOSED SESSION** - (if necessary) to complete agenda as listed under agenda item III

XVII. **RETURN TO OPEN SESSION**

XVIII. **ACTION AS APPROPRIATE, ON ITEMS DISCUSSED IN CLOSED SESSION**

XIX. **ADJOURN**

“Any person who has a qualifying disability as defined by the Americans with Disabilities Act who requires assistance with access or materials should contact the Waunakee Community School District Office at 849-2000, 905 Bethel Circle Drive Waunakee, WI 53597, at least twenty-four hours prior to the commencement of the meeting so that necessary arrangements can be made to accommodate the request.”

Minutes of Regular Meeting

The Board of Education Waunakee Community School District

A Regular Meeting of the Board of Education of Waunakee Community School District was held Monday, November 8, 2021, beginning at 6:00 PM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

President Ensign called the meeting to order. A motion was made by Engebretson, second by Hoefler, to adjourn to closed session pursuant to Wisconsin Statutes 19.85 (1)(c) and (f) to review individual teacher contract recommendations, resignations and retirements, review individual co-curricular contract recommendations, review individual support staff/custodial staff recommendations, resignations, and retirements, and review student requests. Motion carried 7-0 on a roll call vote. Time 6:00PM

II. ROLL CALL

Boetcher- Yes, Engebretson – Yes, Ensign- Yes, Frey - Yes Heinemann – Yes , Hetzel- Yes, Hoefler- Yes

Also Present: Randy Guttenberg, Steve Summers, Brian Grabarski, Tiffany Loken, Sheila Weihert

III. CLOSED SESSION - ADJOURN TO CLOSED SESSION PER WISCONSIN STATUTES 19.85 (1) (c), (e),(f) and (g)

- A. Review Closed Session Minutes for 10/11/21 regular meeting
- B. Review Individual Teacher Contract Recommendations, Resignations and Retirements
- C. Review Individual Co-Curricular Contract Recommendations
- D. Review Individual Support Staff/Custodial Staff Recommendations, Resignations and Retirements
- E. Review and Take Action on Student Discipline/Expulsion Recommendations
A motion was made by Hetzel, second by Engebretson to accept the Hearing Officer's Decision as presented. Motion Carried 5-2.
- F. Review a Draft Memorandum of Understanding between the Village of Waunakee and the School District Regarding the Reversionary Language in the Deed for the Previous Library Site at 710 South Street.
- G. Discuss with the School Board, Matters Involving Individual Student Behaviors and District Response

IV. RETURN TO OPEN SESSION

A motion was made by Hoefler, second by Heinemann, to adjourn closed session, reconvene in open session. Motion Carried 7-0 Time: 7:07PM. Motion Carried 7-0. Board Reconvened in open session at 7:12PM

V. BOARD DEVELOPMENT WORKSHOP

There was no time for board development at this meeting.

VI. APPROVAL OF MINUTES

A motion was made by Hoefler, second by Hetzel to approve the minutes as posted Motion Carried 7-0.

- A. Review Open Session Minutes for 10/11/21 regular meeting and 10/25/21 Special meetings.
- B. Review Updated May 10, 2021 Regular Meeting Minutes

VII. APPROVAL OF AGENDA AND ADDITIONS

Ensign requested changes to the agenda as follows:

- Move the student’s report (IX A) before public comments (VII)
- Continue with the Public Comments and the Teacher’s Report. (IX B)
- The Board report and action items (IX C) will come after the COVID Update (X) and the Committee’s Reports. (XI) Remove the MOU with the Village since it is not ready for this month.

A motion was made by Hoefler, second by Hetzel to approve the agenda as posted with the changes mentioned Motion Carried 7-0.

VIII. PUBLIC COMMENTS

Public Comments sent via email are posted in the Extras area of the agenda for this meeting. All emailed public comments have been shared and reviewed by the full board.

Public Comments sent via email are from:

- Deena Cortright (2)
- Meredith Glueck
- Laura Haak (2)
- Kyle Henderson
- Peggy Hill-Breunig (2)
- AnnMarie Malich
- Jennifer Tasker
- Mary Ann Heimbecker
- Philip Keegan
- Brian Malich

Public Comments in person were made by:

- Tiffany Bernhardt Schultz – In opposition to masking and information on contact tracing
- Katie Dotzler – Regarding the Agenda – Curriculum
- Greg Gentz – In opposition of WPEN membership
- Laura Haak – Regarding partnerships, mask mandates, vaccine clinics onsite
- Robert McPherson – In Favor of DEI & Ho-Chunk Recognition
- Jon Nitti – In opposition of DEI & Masks
- Erik Pearce – In opposition of partnerships/divisive

IX. TEACHING STAFF, STUDENT, & BOARD REPORTS/RECOMMENDATIONS/ACTION ITEMS

- A. Student Report ***the student report was given before the public comments****
Marrissa Loether updated the board on the football playoffs, the swim team events that went to state, fundraising within the school body, and being thankful for fall break.

B. Teacher's Update

Ann Marie Paradisin and Julie Petersen gave an update from the WTA. They thanked the district for arranging for the COVID Vaccine booster clinic and for the upcoming clinics for the 5-11 year olds. Thank you to the board for the listening sessions. Thank you to the board for continuing to move forward with the DEI committee/recommendations. Please keep in touch with the past DEI committee. Please keep the communication between the BOE and the Teaching staff. They are concerned about the shortage of Special Education Staff. Thank you to the board for working with the school and community.

C. Board Reports/Action Items ****This item came after item XI****

1. Board Reports on Educational Related Events, Meetings, or Trainings Attended by Individual Board Members

Heinemann and several WCSD staff toured the UW Makerspace and discussed a potential partnership with them for our students. Heinemann also gave a brief review of the recent TID meeting. Ensign attended the One Community Bank tailgate where donations were made and matched to go to the Student Financial Assistance fund.

2. Spring Board Election

a. Notice of School Board Election

The Notice of the April 2022 School Board Election was reviewed. Dave Boetcher(Village of Waunakee) , Judy Engebretson(Town of Dane/Springfield), and Jack Heinemann (Village of Waunakee) seats are on the ballot this spring.

b. Notification of Non-Candidacy

The Notification of Non-Candidacy should an incumbent choose not to run for reelection this spring. The deadline for an incumbent to file the non-candidacy form is December 24, 2021 at 5:00 p.m.

3. Discuss Board Policy Matters Related to Public Comment Periods During Board/Committee Meetings.

The board discussed the policies related to public comments and what they have been doing over the last 18 months and any changes they feel should be made. The board asked the Policy committee to review if comments should be limited to posted agenda items only or any comments.

After much discussion a motion was made by Heinemann, second by Hoefer to follow what policy dictates and allow 30 minutes for public comments at any meeting. Motion Carried 5-2

4. Review, Provide Feedback, and Consider a Draft Agenda for the November 29, 2021 Community Engagement Meeting on Student Achievement

Guttenberg presented a draft agenda for the next Community Engagement Meeting: Student Achievement. The board was in agreement with how this was laid out.

5. Follow Up on Presentation Regarding the Wisconsin Public Education Network

The board discussed the potential membership in the Wisconsin Public Education Network. After much discussion a motion was made by Heinemann, second by Frey, to not join WPEN. Motion carried 6-1.

6. Consider Recognition of Native American History Month

Boetcher, second by Hoefler, made the following motion

In recognition of American Indian Heritage Month, of the land that our schools and District are sited on, of the commitment of the State of WI to American Indian History teaching in our schools, and of the contributions of our American Indian students and staff; the Ho Chunk Nation flag will be flown at all Waunakee Community School District Buildings for the month of November each year. The board discussed that there needs to be a process or policy when considering these requests.

After some discussion the board asked that the policy committee look into this so they have a policy or practice when considering these requests.

Motion carried Y=5 – N=2

X. REVIEW CURRENT COVID-19 DASHBOARD DATA, PROTOCOLS, AND PUBLIC HEALTH ORDERS** This item came before IXC******

Guttenberg presented and answered questions regarding the current COVID dashboard data information.

Order #4 from Public Health Madison and Dane County that extends the masking mandate through November 27th was also reviewed. PHMDC has communicated they will not issue another Order.

The board decision on masking from the August 9, 2021 meeting was also reviewed.

There was board discussion regarding masking in the WCSD.

A motion was made by Heinemann, second by Engebretson, that once PHMDC mandate is lifted mask should be optional for grades 7-12. 4K-6 grade should have masks required until January 1, 2022 and after that date become mask optional.

Hetzel made an admendment, second by Frey, that masks should be optional for 4K – 12 starting 11/27/21, as long as PHMDC doesn't extend the current order.

Boetcher, second by Hoefter, motioned to table both the motion and admendment until after a meeting by the Medical Advisory Committee.

Motion to table failed by a roll call vote 3=Y – 4=N

Roll Call:

Boetcher- Yes, Engebretson – Yes, Ensign- No Frey – No, Heinemann – No, Hetzel- No, Hoefler- Yes

The admendment of K-12 mask optional failed on a roll call vote 3=Y-4=N.

Roll Call:

Boetcher- No, Engebretson – Yes, Ensign- No, Frey – Yes, Heinemann – No, Hetzel- Yes, Hoefler- No.

The original motion for 7-12 Mask option on 11/27/21 and 4K-6 Mask required until 1/1/22

then mask optional carried on a roll call vote 5=Y-1=N-1=A

Roll Call:

Boetcher- No, Engebretson – Yes, Ensign- Yes, Frey – abstain, Heinemann – Yes, Hetzel- Yes, Hofer- Yes.

Guttenberg asked the board for clarification regarding some specific cases

Bussing/transportation is under a Federal Mask mandate. Bus riders will have to wear masks on the bus until that is lifted.

Staff need to follow the same protocol as students when with the students. When staff are with 7-12 students masks are optional, when staff are with 4K-6 students masks are required until 1/1/22. If 4K-6 staff are meeting without students, they may be mask optional.

The board had discussion regarding music and performing arts.

Hofer made a motion to retain masks in the performing arts and music classes until January 1, 2022. This motion died.

Tim Schell and Molly Petroff were available to answer questions regarding these classes.

A motion was made by Hofer, second by Hetzel, that vocal music classes should remain masked during practices and performances until January 1, 2022. Motion carried 6=Y-1=N.

There was discussion regarding building usage after school hours and outside events using the buildings. The board discussed that masking should be in align with the policy depending on the grade level of the event. They discussed that anything taking place during the school day would need to follow the masking policy for that building during the school day. The board did agree that this would have to be considered on an individual basis by the administration.

XI. COMMITTEE REPORTS/RECOMMENDATIONS/ACTION ITEMS

A. Curriculum Committee

1. The October 14, 2021 and 11/4/21 Meeting Minutes were reviewed.

2. New Course Proposals at the High School

Schell explained and answered questions regarding the new course proposals.

After discussion, including the budget plan/ impact of these courses, a motion was made by Hofer, second by Frey, to approve the new course proposals as presented. Motion carried 6=Y-1=N.

3. Initial Report on Student Results for AP, ACT, Aspire, and Forward Tests

Schell gave an overview presentation on student achievement. The November 18 Curriculum meeting and the December 10 board meeting will include information from the State report card.

B. Human Resources Committee

1. Review October 20, 2021 Meeting Minutes

The 10/20/21 minutes were reviewed. There were no action items.

C. Board Sub-Committee For Planning DEI

1. The 11/1/21 Meeting minutes were reviewed.

2. Report from the Sub-Committee on DEI Planning and Next Steps

The board discussed the steps the board committee is considering regarding engagement meetings with various parents, community, student, staff and administrative groups. The Committee has asked the administration to review the audit recommendations to determine which board committees best align with these items as well as anything that has been already taken place in regard to any recommendations. These administrative reviews will be brought to the next meeting on November 15th.

XII. ADMINISTRATIVE REPORTS/RECOMMENDATIONS/ACTION ITEMS*this item came after item IXC, which came after item XI******

A. Administrative Reports/Action Items

1. Consider Additional Staff Recommendations Based on Student Needs

Tiffany Loken was available to answer any questions regarding the request for four additional para-educator positions based off of 1:1 IEP needs.

A motion was made by Heinemann, second by Engebretson, to approve the additional para-educators as presented. Motion carried 7-0.

2. Review and Consider a Draft Memorandum of Understanding between the Village of Waunakee and the School District Regarding the Reversionary Language in the Deed for the Previous Library Site at 710 South Street. This item was not discussed since it was not available yet. It will be carried over to the December meeting.

3. Review and Consider School Calendar Changes Related to High School Sports Teams That Compete in the State Finals on School Days Related to the Availability of Buses and Bus Drivers

Guttenberg explained that if the football team makes it to the State Tournament it will be difficult to bring the players, cheerleaders, dance team, band and fans back to Waunakee from the game and make the normal afternoon bus runs. This is due to the bus driver shortage. In the past, we have had enough bus drivers to make both work.

A motion was made by Heinemann, second by Engebretson, to approve an early release day as arranged by the administration as needed if the Football team goes to the State Tournament. This is due to the timing of the game and the bus driver shortage. This is only for this year and other potential state tournaments will be considered if it affects the bus routes. Motion carried 7-0.

4. Announcements

Presentation to Rebecca McDonough for receiving recognition of quarterly staff award.

XIII. CONSENT AGENDA

Hoefer asked that the field trip request be considered separately.

Ensign wanted to recognize both gifts of the Health office drive supplies and also the gift

from Nord Gear for Arboretum curriculum.

A motion was made by Engebretson, second by Boetcher, to approve the consent agenda as presented with the exception of the field trip request. Motion carried 7-0.

Molly Petroff explained the Choir/Drama trip to New York and the considerations they are making. A motion was made by Heinemann, second by Hoefler to approve the trip as presented. Motion carried 7-0.

A. Approval of Checks

Attached in the "extras" section of BoardBook, please find a list of the accounts payable payments issued during the month of October 2021.

B. Finance

1. Monthly Finance Reports

Attached you will find the 2021-22 Budget Status report as of October 31st, 2021, and the Cash Reconciliation report for September 2021. Please note that we are still working on some audit entries that affect the cash reconciliation for one account in July.

Also attached please find the Dean/SSM wellness clinic report for September and a district financial report for the Wellness Clinic for your review. This report tracks expenditures over time, beginning with the first month of the clinic.

Please contact Steve Summers at stevesummers@waunakee.k12.wi.us if you have questions on any of these reports.

C. School Violence Evaluation Reports

D. Gifts and Field Trips

1. Gifts

- a. Health Office Supplies - District Wide - \$500
- b. Donation from Nord Gear to Arboretum Curriculum Enhancement

2. Field Trips

- a. Choir/Drama New York Trip - 2022

E. Approve Individual Teacher, Co-curricular, Support Staff & Custodial Recommendations, Resignations, Leaves & Retirements

New Support Staff

Richard Rischette, Crossing Guard

Tom Roberts, Custodian, IS

Madison Sargeant, Para Educator Special Education, MS

Mark Schey, Custodian, HS

Resignations

Tricia Kleinsteiber, Para Educator Special Education, HES

Zilka Paradzikovic, Custodian, MS

Co-Curriculars – Attached to agenda

XIV. **BOARD BUSINESS**

A. Conventions/Workshops

The State Education Convention is January 19-21, 2022.

If you are interested in attending , please let Rebecca know by the December board meeting.

B. Legislative Update

C. Correspondence

XV. FUTURE AGENDAS AND MEETINGS

A. Agenda Items for Next Meeting

B. Special Meeting

C. Budget Committee – 12/6/21 @ 5:30PM (has been moved to 6pm)

D. Co-Curricular Committee 11/31/21 @ 4:30PM

E. Curriculum Committee

F. Facility Committee

G. Human Resources Committee

H. Policy Committee 12/6/21 4pm

I. Goals Committee

**XVI. RETURN TO CLOSED SESSION - (if necessary) to complete agenda as listed
under agenda item III NA**

XVII. RETURN TO OPEN SESSION NA

**XVIII. ACTION AS APPROPRIATE, ON ITEMS DISCUSSED IN CLOSED SESSION
NA**

XIX. ADJOURN

The board of Education adjourned at 10:20PM on a motion by Hoefler, second by Heinemann and passed unanimously by voice vote 7-0.

Respectfully submitted,

Judith Engebretson, Clerk

Date

JE:rm

PUBLIC COMMENT PERIODS DURING BOARD MEETINGS

Policy 187

Waunakee Community School District

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While the public has the right to attend meetings of the Board of Education that have not been convened in a closed session, individuals or groups generally do not have a right to be included on a Board meeting agenda or a right to enter into the discussions or deliberations of the Board. However, without affecting the Board's discretion to authorize other forms of input or participation during Board meetings from persons who are not Board members, the Board expressly authorizes and directs limited public participation during duly-noticed public comment periods as follows:

1. The Superintendent and Board President shall ensure that the agenda and public notice of the Board's primary regular business meeting each month includes a period for public comment. During a public comment period noticed under this paragraph, interested persons may briefly address the Board on topics that are reasonably germane to some aspect of the District's policies, practices, programs, or operations, regardless of whether the speaker's topic is otherwise noticed as a specific subject matter of the meeting in question.
2. Subject to any more specific decision or directive of the Board, the Board President has discretion to include a period of public comment on the agenda and public notice of additional Board meetings. In exercising such discretion, the President may specify on the public notice of the meeting that speaker comments during the public comment period will be limited to topics that are sufficiently germane to the noticed subject matter of the meeting.

When a public comment period is expressly included on the public notice of a Board meeting and there is sufficient interest in addressing the Board, the period shall either include at least 10 individual speakers or extend for 30 actual minutes, whichever limitation permits the greater total number of speakers. However, the Board may extend the total duration of a noticed public comment period at any meeting by a majority vote.

The Superintendent, or his/her designee, will implement a viewpoint-neutral speaker registration process that establishes an order for speaking in the event that the interest in appearing before the Board at any meeting may exceed the time that is allocated for the public comment period. Each speaker, upon being recognized by the presiding officer, will state his/her name and identify his/her connection to the District (if any) and to any group they are representing in connection with their remarks.

Each speaker's presentation is normally limited to a maximum of 3 minutes. However, at a meeting the Board may vote to reduce the time limit to no shorter than 2 minutes per speaker in order to accommodate a greater total number of speakers. In addition, at the Board's discretion, a speaker's time may be briefly extended provided that, upon request, a similar extension shall be granted to other speakers at the same meeting. Any individual may speak only once during the public comment period at any meeting.

Speakers generally should not expect an immediate response or reaction to their comments from the Board. Further:

1. If, at applicable meetings, a speaker raises a topic during a public comment period that was not among the publicly-noticed subject matter of the meeting, the extent of any response to

PUBLIC COMMENT PERIODS DURING BOARD MEETINGS

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the speaker and his/her remarks shall be limited in accordance with applicable law.

2. During a public comment period, Board members will not engage in a substantive discussion of or otherwise attempt to materially investigate or reach a Board resolution of either (a) complaints or grievances regarding the conduct of individual staff members or individual students; or (b) attempts to appeal staff or administrative decisions relating to individual District employees or students. A public comment period during a Board meeting is not the preferred or established means of processing such issues or bringing such matters to the Board's attention.
3. If time or other limitations preclude an interested person from addressing the Board at a specific meeting, the person may submit written information to the Board and/or attempt to utilize a public comment period at a future meeting.

Subject to an appeal to the Board that is made by a Board member, the presiding officer of the Board meeting shall have the authority to conduct and maintain proper order in connection with any authorized public comment period, including the authority to (1) recognize speakers; (2) enforce established time limits; (3) interject and request that speakers voluntarily redirect specific complaints, grievances, or attempted appeals to more appropriate District procedures; and (4) terminate the remarks of any individual who does not adhere to established rules and procedures for public participation, who speaks in a threatening or profane manner, whose comments are repetitive of that person's previous comments, or whose conduct is disruptive and impedes the Board's ability to conduct its business in an orderly and timely fashion.

Individuals who are permitted to address the Board during a meeting are responsible for the content of their comments. The forum represented by a public comment period does not exempt a speaker from any liability arising from his/her comments (e.g., for defamation or for any breach of legally-protected confidentiality).

This policy and any rules and/or procedures that may be adopted related to the administration of public comment periods under this policy are not intended to apply to the following:

1. A meeting or any portion of a meeting that constitutes a formal public hearing on a particular topic or issue.
2. Instances where the Board seeks or agrees, by majority vote, to accept input that is relevant to a noticed agenda item from a person who is not a Board member in order to (for example) resolve a formal or informal point of information that arises during the Board's discussion of an agenda item.
3. Meetings of any standing or ad hoc committee that may be established by the Board.

Legal References:

Wisconsin Statutes

- [Section 19.81](#) [state policy on open meetings]
[Section 19.83\(2\)](#) [discussion during period of public comment]

PUBLIC COMMENT PERIODS DURING BOARD MEETINGS

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[Section 19.84\(2\)](#) [public notice of board meetings, including public comment period]
[Section 19.85](#) [exemptions to open meetings]

Cross References:

WASB PRG 187 Sample Policy 4 (with substantial local adaptation)

Adoption/Revision Date(s):

October 1989
March 1994
September 1994
January 2000
February 2002
May 2020

ORDER OF PUBLIC HEALTH MADISON & DANE COUNTY

DATE OF ORDER: November 23, 2021
Goes into effect November 27, 2021 at 12:01 a.m.

FACE COVERING EMERGENCY ORDER #5

Since Face Covering Emergency Order #4, the Midwest region of the US, including Wisconsin and Dane County, has experienced a surge in people testing positive for COVID. The number of people testing positive for COVID in Dane County has nearly doubled between October 23 and November 19, to an average of 163 people testing positive per day—about half of whom are not vaccinated. Dane County remains in CDC’s highest level of community transmission.

The populations experiencing the highest case rates in Dane County currently are children ages 5-11. Both 5-7 and 8-11 years old age groups are at currently their highest case rates of the pandemic to date. This means eleven (11) 5-7 year olds and nineteen (19) 8-11 year olds are testing positive in Dane County each day. While severe outcomes for children with COVID remain low, it is important that 5-11 year old vaccination efforts continue, given that they may play an important role in community transmission.

To allow time for children aged 5-11 to become fully vaccinated and for the above-mentioned reasons we are continuing with a modified face covering mandate.

Based upon the foregoing, I, Janel Heinrich, Public Health Officer of Madison and Dane County, by the authority vested in me by the Laws of the State, including, but not limited to, Wis. Stats. Secs. 252.03(1), (2) and (4), order the following as necessary to prevent, suppress, and control the spread of COVID-19:

- 1. Face Coverings.** Face covering means a piece of cloth or other material that is worn to cover the nose and mouth completely. A face covering must be secured to the head with ties, ear loops, or elastic bands that go behind the head and must fit snugly but comfortably against the side of the face. Cloth face coverings must be made with two or more layers of breathable fabric that is tightly woven (i.e., fabrics that do not let light pass through when held up to a light source). A face covering does not include bandanas, single layer neck

gaiters, face shields, goggles, scarves, ski masks, balaclavas, shirt or sweater collars pulled up over the mouth and nose, or masks with slits, exhalation valves, or punctures.

- a. **Face Covering Required.** Every individual, age two (2) and older, shall wear a face covering when:
 - i. In any enclosed space open to the public where other people, except for members of the person's own household or living unit are present.
 - ii. Driving or riding in any form of public transportation.

- b. **Exceptions.** Individuals who are otherwise required to wear a face covering may remove the face covering in the following situations:
 - i. While eating or drinking.
 - ii. When communicating with an individual who is deaf or hard of hearing and communication cannot be achieved through other means.
 - iii. While obtaining a service that requires the temporary removal of the face covering, such as dental services.
 - iv. While sleeping.
 - v. While swimming or on duty as a lifeguard.
 - vi. When engaging in work where wearing a face covering would create a risk to the individual, as determined by government safety guidelines.
 - vii. When necessary to confirm the individual's identity, including when entering a financial institution.
 - viii. When federal or state law or regulations permit the removal of a face covering.
 - ix. When actively playing a wind instrument that has a fabric bell cover, or similar cover, that acts as a face covering over the instrument, as long as individuals are spaced at least six (6) feet apart at all times.
 - x. When in an enclosed space with individuals who are fully vaccinated. Individuals are fully vaccinated two (2) weeks after their second dose in a 2-dose vaccine series for COVID-19 (such as Pfizer-BioNTech's or Moderna's vaccine) or two (2) weeks after their first dose in a single-dose vaccine series for COVID-19 (such as Johnson & Johnson's Janssen vaccine).

ORDEN DE SALUD PUBLICA DE MADISON Y EL CONDADO DE DANE

FECHA DE LA ORDEN: 23 de Noviembre del 2021

Entra en vigencia el 27 de Noviembre del 2021 a las 12:01 a.m.

ORDEN DE EMERGENCIA PARA USO DE CUBIERTA FACIAL #5

Desde la orden de emergencia #4 para uso de de cubierta facial, la región del medio oeste de los EE. UU. Incluidos Wisconsin y el condado de Dane, ha experimentado un aumento en el número de personas con resultados positivos de COVID-19. La cantidad de personas que dieron positivo por COVID-19 en el condado de Dane casi se duplicó entre el 23 de octubre y el 18 de noviembre, con un promedio de 159 personas que dieron positivo por día, aproximadamente la mitad de las cuales no están vacunadas. El condado de Dane permanece en el nivel más alto de transmisión comunitaria de los CDC.

En la actualidad, las poblaciones que experimentan las tasas de casos más altas en el condado de Dane son los niños de 5 a 11 años. Tanto los grupos de edades de 5 a 7 como los de 8 a 11 años se encuentran actualmente en sus tasas de casos más altas de la pandemia hasta la fecha. Esto significa que once (11) niños de 5 a 7 años y diecinueve (19) niños de 8 a 11 años dan positivo en el condado de Dane todos los días. Si bien los resultados graves para los niños con COVID-19 siguen siendo bajos, es importante que continúen los esfuerzos de vacunación de este grupo de 5 a 11 años, dado que pueden desempeñar un papel importante en la transmisión comunitaria.

Para dar tiempo a los niños de 5 a 11 años para que se vacunen por completo y por las razones antes mencionadas continuamos con un mandato modificado de uso de cubierta facial.

Basado en lo anterior, yo, Janel Heinrich, Oficial de Salud Pública de Madison y el Condado de Dane, por la autoridad que me confieren las Leyes del Estado, incluyendo, pero no limitado a, Wis. Stats. Secs. 252.03 (1), (2) y (4), ordeno lo siguiente según sea necesario para prevenir, eliminar y controlar la propagación de COVID-19:

- 1. Cubiertas Faciales.** Cubiertas faciales se refiere a un trozo de tela u otro material que se usa para cubrir la nariz y la boca por completo. Una cubierta facial debe estar asegurada a la cabeza con lazos, tiras para las orejas o bandas elásticas que van detrás de la cabeza y deben ajustarse en los lados de la cara, pero de manera

cómoda. Las cubiertas faciales de tela deben estar hechas con dos o más capas de tela transpirable de tejido apretado (es decir, telas que no dejan pasar la luz cuando se sostienen contra una fuente de luz). Una cubierta facial no incluye pañuelos, polainas para el cuello de una sola capa, protectores faciales, gafas, bufandas, pasamontañas, cuellos de camisa o suéter subidos sobre la boca y la nariz, o máscaras con ranuras, válvulas de exhalación o perforaciones.

- a. **Se requiere cubierta facial.** Toda persona de (2) años o más, deberá usar una cubierta facial cuando:
 - i. En cualquier espacio cerrado abierto al público donde haya tras personas, excepto personas que vivan en la misma casa o unidad familiar.
 - ii. Al conducir o viajar en cualquier forma de transporte público.

- b. **Excepciones.** Las personas que de otro modo deban usar una cubierta facial pueden quitársela en las siguientes situaciones:
 - i. Mientras come o bebe.
 - ii. Cuando se comunica con una persona sorda o con problemas de audición y la comunicación no se puede lograr por otros medios.
 - iii. Al obtener un servicio que requiera removerse la cubierta facial de manera temporal, como los servicios dentales.
 - iv. Mientras duerme.
 - v. Mientras nada o esta de servicio como salvavidas.
 - vi. Al realizar un trabajo en el que el uso de una cubierta facial crearía un riesgo para la persona, según lo determinado por las pautas de seguridad del gobierno.
 - vii. Cuando sea necesario para confirmar la identidad de la persona, incluso al entrar a una institución financiera.
 - viii. Cuando las leyes o regulaciones federales o estatales permitan remover la cubierta facial.
 - ix. Cuando se toca energéticamente un instrumento de viento que tiene una cubierta de tela para la campana, o una cubierta similar, actúa como una cubierta sobre el instrumento, siempre que las personas estén separadas, por lo menos a seis (6) pies de distancia en todo momento.
 - x. Cuando se encuentre en un espacio cerrado con personas que estén completamente vacunadas. Las personas se consideran completamente vacunadas dos (2) semanas después de su segunda dosis en una serie de vacunas contra el COVID-19 (como la vacuna de Pfizer-BioNTech o Moderna) o dos (2) semanas

A handwritten signature in black ink, appearing to read "Janel Heinrich". The signature is written in a cursive, flowing style.

Janel Heinrich

Oficial del Departamento de Salud Pública de Madison y el Condado de Dane

Minutes of Human Resources Committee Meeting.

The Board of Education Waunakee Community School District

A Human Resources Committee Meeting. of the Board of Education of Waunakee Community School District was held Monday, November 15, 2021, beginning at 8:15 AM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

Chairperson Engebretson called the meeting to order at 8:15 AM.

II. ROLL CALL

Engebretson - Yes, Ensign - Yes, Hofer - Yes
Also Present: Brian Grabarski, Steve Summers

III. APPROVE AGENDA

A motion was made by Ensign, seconded by Hofer, to approve the agenda as posted. Motion carried 3-0

IV. PUBLIC COMMENTS

No public comments were received

V. CONTINUED DISCUSSION OF POTENTIAL 2022-23 EARLY RETIREMENT PACKAGES

Grabarski and Summers presented and answered questions regarding the data from the age-eligible for retirement staff survey of teachers and hourly employees. The response rate of the survey was very high. Costing scenarios were reviewed based on the survey data.

After much discussion regarding the packages and costing scenarios, noting advantages and disadvantages, the committee asked the administrators to bring this topic back to the committee in December. Prior to that meeting, the Budget Committee will have had some discussion of the financial challenges forecasted for the 22/23 school year and will have shared their thoughts about the recently approved salary systems for hourly employees and teachers.

The committee asked the administration to bring back potential retirement packages for the different employee groups that would better fit each group instead one universal offering for all groups.

VI. ITEMS FOR FUTURE MEETINGS

In addition to the request regarding early retirement packages, the committee asked for further information about the True Time implementation, in response to listening session

feedback they had received.

VII. **ADJOURN**

A motion was made by Hoefler, second by Ensign, to adjourn the meeting at 8:52AM.

Motion carried 3-0.

Minutes of Sub Committee of the Board to Plan Diversity, Equity & Inclusion

The Board of Education Waunakee Community School District

A Sub Committee of the Board to Plan Diversity, Equity & Inclusion of the Board of Education of Waunakee Community School District was held Monday, November 15, 2021, beginning at 5:30 PM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

Chairperson Ensign, called the meeting to order at 5:31 PM

II. ROLL CALL

Present: Ensign, Heinemann, Hetzel

Also present: Tim Schell

III. APPROVE AGENDA

A motion was made by Hetzel, second by Heinemann to approve the agenda as posted.

Motion carried 3-0.

IV. PUBLIC COMMENTS

V. Public comments received via email were shared with the full board of education. These emailed comments are not read out loud but are posted in the extras section of the agenda.

Email comments were received from:

Lora Moody

Mary Ann Heimbecker

Brian Malich

Public Comments were made in person by:

Greg Gentz – Information DEI planning

Meredith Glueck – In Favor of DEI

Julie Larsen – DEI

Joel Lewis – In Favor of DEI

Lara Ostrander – In Favor of DEI

Bethany Pottinger – In Favor of DEI

Diane Treis Rusk – In Favor of DEI

Nia Vang – DEI Committee

Ensign thanked everyone who commented.

VI. DISCUSS AND CONSIDER THE APPROPRIATE BOARD OR COMMITTEE PATHWAY FOR REVIEW AND PRIORITIZATION OF THE RECOMMENDATIONS FROM THE DEI AD HOC COMMITTEE

Tim Schell explained the attached document that outlined each of the recommendations that were part of the audit conducted by the DEI Ad Hoc Committee. Tim explained how he and

Randy assigned each item to the most appropriate existing committees.

The committee discussed and reviewed these items as they were presented. The committee agreed that this work would take more than a year to accomplish. The committee felt the focus should be student climate and sense of belonging, and community engagement.

The committee discussed the status of the reporting tool. Tim Schell indicated that this would be shared with the curriculum committee later this week and possibly brought to the board in December.

The committee discussed several of the items and overall felt they were assigned adequately.

The committee felt at this point the committee should remain a 3 board member committee and that they should begin engagement sessions with students. These engagement sessions will help determine more committee membership. The committee discussed what they felt these engagement session should look like and that they wanted to begin right after the first of the year. They asked Tim Schell to work with Randy Guttenberg and HS Principal Brian Borowski on finding the best way to start these meetings, if it would be during lunch or during contact time or another time.

VII. DISCUSS AND CONSIDER NEXT STEPS FOR THE COMMITTEE

At the next meeting they want to identify topics for the engagement sessions and set the date(s) for the sessions.

VIII. FUTURE MEETINGS

The next meeting will be 12/9/21 at 5:30PM

IX. ADJOURN

Heinemann, second by Hetzel, made a motion to adjourn the meeting at 7:25PM. Motion Carried 3-0.

Minutes of Board of Education Sub Committee for planning DEI

The Board of Education Waunakee Community School District

A Board of Education Sub Committee for planning DEI of the Board of Education of Waunakee Community School District was held Thursday, December 9, 2021, beginning at 5:30 PM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

Chairperson Ensign called the meeting to order at 5:

II. ROLL CALL

Present: Ensign, Heinemann,

Also present: Tim Schell, Randy Guttenberg

Absent: Hetzel

III. APPROVE AGENDA

Heinemann made a motion to approve the agenda as posted. Motion carried 2-0.

IV. PUBLIC COMMENTS

There were no public comments for this meeting.

V. DISCUSS AND CONSIDER THE TOPICS FOR ENGAGEMENT SESSIONS WITH THE STUDENTS AND HOW AND WHEN THESE SESSIONS WILL BEGIN

Randy Guttenberg shared a proposed outline of student clubs to have an engagement session with. The committee also discussed the format and agenda for each meeting. The committee asked administration to work with the high school administration and the club advisors to arrange dates and times for these meetings and to bring these dates back to the full board in January for the board members to determine who will be attending each one. These sessions should be completed in early February in order avoid finals and to discuss at the February/March Board meeting.

VI. DISCUSS AND CONSIDER NEXT STEPS FOR THE COMMITTEE

The committee asked Guttenberg and Schell to work with the administrative liaisons of the board committees regarding some of the audit recommendations that are assigned to those committees. They would like these committees to report on their progress to recommendations at the February/March board meeting.

VII. FUTURE MEETINGS

VIII. ADJOURN

A motion was made by Heinemann to adjourn the meeting at 5:50 PM. Motion Carried 2-0

Minutes of Curriculum Committee Meeting

The Board of Education Waunakee Community School District

A Curriculum Committee Meeting of the Board of Education of Waunakee Community School District was held Thursday, November 18, 2021, beginning at 2:30 PM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

Engebretson called the meeting to order at 2:34PM

II. ROLL CALL

Present: Engebretson, Frey, Hetzel (arrived at 2:54PM)

Also present: Tim Schell, Amy Johnson (arrived at 2:52PM)

III. APPROVE AGENDA

A motion was made by Frey, second by Engebretson to approve the agenda as posted.

Motion carried 2-0.

IV. PUBLIC COMMENTS

No email comments were received

Public comments were made in person by :

Greg Gentz – Information Partnerships & Reporting tool.

V. NEW COURSE PROPOSAL-ORCHESTRA

Schell explained the addition of an orchestra course at the high school with renaming of an existing course. There is incremental staffing associated with this course, so the administrative recommendation is to approve but to defer implementation until resources for staffing are available, likely in a year.

A motion was made by Frey, second by Engebretson, to approve the course as presented.

*the committee asked to wait until Hetzel arrived to vote on this motion.

When Hetzel arrived, motion carried 3-0.

VI. DISTRICT AND SCHOOL ACCOUNTABILITY REPORT CARDS

Schell presented and answered questions regarding the state accountability report cards for our district and schools.

The committee appreciated all the information, but asked Schell to keep the presentation to 30 minutes or less for the full board meeting on 12/13/21.

VII. DEI PARTNERSHIPS AND PROFESSIONAL DEVELOPMENT UPDATES

Schell presented and answered questions regarding the partnerships and professional updates with WCSD. The Committee asked Schell to tighten the presentation for the full board and also discussed the main focuses that the board and community would want to hear.

VIII. REPORTING TOOL

Schell shared with the committee the reporting tool draft. This has been through cycles of feedback from the advisory committee, the 7-12 admin team, and the K-6 admin team and is ready for first phase implementation. This tool is in addition to the practices we already have in place. Once we start using this tool we will need to review it within 3-6 months and

determine if there is anything that needs to be changed.

After much discussion a motion was made by Hetzel, second by Engebretson, to move this tool to the full board for consideration. Motion carried 3-0.

IX. ITEMS FOR FUTURE MEETINGS

NA

X. ADJOURN

A motion was made by Engebretson, second by Frey, to adjourn the meeting at 4:48PM.
Motion carried 3-0

NEW COURSE APPROVAL FORM

Date: Elizabeth
Albrecht-Heiks

Department Chairperson/Building Coordinator: Molly Petroff

Department: Music

Building: High School

Proposed Course Title: Philharmonic Orchestra (condition: existing Philharmonic Orchestra is changed to "Concert Orchestra"- see attached explanation for details).

Grade Level: 10-12

Course Length: 2 sem Credits: 1

Requirement/Elective: Elective Meeting Frequency: 1
hour/every other day _____

Anticipated Enrollment: 25-40 Prerequisites: _____
Concert Orchestra (currently known as "Philharmonic ORchestra"- Please refer attached explanation)

Principal's
Approval: 06-05-2020
_ Comments:

Review & Discuss Within the Building Between Departments – Date: 06-05-2020 Comments: Al Ames asked about the possible increase of allocation. Elizabeth shared that she has help from Cassy from Cassie from the MS... Update 10-18-2021: any new courses should be zero sum-no increases in staffing

Systemwide Curriculum Committee Review Date: 11/10/2021

Comments:

Director of Instruction/District Administrator's Approval: 11/11/21

Similar to other requests with staffing implications. Recommend adoption but ~~defer~~ defer implementation until staffing can be funded.

Board of Education Curriculum Sub-committee Review Date: 11/18/21

Recommended for approval as presented with deferred implementation until staffing can be supported.

Board of Education Approval Date: _____

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I. COURSE INFORMATION

A. Rationale for Course: *(Provide a brief description of student/school needs/purpose of course, benefits, and anticipated student outcomes.)*

The high school orchestra program has outgrown the two classes that are currently provided. In efforts to stay equitable to what the band and choir programs offer, a third class is proposed to lessen class size, and to optimize instruction for 10-12 grade students. Philharmonic Orchestra will be a class for students that have completed Freshman Orchestra (which will be renamed to Concert Orchestra), and who are developing the skills and knowledge to progress to Symphony Orchestra. Skills such as music theory, small ensemble performance, and specific string playing techniques will be honed to better challenge and support this group of students and prepare them for Symphony Orchestra. I acknowledge that upon the approval of the new Philharmonic course, Symphony Orchestra curriculum will need to be revised to present more advanced curriculum and repertoire.

B. Course Description: *(Short descriptive paragraph highlighting the major focus of course. To be used for course offering catalog.)*

Philharmonic Orchestra is the non-auditioned string ensemble for 10-12th graders where the focus is on small ensemble performance, folk instruments, exploring multiple genres and styles of playing, and developing more advanced string techniques.

C. Course Outline: *(Attach course outline which includes the major topics and concepts.)*
Attached

D. Materials & Resources: *(Include text, computer/technology tools, and supplementary information)*

- Essential Elements- Intermediate level (technique book)
- Fiddlers Philharmonic (skill book)
- banjos (3), mandolins (2)

E. Instructional Methods: *(Check applicable ones and explain wherever necessary.)*

Which of these are used: Check with "X"

X Lectures X Demonstrations X Field Trips

Discussions X Term Papers Check Quizzes X

Special Reports X Extra Reading Individual Study Contracts

Laboratory AV Materials Other X

(Hands-On

)

Online/Virtual
Learning

F. Student Evaluation Procedures:

-Per our other music courses, students will be assessed regularly in small group instruction on skills and concepts. In class, students will also be assessed in small group performances, reading/response activities, and listening journals.

G. Financial Impact: *(Provide an explanation of projected costs for personnel, materials, and equipment for subsequent years when the proposal is fully implemented.)*

-materials and resources previously listed will be covered in annual orchestra budget

-additional personnel (17%FTE) required to cover small group instruction (small groups that occur during the class will need to be covered by a teacher other than myself as I will be teaching the class).

H. Financial Impact: (First Year)

No additional costs are necessary as explained in G, with exception to the additional 17% FTE to cover small group instruction.

Added Personnel How Many Approx. Cost Total Cost

Professional _____ \$ _____ \$ _____

Non-Professional _____ \$ _____ \$ _____ (Assistants, secretarial, etc.)

Added Materials

Textbooks _____ @ \$ _____ = \$ _____

Supplies \$ _____

Added Equipment Needed:

List/Cost: _____ @ \$ _____ = \$ _____

_____ @ \$ _____ = \$ _____

_____ @ \$ _____ = \$ _____

I. Explain how this new course will correlate with Wisconsin State Academic Standards and/or district remediation plans.

This course will address the Wisconsin and National music standards (labeled Create, Perform, Respond, Connect) in a curriculum that is tailored for 10-12th grade students who are developing their string technique and musical knowledge. The activities will be designed not only to present a balanced "diet" of these standards, but in a smaller class size (30-45 students), they will be more digestible as well.

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II. OTHER PERTINENT INFORMATION

A. This course will be: *(please check one)*

- an addition to the department's offering
a replacement for _____ a
pilot study

B. This course will require *(please check the appropriate spaces)*:

- the adoption of a new textbook the use of a
text previously adopted and in use

C. This course will require *(please check appropriate spaces)*

- specialized organization of teacher time specialized room
arrangement or equipment *(explain below)* specialized student
grouping or sectioning curriculum planning time specialized
technology

D. To what extent will this curriculum change affect the number of teacher preparation each

semester? (*Explain*)

Adding another course will affect how many courses I (Elizabeth) will be teaching. Discussion needs to occur with administration and the music department to figure out how to most efficiently absorb the extra 17% FTE this course requires.

E. To what extent does this course conflict with the content and/or student availability of other courses in your department?

This course will need to be scheduled during a time that does not schedule other music courses that include 10-12th graders.

F. To what extent does this course conflict with courses offered in other departments?

This course will need to be scheduled during a time that does not schedule other music courses that include 10-12th graders.

G. What course(s) could be deleted if this curriculum change is adopted?

None

H. This proposed course must be discussed with other members of your department prior to submitting this form. (*Describe briefly the outcome of these discussions.*)

In on-going conversations, the high school music department is very supportive of this additional orchestra course. The band and choir both offer a similar course structure for their students, and it was with their encouragement that I explore this structure for orchestra students. They have shared that they are better able to serve their students that need more support, and offer a more challenging course for those who need it with this structure.

I. To what effect does this curriculum change affect the K-12 Skills Continuum?

(duplication, deletion, reinforcement, etc.)

The curriculum that is covered in the new Philharmonic Orchestra course will reinforce skills from 9th grade Orchestra (will be renamed to Concert Orchestra), and introduce skills that are solidified in Symphony Orchestra. This course is a stepping stone from 9th grade to our most advanced ensemble.

J. If approved, this course will begin: _____ Fall 2021 _____
(semester/year)

Rev. 8/29/2014

Default Question Block

Waunakee Schools reporting form is for Non-Emergency Incidents Only. If outside the school day, reports may not be viewed until the next school day. In the case of an emergency, please call 911.

This survey is anonymous unless you choose to add your name to the survey.

If you have trouble answering this survey, please find someone who can help you answer the survey.

What school is involved?

- 4K
- Arboretum Elementary School
- Heritage Elementary School
- Prairie Elementary School
- Intermediate School
- Middle School
- High School
- Other

Who is the target of the incident that you are reporting?

- Me
- A Student(s)
- A Staff member
- Other:

Person(s) were targeted during this incident in the following way(s). (Check all that apply):

- Electronic devices (e.g., internet, social media platforms, text, email, cyberbullying, etc.)
- Written communication (e.g., handwritten notes, other written documents, email, etc.)

- Physical act or conduct (e.g., pushing, hitting, destruction of property, etc.)
- Verbal act or conduct (e.g., rumors, lies, name-calling, using derogatory slurs, etc.)
- Social (e.g., purposeful exclusion, causing psychological harm, etc.)
- Items depicting implied hatred or prejudice were worn, drawn (graffiti), possessed or displayed
- Harassment, bullying (unwelcome verbal and physical conduct, cyberbully, physical and verbal abuse, stalking, etc.), or hazing
- A bias incident (an act motivated by the offender's bias against the actual – or perceived – age, ancestry, disability, gender, gender identity, national origin, race, religion, religious practices, and/or sexual orientation of the targeted person or group.)
- Other:

Was the incident based on any of these characteristics? (Check all that apply:)

- Race
- Nationality/Ancestry
- Sexual orientation
- Gender identity or expression
- Religion
- Disability
- Other:

Location of incident (Check all that apply:)

- Cafeteria
- Classroom
- Hallway
- Locker Room
- Bathroom
- Athletics or clubs outside the school day
- Bus
- Playground
- In Community
- Online
- Other:

How are you aware of this situation/incident?

- It happened to me directly.
- A person told me about it.
- I witnessed it.
- I overheard or observed a conversation.
- Other

Describe the incident in your own words. Use as much detail as possible - what time did the incident(s) take place, who witnessed it, what was said, what types of interactions occurred.

Have you reported the incident to a staff member?

- Yes
- No

If yes, please identify the person to whom you reported the incident. What response did you receive from the person to which you initially reported the incident? (Optional)

Please share your name and how we can reach you if you would like someone to follow up with you regarding your report. (Optional)

Do you have a file you would like to upload? A screenshot or photo for example.

Yes No

Please upload your file.

What Happens When a Report is Received?

Reports are reviewed by an Administrator at each school. An assessment is made to ensure the appropriate staff are notified of the reported incident to investigate the matter:

1. School Resource Officer if a violation of local/state law.
2. Human Resources regarding employee
3. Principal and/or Associate Principal regarding student relations, disciplinary action related to school policies.
4. Other school officials on a need to know basis.

Once the incident is investigated, the administration will make a determination as to the next steps (e.g. response to the target, response to the aggressor, consequences, restorative practice discussions, etc.) in the process. It is important that the school support the targeted student(s) or staff member by providing counseling, supports, and resources as needed and respecting the privacy of all targeted in the incident.

The administration will follow school policy and procedures for handling discipline situations while also focusing when appropriate on restorative practices for the aggressor(s). Restorative practices are a teaching moment to help guide students to a deeper understanding of their actions and words and their impact on others, themselves, their community and family.

Powered by Qualtrics

2020-21 REPORT CARD GUIDE

INTRODUCTION

BACKGROUND

State statute ([Wis. Stat. 115.385](#)) requires the Department of Public Instruction (DPI) to annually publish school and district accountability report cards.

Report cards are produced for all public schools and districts in Wisconsin and for any private school accessing public school funding through the Choice Programs.

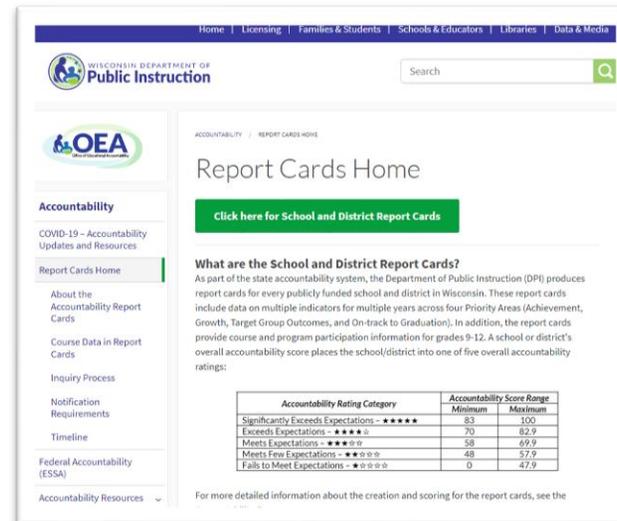
PURPOSE & AUDIENCE

School and District Report Cards evaluate how well Wisconsin schools and districts are doing. This information helps parents, educators, and the public hold schools accountable for successfully educating and preparing all students. The overall goal of Wisconsin's accountability system is to help identify areas of strength to build upon and deepen, as well as to pinpoint areas needing improvement so that all students graduate from high school ready for their next step.

To learn more about the state accountability system, including the differences between state and federal ESSA accountability in Wisconsin, please visit: <https://dpi.wi.gov/accountability>.

The report cards are the face of our state accountability system that honors the complex work of schools and focuses on ensuring all Wisconsin students graduate ready for college and career. The report cards were designed with a two-fold purpose: 1) to publicly report how our schools and districts are performing and 2) to provide data to schools on specific areas of strength and areas in need of improvement. As such, the system is designed to be both informative and useful to multiple audiences.

The report cards are designed to provide the public with vital information about their local school, and to give districts and schools constructive information to use in data-informed continuous improvement processes.



Accountability Rating Category	Accountability Score Range	
	Minimum	Maximum
Significantly Exceeds Expectations - ★★★★★	83	100
Exceeds Expectations - ★★★★○	70	82.9
Meets Expectations - ★★★○○	58	69.9
Meets Few Expectations - ★★○○○	48	57.9
Fails to Meet Expectations - ★○○○○	0	47.9

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- Comprehensive Support & Improvement (CSI),
- Targeted Support & Improvement (TSI),
- Additional Targeted Support & Improvement (ATSI),
- Not Identified.

2020-21 REPORT CARD GUIDE

FRONT PAGE

FRONT PAGE

The front page of the report cards is a summary that presents key school or district information alongside overall outcomes and scores for each priority area. The figure to the right shows the layout of the front page using a fictional example school.

OVERALL SCORE 1

On the middle left, there is an overall score, associated rating, and number of stars (out of five). This score is based on a weighted average of priority area scores.

PRIORITY AREA WEIGHTING 2

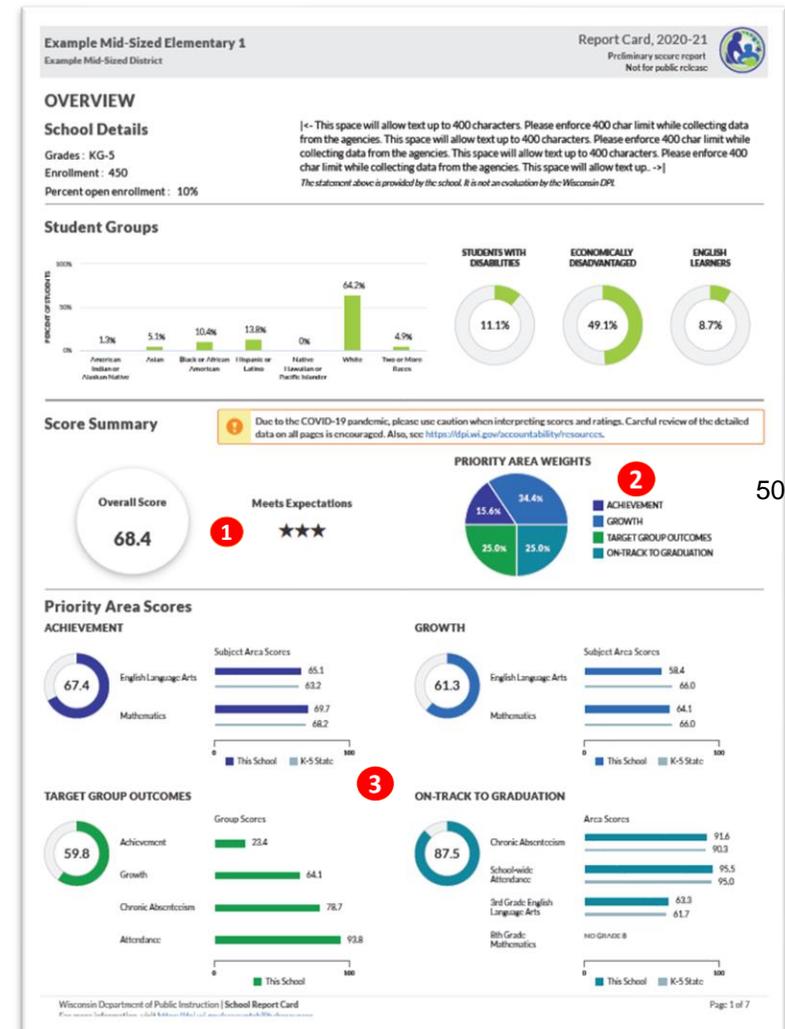
Next to the space for the overall score is a pie chart displaying the weighting used when calculating overall scores. The weighting for Achievement and Growth varies depending on the percent of economically disadvantaged (ECD) students in the school; in most cases, the weighting for Target Group Outcomes and On-Track have equal weight (25%), but these may vary if there is no Target Group Outcomes score.

- In the example here, Growth has the most weight (34.4%), Achievement has the least weight (15.6%), and the Target Group Outcomes (25%) and On-Track (25%) priority areas are equally weighted.

For more information about weighting, please see the [online weighting calculator](#).

PRIORITY AREA SCORES 3

On the bottom of the page, scores are provided for the four priority areas, along with bar charts showing priority area component scores compared to statewide average component scores. *[Please see page 5 of this guide for more information on the state comparison.]* Each priority area has a score on a 0-100 scale. Component scores are also on a 0-100 scale.



2020-21 REPORT CARD GUIDE

WEIGHTING

UNDERSTANDING REPORT CARD WEIGHTING

Like the overall score, each of the four priority areas uses a 0- to 100-point scale. This provides a consistent and simple way to examine and compare priority area scores. Scores from the four individual priority areas are combined using a weighted average that takes into account data availability and percentage of economically disadvantaged students in a school or district.

Priority Area Weighting: Variable Weighting
State statute ([Wis. Stat. 115.385](#)) requires the Achievement and Growth priority areas to be adjusted relative to each other based on the percentage of economically disadvantaged (low-income) students in the district or school. The higher the percentage of economically disadvantaged (ECD) students in a district or school, the greater the weight given to Growth and the lesser to Achievement (up to a predefined threshold). Similarly, the lower the percentage of economically disadvantaged students, the greater the weight given to Achievement and the lesser to Growth.

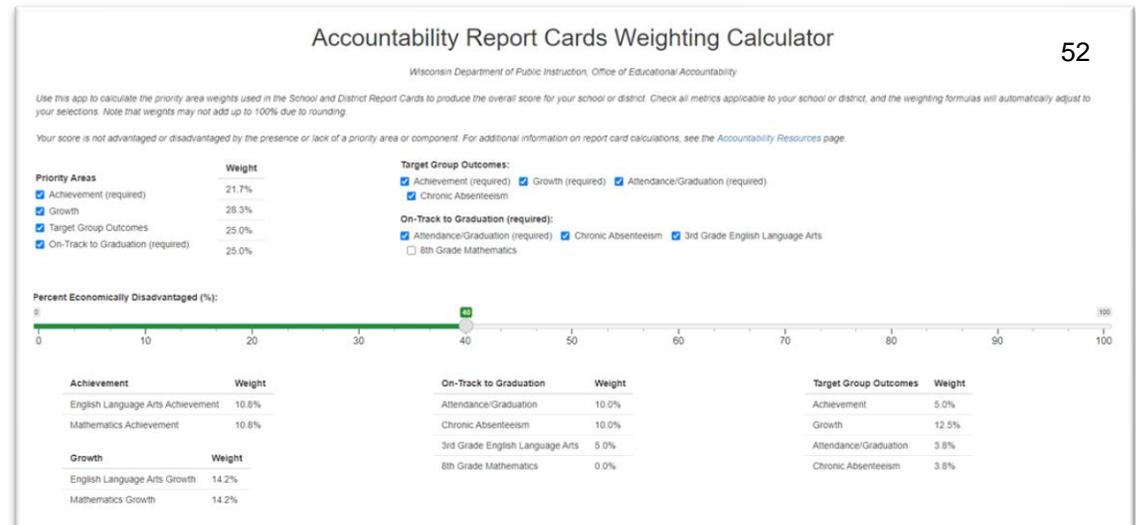
The only number on the report card itself that has variable weighting factored into it is the overall score. The individual priority area scores provided throughout the report card, including on the front page, are not separately impacted by variable weighting.

REPORT CARD TOOL

The weighting calculator shown here allows users to adjust the percent ECD and to select the priority areas and components available for a school or district to reveal the specific weights used in the report cards.

Available online:

https://oea-dpi.shinyapps.io/report_card_weighting_calculator/



2020-21 REPORT CARD GUIDE

ACHIEVEMENT

UNDERSTANDING THE ACHIEVEMENT PRIORITY AREA

The purpose of this priority area is to show how the level of knowledge and skills of students in the district or school compares to state academic standards.

Basics about the priority area

This priority area measures English language arts (ELA) and mathematics performance level profiles for all students in grades 3 through 11. This includes students taking the Forward, ACT Aspire, ACT with writing, and DLM exams in the Wisconsin Student Assessment System (WSAS). The score is based on how student outcomes distribute across the four WSAS performance levels (Below Basic, Basic, Proficient, and Advanced), and it takes three years of test data into account.

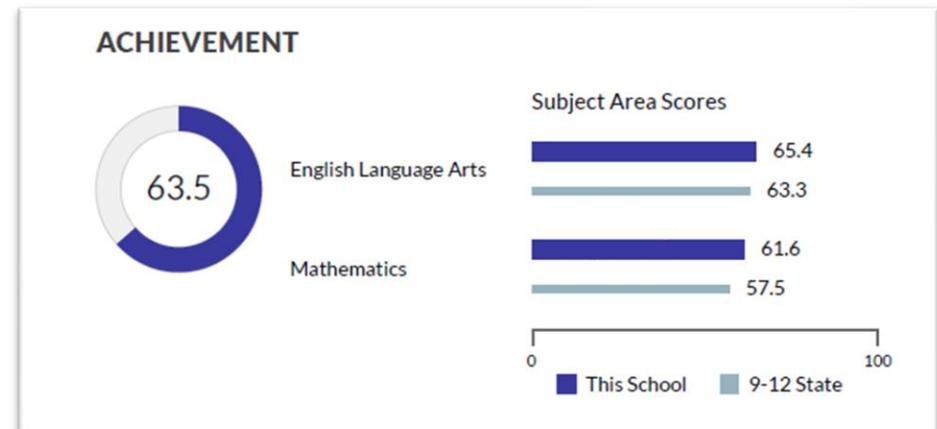
Beyond a district or school score for Achievement, the report cards show the distribution of students across the four WSAS performance levels for the most recent three years.

Where to find the data 1

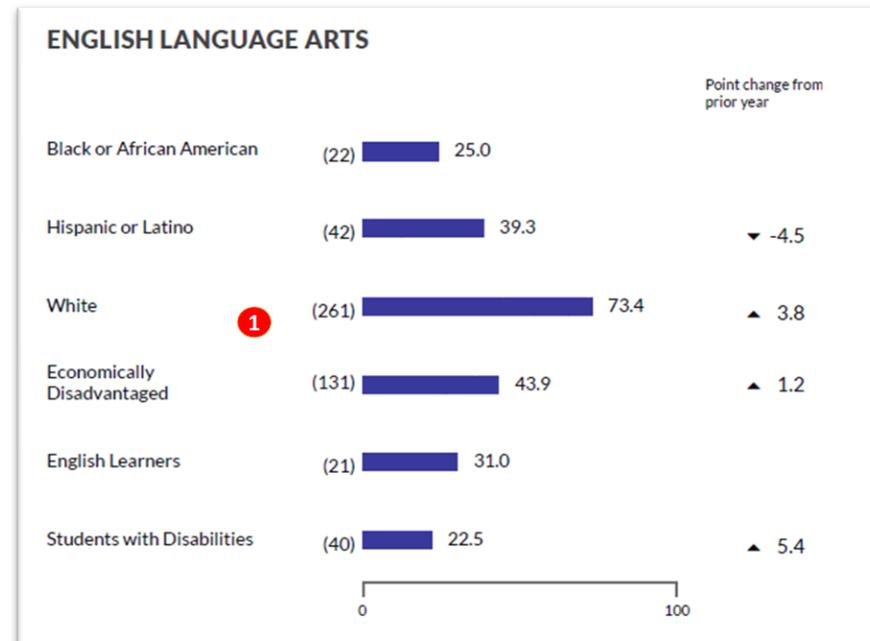
While the front page displays the priority area score and component scores for ELA and mathematics, the data most valuable for understanding student performance are found in the supplementary data charts and tables, which display results by student group and performance level, and provide a comparison to the prior year when available. These more detailed data are displayed starting on page 2 in the school report card and page 3 in the district report card.

How to use the data

Schools and districts can use these data to uncover any short-term trends and compare against the state average. They can also use this information to help develop overall achievement goals and guide improvement efforts. The data are broken out by groups of students, allowing educators to assess the impact of group performance on overall performance. That way, particular groups of students who are having trouble or who are excelling can be identified.



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2020-21 REPORT CARD GUIDE

ACHIEVEMENT

UNDERSTANDING THE ACHIEVEMENT PRIORITY AREA

How the calculation works

Achievement calculations are based on student performance on the Forward Exam, ACT Aspire, ACT with writing, and Dynamic Learning Maps (DLM).

The Achievement Priority Area includes only tested students who were enrolled for the full academic year (FAY) in the district or school. Non-tested students are not included in calculations nor are students with invalidated tests. Note that in the Private School – Choice Students report card, the calculation only includes FAY students with a valid test score who were Choice program participants.

Scores for this priority area reflect how a district or school's students are distributed among the four performance levels of the WSAS. Having more students at the upper performance levels results in a higher score.

Separate content area scores on a 0 to 100-point scale are calculated for ELA and mathematics achievement. These content scores are averaged to arrive at the priority area score.

To reduce the impact of year-to-year fluctuations in test scores, up to three years of most-recent testing data are used. This improves the reliability of scores.

Each content area score is determined by assigning points to each of the district or school's students in each of the three measured years according to the student's performance level in that year. A student is assigned no points for being at the Below Basic performance level, 0.5 points for being at the Basic level, 1 point for Proficient, and 1.5 points for Advanced.

For each year, students' scores are pooled to produce a district or school average. A three-year average is calculated from those yearly averages. The averaging processes used in the calculations gives greater weight to more recent years' data and years with more tested students. The score for each content area reflects this three-year average.

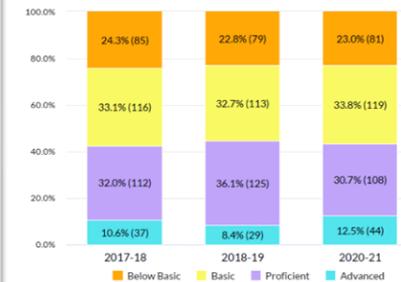
Test Participation

Test participation rates are displayed for all students and the lowest-participating student group for each school/district. These rates are included for informational purposes only (not scored).

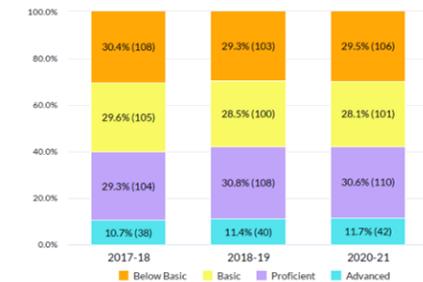
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS



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MATHEMATICS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	192,375	8.8%	28.8%	30.4%	32.0%	190,833	9.9%	29.3%	29.0%	31.8%	191,249	9.7%	27.8%	28.6%	33.9%
All Students	355	10.7%	29.3%	29.6%	30.4%	351	11.4%	30.8%	28.5%	29.3%	359	11.7%	30.6%	28.1%	29.5%
American Indian or Alaskan Native	1	0.0%	0.0%	0.0%	100.0%	1	0.0%	0.0%	0.0%	100.0%	2	0.0%	0.0%	100.0%	0.0%
Asian	11	9.1%	36.4%	36.4%	18.2%	11	18.2%	27.3%	45.5%	9.1%	13	7.7%	38.5%	46.2%	7.7%
Black or African American	22	0.0%	0.0%	18.2%	81.8%	20	0.0%	0.0%	25.0%	75.0%	24	0.0%	8.3%	20.8%	70.8%
Hispanic or Latino	29	0.0%	17.2%	34.5%	48.3%	33	0.0%	12.1%	39.4%	48.5%	41	4.9%	12.2%	26.8%	56.1%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	1	0.0%	100.0%	0.0%	0.0%	1	0.0%	100.0%	0.0%	0.0%
White	280	12.9%	32.5%	30.0%	24.6%	275	13.8%	34.5%	27.3%	24.4%	266	13.9%	35.7%	27.4%	22.9%
Two or More Races	12	8.3%	33.3%	25.0%	33.3%	10	0.0%	50.0%	20.0%	30.0%	12	16.7%	16.7%	33.3%	33.3%
Economically Disadvantaged	126	4.0%	15.9%	29.4%	50.8%	128	3.9%	16.4%	29.7%	50.0%	134	3.0%	14.9%	31.3%	50.7%
English Learners	15	0.0%	26.7%	20.0%	53.3%	20	0.0%	10.0%	35.0%	55.0%	20	0.0%	15.0%	20.0%	65.0%
Students with Disabilities	36	0.0%	0.0%	11.1%	88.9%	42	0.0%	0.0%	19.0%	81.0%	42	0.0%	11.9%	21.4%	66.7%

Test Participation Rates, 2020-21

ENGLISH LANGUAGE ARTS

All students: 98.2%
Lowest-participating group: Students with Disabilities: 96.4%

MATHEMATICS

All students: 98.2%
Lowest-participating group: Students with Disabilities: 96.4%



2020-21 REPORT CARD GUIDE

GROWTH

UNDERSTANDING THE GROWTH PRIORITY AREA

Basics about the priority area

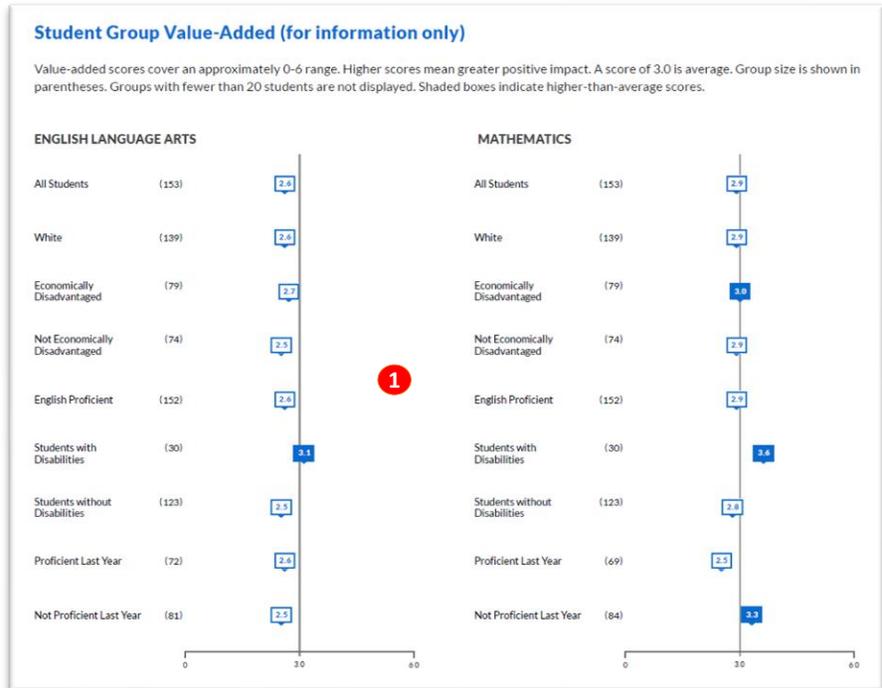
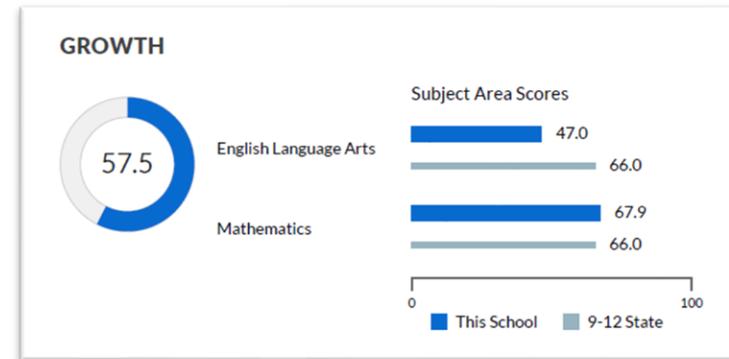
The purpose of this priority area is to give schools and districts a single measure that summarizes how rapidly their students are gaining knowledge and skills from year to year. In contrast to Achievement, which is based on the levels of performance students have attained in a given year, the Growth Priority Area measures changes in students' performance over time. In particular, this priority area focuses on the pace of improvement in students' performance in a school or district compared to the growth of similar students across the state. This priority area rewards schools and districts for helping students improve performance, regardless of a student's prior achievement, by measuring student progress across assessments over time.

Where to find the data

While the front page displays the priority area score and ELA and mathematics component scores, the most valuable data for understanding student improvement are found in the supplementary data charts, which display growth results by student group. These student group data are displayed on page 4 of the school report card and page 5 of the district report card. **1**

How to use the data

The Growth priority area is an important complement to Achievement in understanding district and school performance. How well students are learning is reflected by both their level of attainment and their rate of improvement. Performance on these two measures can be quite different. Such differences may point to areas of need. The report cards provide growth data for groups of students, allowing schools and districts to see how the growth of particular groups impacts their overall growth performance. They can identify particular groups of students who are having trouble improving or who are improving rapidly. These high scores may point to a successful program or improvement process.



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2020-21 REPORT CARD GUIDE

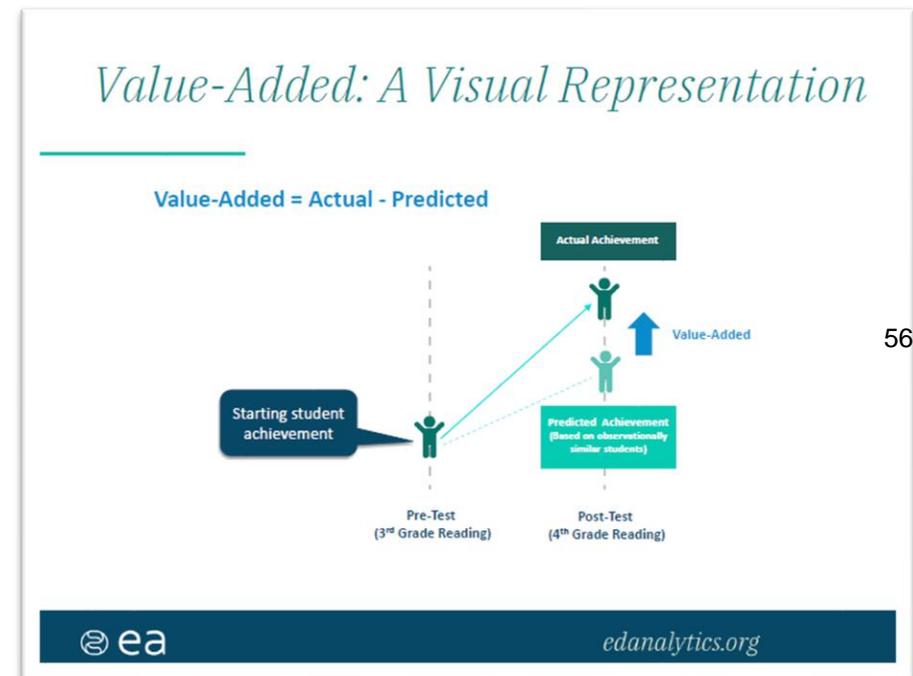
GROWTH

UNDERSTANDING THE VALUE-ADDED GROWTH MODEL

At the foundation of the Growth score is a statistical technique known as value-added, which is meant to facilitate “apples to apples” comparisons of student improvement between schools/districts, even if they serve very different student populations. Value-added quantifies how much growth students make over time after taking into account factors that are generally beyond a school’s control but may be related to how much growth students make. These include factors such as students’ prior achievement and certain characteristics of the students themselves, such as whether they come from economically disadvantaged families or have a disability and/or are English learners. The measure reflects growth across the entire spectrum of student performance, regardless of the students’ starting points.

While the calculations behind value-added are complex, the concept is straightforward. Value-added, simply put, is the difference between the actual and predicted growth over time of students with similar prior achievement and personal characteristics. In addition to prior achievement, the value-added model used in the school and district report cards considers students’ economic status, disability type, English Language proficiency level, gender, migrant status, and race/ethnicity.

For information about how the value-added model results in a Growth priority area score, please refer to the [2020-21 Technical Guide](#). For specific details pertaining to the value-added model, please see the Value-Added Technical Report located on the [Accountability Resources](#) page.



2020-21 REPORT CARD GUIDE

GROWTH

UNDERSTANDING THE GROWTH PRIORITY AREA

How the calculation works

The Growth priority area provides a single score that characterizes the growth of a district or school's students, regardless of their starting performance levels and student attributes. It takes into account decline as well as improvement in student performance on the Forward Exam, ACT Aspire, and ACT with writing assessments. If a student's actual score is higher than their predicted score, this is called "high value-added".

The value-added scores are reported on a 0 to 6 scale. The statewide average is always set to 3.0, representing typical growth for schools in the state. Up to three years of value-added results are used, when available, in calculating weighted average value-added scores. As in other parts of the report card, the current year data is weighted more heavily than prior years' data. Value-added scores are then converted to a Growth score from 0 to 100, like the other priority areas.

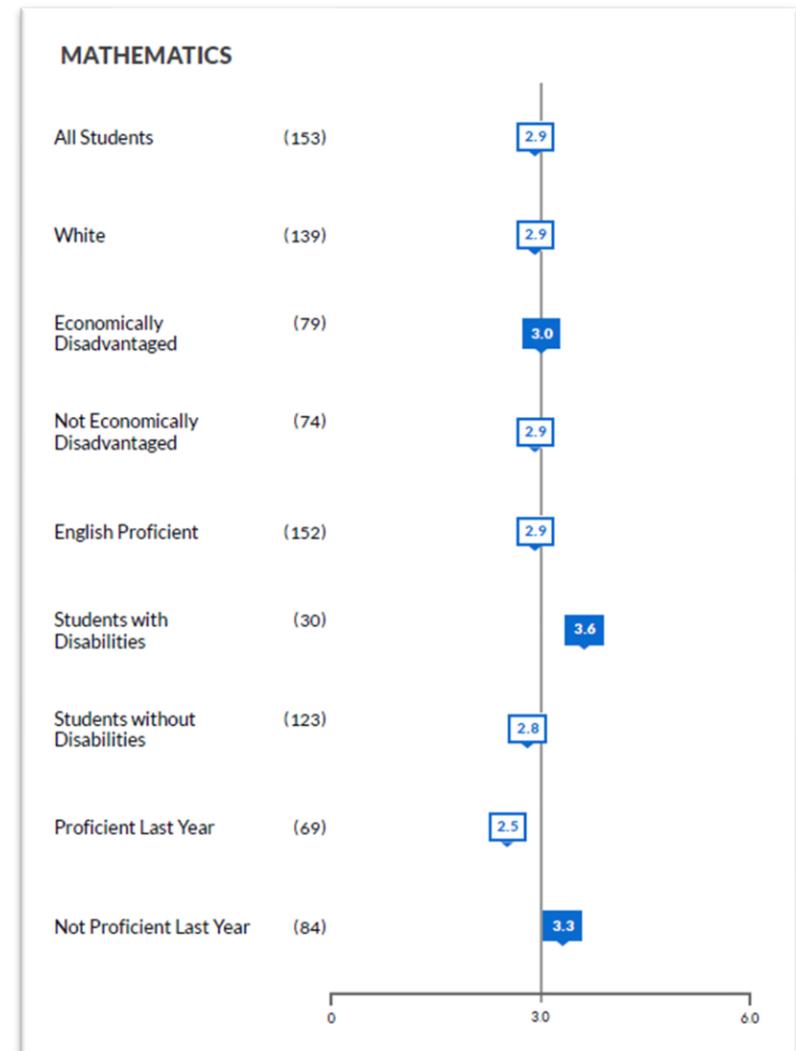
Growth consists of two components, ELA and mathematics. Separate value-added scores are calculated for each and then combined to produce the Growth score.



GOOD TO KNOW

The Growth Supplemental data table displays value-added results for groups of students in each school/district. This comparison helps readers better understand a school or district's impact on learning for different groups of students. Student group data do not impact growth priority area scores.

See the [Value-Added Resources](#) for more information about how to read the supplemental table



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2020-21 REPORT CARD GUIDE

TARGET GROUP OUTCOMES

UNDERSTANDING THE TARGET GROUP OUTCOMES PRIORITY AREA

Target Group Outcomes is an **updated priority area** that examines multiple measures for students in the bottom quartile (25%) of performance based on the prior year's test results, along with any students who scored less than proficient on that year's DLM alternate assessment. This priority area is designed to inform improvement efforts, resulting in positive change for learners who most need it while also improving outcomes for all students. It replaces the Closing Gaps priority area.

Basics about the priority area

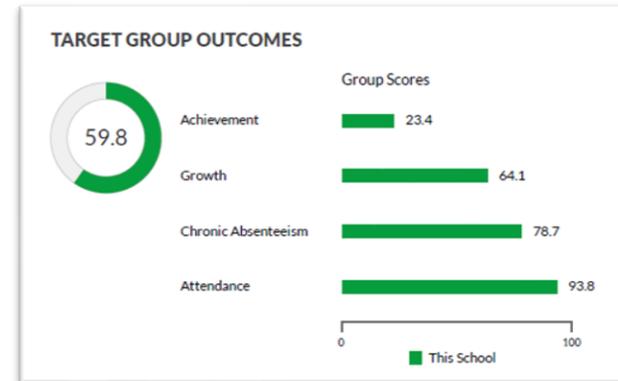
Target Group Outcomes is scored using a multiple measure system. This system calculates measures familiar from other priority areas - **achievement, growth, chronic absenteeism, and attendance or graduation rates**. The same calculation methods are used, but applied only to students in the target group, creating a "mini report card" for the group.

Where to find the data 1

While the front page displays the priority area and component scores, the data most valuable for understanding performance of students in the target group are the supplementary data, which display performance by each scoring component with comparisons to students at the school who are not in the target group. This supplementary data is found on page 5 of the school report card and page 6 of the district report card.

How to use the data

Target Group Outcomes is designed to help schools see their own "gaps" between the lowest-performing students and the rest of the student body. Schools should use the data from this priority area as a tool in narrowing these gaps by implementing policies and procedures that will best serve the students most in need of support.



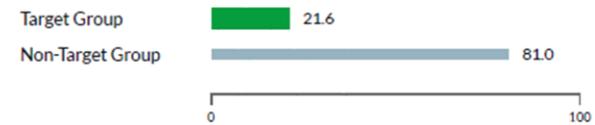
Component Scores

ACHIEVEMENT

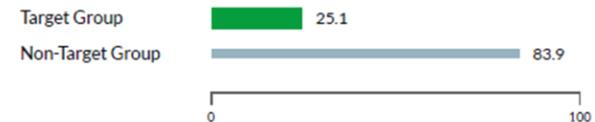
Score: 23.4

Average points-based proficiency rates.

English Language Arts 1



Mathematics



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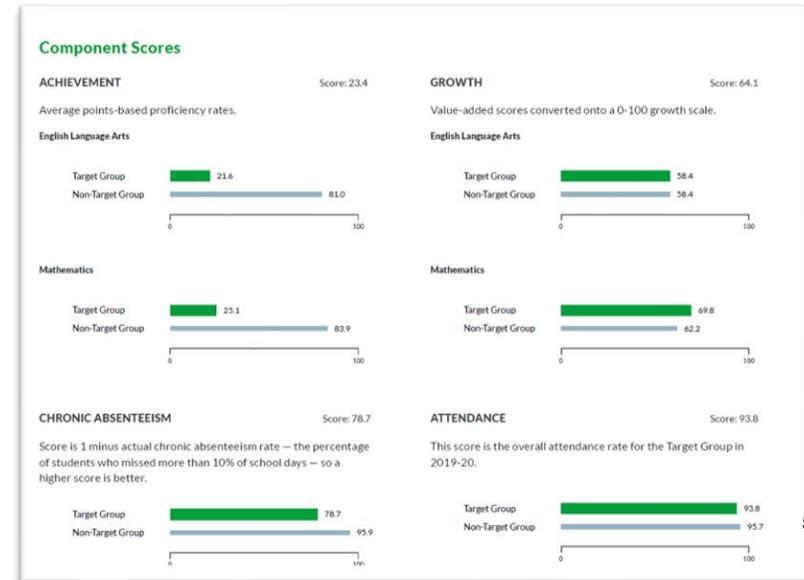
2020-21 REPORT CARD GUIDE

Creating the Target Group

The target group is determined by prior performance rather than demographic association. It is roughly the bottom quartile of performers using the prior year's state assessment results, though additional business rules may result in a group that is more than 25% of the school or district's tested population. To determine the students who will be included in the Target Group Outcomes priority area, DPI follows the steps below

1. Look at Forward, Aspire, and ACT assessment results from the **prior year**. For example, 2021-22 assessment results will be used to determine which students to include in 2022-23 target groups. The students in 2020-21 target group were determined by performance on the *prior* assessment year of 2018-19, as assessments were cancelled in the spring of 2019-20.
2. Convert ELA and mathematics scaled scores on state assessments to standardized scores that can be compared across grades (z-scores).
3. Percentile rank z-scores to identify students in the bottom quartile (25%) for assignment to the target group. If the bottom quartile contains fewer than 20 students, keep adding students to the target group until the minimum cell size of 20 is met, up until 50% of students.
4. Some students have test results without scaled scores from the prior year. These students may still be included in the target group:
 - a. Add students who scored less than proficient on the DLM. The DLM does not provide scale scores, so these students cannot be included in the percentile rankings.
 - b. Add students who only completed 2 out of 3 components of the ELA content area and scored less than proficient on the ACT with writing or ACT Aspire assessments, as these students also do not have scaled scores to be included in the rankings.

TARGET GROUP OUTCOMES



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ADDITIONAL RESOURCE

Please see the "Target Group Outcomes Guide" on the [Accountability Resources](#) page to learn more about this priority area.

Scoring the Target Group

Target Group Outcomes component scores are calculated using the same methodology as for the other priority areas, which are based on "all students". The only difference is that these calculations only include students in the target group:

1. DPI uses **current year** assessment, attendance, and graduation data, and applies the same calculations (e.g., points-based proficiency) to achievement, growth, chronic absenteeism, and attendance/graduation as used in "all students" measures to target group students.
2. DPI uses these calculations to determine the scores for each component of the Target Group Outcomes priority area.

2020-21 REPORT CARD GUIDE

ON-TRACK TO GRADUATION

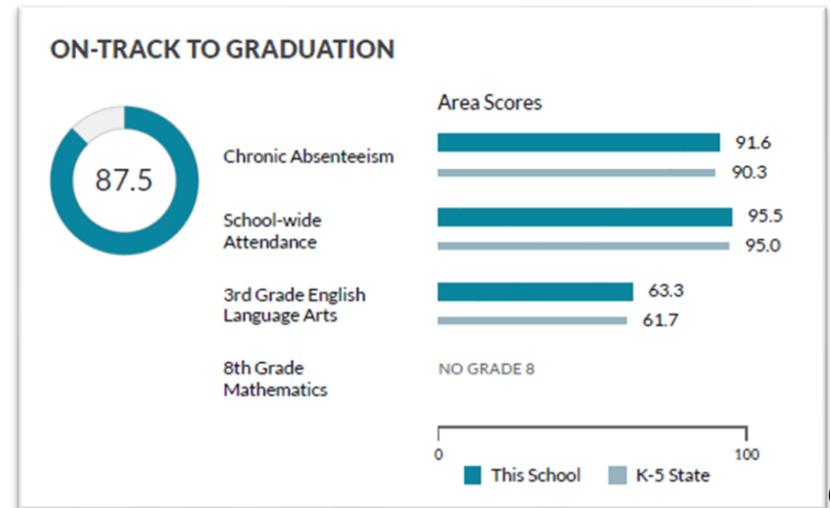
UNDERSTANDING THE ON-TRACK TO GRADUATION PRIORITY AREA

Basics about the priority area

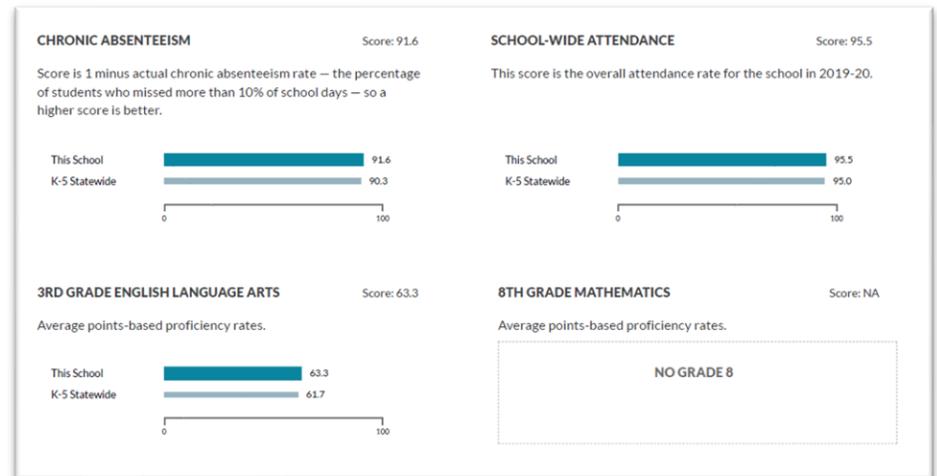
The purpose of this priority area is to give schools and districts an indication of how successfully students are achieving educational milestones that predict postsecondary readiness. This priority area has three components. The first component is **chronic absenteeism** – 1 minus the rate of students who are chronically absent. The second is either a **graduation** rate—for schools that graduate students (i.e. high schools)—or an attendance rate for schools with no 12th grade. **Chronic absenteeism, graduation, and attendance data are lagged by one year due to the timing of when the data become available for use.** The final component is third grade ELA achievement, eighth grade mathematics achievement, or a combination of the two, depending on grade configuration and data availability. The scores for these components are included in a [weighted average](#) used to produce the On-Track to Graduation score. Scores for schools without a third or eighth grade will be based solely on chronic absenteeism and attendance or graduation.

How to use the data

The graduation rate, of course, measures a key education milestone. For schools that do not graduate students, attendance rates are used. Attendance and chronic absenteeism are highly correlated with student achievement. The third grade ELA and the eighth grade mathematics achievement results represent key educational transition points. These data can help schools and districts monitor whether their students are on-track for success in high school and beyond. Third grade ELA ability is linked to later academic performance across content areas, graduation, and college enrollment. Eighth grade mathematics ability predicts success in varied high school courses.



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2020-21 REPORT CARD GUIDE

ON-TRACK TO GRADUATION

UNDERSTANDING ON-TRACK TO GRADUATION

How the calculation works

Chronic absenteeism: Students that are enrolled for at least 90 days during the school year are included in this calculation. Enrollment need not be continuous to meet the 90-day threshold. A student is considered chronically absent if they missed more than 10% of possible attendance days. The chronic absenteeism *rate* is the number of students who are chronically absent divided by the total number of students who have been enrolled at least 90 days. The chronic absenteeism *score* on the report card is 1 minus the chronic absenteeism rate and is a multi-year average.

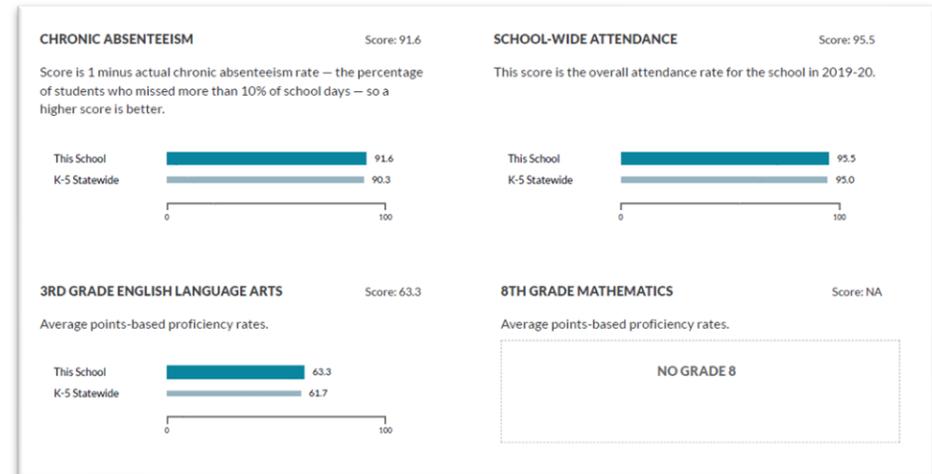
Graduation or attendance: For schools and districts that graduate students, a graduation rate component is used. Otherwise, an attendance rate component is used. Graduation rates and attendance rates are highly correlated with one another and have virtually identical distributions. The graduation component is the weighted average of the four-year and seven-year cohort graduation rates. The attendance component is the days of student attendance divided by the total possible days of attendance. Both graduation and attendance components are based on a single year of data.

Other On-Track Measures. A school and district may have third grade ELA achievement, eighth grade mathematics achievement, or both. Third grade ELA achievement and eighth grade mathematics achievement are measured in the same way as in the Student Achievement Priority Area.

The On-Track Priority Area accounts for 25% of the overall score if third grade ELA or eighth grade mathematics (or both) are present. Otherwise, this priority area is worth 20% of the overall score.

Supplemental Data 1

Some of the most valuable data in the report card are the results by scored component and student group in the supplementary data tables (starting on page 6 of the school report card and page 7 of the district report card).



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Student Group Chronic Absenteeism Rates, Single-Year

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	374,858	9.2%	371,583	9.6%	365,355	10.1%
All Students	440	7.3%	445	9.9%	446	7.8%
American Indian or Alaskan Native	4	50.0%	6	16.7%	6	33.3%
Asian	22	4.5%	18	11.1%	18	11.1%
Black or African American	37	16.2%	47	23.4%	53	22.6%
Hispanic or Latino	63	14.3%	57	19.3%	59	11.9%
White	292	3.8%	293	5.8%	288	3.1%
Two or More Races	22	13.6%	24	8.3%	22	13.6%
Economically Disadvantaged	212	13.2%	204	17.6%	203	14.3%
English Learners	47	12.8%	44	9.1%	50	4.0%
Students with Disabilities	59	11.9%	60	11.7%	54	11.1%

2020-21 REPORT CARD GUIDE

COURSE AND PROGRAM DATA

COURSE AND PROGRAM DATA IN REPORT CARDS

State statute ([Wis. Stat. 115.385](#)) requires DPI to report on certain course and program types for students in grades 9-12 in school and district report cards. Data for courses and programs are included in report cards using the following categories:

Postsecondary Preparation

- Advanced Courses
- Dual Enrollment
- Industry-Recognized Credentials
- Work-Based Learning

Arts Data

The percentage of students participating in arts courses, defined as

- Art & Design
- Dance
- Music
- Theater

The data are reported for informational purposes only (not scored), and like graduation and attendance data, course and program data will lag by one year on report cards. For example, 2020-21 report cards include 2019-20 course data.

At this time, course data are reported to DPI by public schools and districts only. Private schools in a Choice Program do not send course data to DPI. The pages with course data will not appear on the report card for choice schools. They will also not appear on report cards for any public schools or districts without grades 9-12.

ADDITIONAL RESOURCE

Please see the "Course and Program Data Guide" on the [Accountability Resources](#) page to learn more about this area of the report card.

Example Mid-Sized High Report Card, 2020-21
Preliminary secure report
Not for public release

POSTSECONDARY PREPARATION, 2019-20
Section 115.385 (d)1-5, Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
School	State	School	State	School	State	School	State
19.2%	19.2%	18.1%	17.8%	1.1%	1.4%	3.2%	2.4%

103 students successfully completed at least one Advanced Placement or International Baccalaureate course.

Example Mid-Sized High Report Card, 2020-21
Preliminary secure report
Not for public release

ARTS COURSE INFORMATION, 2019-20
Section 115.385 (d)6, Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores.

Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
23.7%	24.7%	0.7%	0.3%	18.1%	21.3%	1.5%	1.9%

127 students successfully completed at least one art & design course.

4 students successfully completed at least one dance course.

97 students successfully completed at least one music course.

8 students successfully completed at least one theater course.

Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. All groups present in the school are shown. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	5	3,944	0.0%	27.9%	0.0%	0.1%	0.0%	17.3%	0.0%	1.2%
Asian	17	10,528	17.8%	26.8%	0.0%	0.3%	17.6%	21.8%	0.0%	1.6%
Black or African American	39	24,232	33.3%	27.9%	2.0%	0.5%	10.3%	13.8%	7.7%	4.1%
Hispanic or Latino	78	31,812	18.4%	26.2%	0.0%	0.3%	9.2%	15.5%	1.3%	1.8%
Native Hawaiian or Pacific Islander	1	192	0.0%	24.0%	0.0%	0.5%	100.0%	22.4%	0.0%	2.1%
White	379	188,332	24.8%	23.9%	0.8%	0.3%	20.1%	23.4%	1.1%	1.7%
Two or More Races	19	9,228	15.8%	23.9%	0.0%	0.4%	31.0%	19.8%	0.0%	1.9%
Economically Disadvantaged	211	97,817	27.0%	26.9%	0.0%	0.3%	12.8%	17.4%	1.4%	2.3%
English Learners	28	13,412	21.4%	29.0%	0.0%	0.2%	7.1%	13.0%	0.0%	1.4%
Students with Disabilities	71	34,473	26.2%	25.4%	0.0%	0.3%	8.5%	14.3%	1.4%	1.9%

2020-21 REPORT CARD GUIDE

PRIVATE SCHOOLS

UNDERSTANDING CHOICE SCHOOL REPORT CARDS

DPI produces two types of Choice school report cards, as required by law.

- Private School – Choice Students Report Card (*required*)
- Private School – All Students Report Card (*optional*)

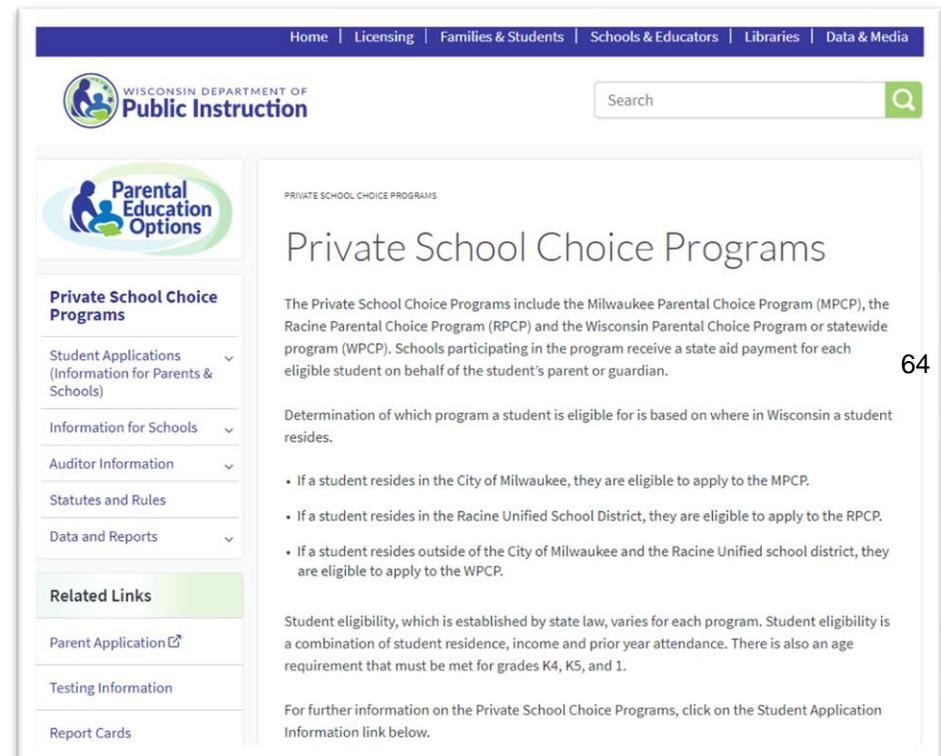
Both types of private school report card types are included in the release of the report cards.

Private School – Choice Students - All Choice schools receive this report card, which only includes students who are attending under one of the [Private School Choice programs](#).

Private School – All Students - Based on the performance of all students in the private school (those attending under a Choice program as well as private-paying students).

In order to receive a scored version of the optional All Students report card, the private school must have opted in to receive this report card for at least two consecutive years. These opt-in schools report data to DPI on all of their students, not just the Choice program participants.

Both types of private school report cards report the same data based on the same calculations as public schools. Differences between private school report cards and the public school report cards are noted where appropriate throughout this guide.



The screenshot shows the Wisconsin Department of Public Instruction website. The navigation bar includes links for Home, Licensing, Families & Students, Schools & Educators, Libraries, and Data & Media. The main content area is titled "PRIVATE SCHOOL CHOICE PROGRAMS" and "Private School Choice Programs". It includes a sidebar with a "Parental Education Options" logo and a "Private School Choice Programs" section with dropdown menus for Student Applications, Information for Schools, Auditor Information, Statutes and Rules, and Data and Reports. The main text describes the programs (MPCP, RPCP, WPCP) and eligibility criteria based on student residence. A "Related Links" section includes Parent Application, Testing Information, and Report Cards.

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2020-21 REPORT CARD GUIDE

REPORT CARD DATA

UNDERSTANDING THE DATA USED

The Report card [Data At-a-Glance](#) document is a key resource to guide you through the data used in the report cards.



WISCONSIN DEPARTMENT OF
Public Instruction



DATA AT-A-GLANCE 2020-21 SCHOOL AND DISTRICT REPORT CARDS

OVERVIEW
This guide is meant to build understanding of the data sources used in the 2020-21 Wisconsin state school and district report cards. Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings on 2020-21 report cards.

OPTIONAL NARRATIVE STATEMENT
This optional narrative statement on the front page is provided to DPI by schools and districts via an online form.

PRIORITY AREAS
Achievement: Includes FAY tested students only.

	Proficiency Levels	Demographics
2020-21	Forward, ACT Aspire, ACT with writing, DLM	WISEdata Spring Demographic Snapshot
2018-19		
2017-18		

Note: statewide assessments were not administered in 2019-20.

Growth: Scale scores from 20-21, 18-19, 17-18, and 16-17 Forward Exam, ACT Aspire, and ACT with writing (no DLM); demographic control variables from WISEdata Spring Demographic Snapshots. Includes FAY tested students only.

Target Group Outcomes: Data sources for each priority area or calculation - Achievement, Growth, Chronic Absenteeism, Graduation, and Attendance - apply in the same way within Target Group Outcomes calculations.

On-Track to Graduation: Graduation, Attendance, and Chronic Absenteeism data from WISEdata Year-End Snapshots. Years of data used indicated below. Note that these data are lagged by one year compared to assessment data in report cards.

	Graduation	Attendance	Chronic Absenteeism
2019-20	One year	One year	Up to three years
2018-19			
2017-18			

Third Grade ELA and Eighth Grade mathematics: see Student Achievement table above.

Example Mid-Sized Elementary 1

Report Card, 2020-21
For review only; report not for public release

OVERVIEW
School Details: Grades: KG-5, Enrollment: 450, Percent open enrollment: 10%

Student Groups



Score Summary
Overall Score: 68.4, Meets Expectations: ★★★

PRIORITY AREA WEIGHTS

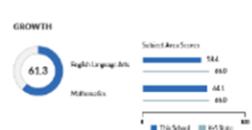
Achievement	11.4%
Growth	14.0%
Target Group Outcomes	31.6%
On-Track to Graduation	35.0%

Priority Area Scores

ACHIEVEMENT



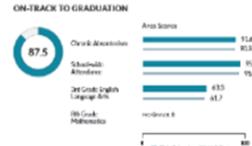
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION



SCHOOL INFORMATION
Grades: School Directory app
Enrollment, Student Groups: [2020-21 WISEdata TFS Enrollment Snapshot](#)
Percent Open Enrollment (via OPAL as of TFS)
Percent Choice Enrollment: 2020-21 WISEdata TFS Enrollment Snapshot and 2020-21 [PI-1207 Private School Report](#) Within District Mobility, Between District Mobility: 2020-21 WISEdata TFS Enrollment Snapshot and end-of-year enrollment as reported via WISEdata.

ECONOMICALLY DISADVANTAGED (ECD)
Data are from the 2020-21 WISEdata TFS Enrollment Snapshot. Rates of ECD determine the weights given to Student Achievement and School Growth, when both priority areas are present. Details and specific weights are available in the online [weighting calculator](#).

STUDENTS WITH DISABILITIES
Data on the front page are from the 2020-21 WISEdata TFS Enrollment Snapshot. However, for assessment-based measures, disability status is determined by a WISEdata designation of students with an IEP (public schools) or ISP (private schools) with effective dates at any point between 12/1/20 and 6/30/21.

COURSE DATA
Report cards for public schools and districts with grades 9-12 contain arts and postsecondary preparation course participation data on subsequent pages (not on the front page). Data is from the [2019-20 WISEdata Year-End Snapshot](#).

Office of Educational Accountability, September 2021

2020-21 REPORT CARD GUIDE

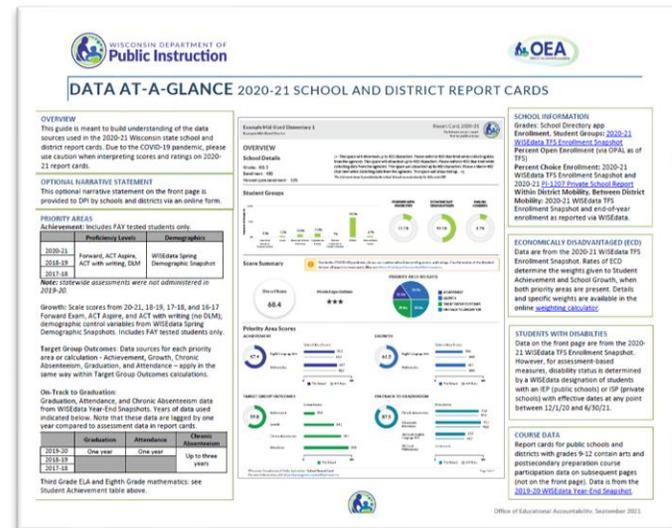
REPORT CARD DATA

UNDERSTANDING THE DATA USED

Data Sources: The data used in the report cards come from a variety of sources and across multiple years. Most data are reported through WISEdata and captured (or snapshot) at a point in time. Correctly reporting data at the time of these WISEdata snapshots is key to having report cards that appropriately reflect the performance of the school or district. The report card Data At-a-Glance document is meant to help school and district administrators understand where the data on the report cards come from and how the data collected in WISEdata snapshots are incorporated in the report cards.

Full Academic Year (FAY) students: priority area scores and components based on assessment results are calculated using full academic year (FAY) students in tested grades. Students need not be FAY, however, to be included in attendance, chronic absenteeism, or graduation calculations. Students must have attended for at least 90 non-consecutive days to be included in chronic absenteeism components.

Student Groups: report cards include a number of tables and charts displaying data disaggregated by student group. This enables educators to focus efforts on groups of students whose performance is lagging, providing the support they need to achieve at higher levels. Disaggregated reporting is for the following student groups: students with disabilities, English learners, economically disadvantaged students, and student groups defined by race/ethnicity. Student group data provide supplemental information, but do not factor directly into report card scoring.



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Defining FAY

It is important to clearly define which students are considered FAY (full academic year) because only FAY students are included in assessment-based calculations, and these calculations make up the majority of report card scores. FAY determination depends on whether a student tested:

1. For students who test, FAY is continuous enrollment from TFS to the testing date.
2. For students who do not test, FAY is continuous enrollment from TFS to the last day of the testing window.

If a student transfers after the date, but they took the test before the end of the testing window, s/he would be FAY at the school where they tested.

2020-21 REPORT CARD GUIDE

NAVIGATION

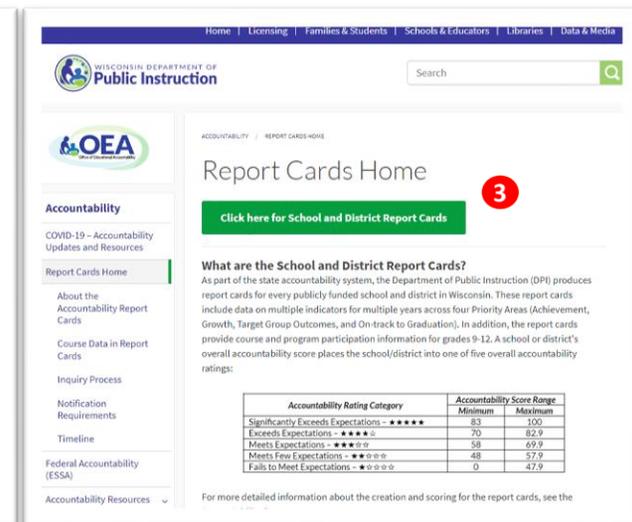
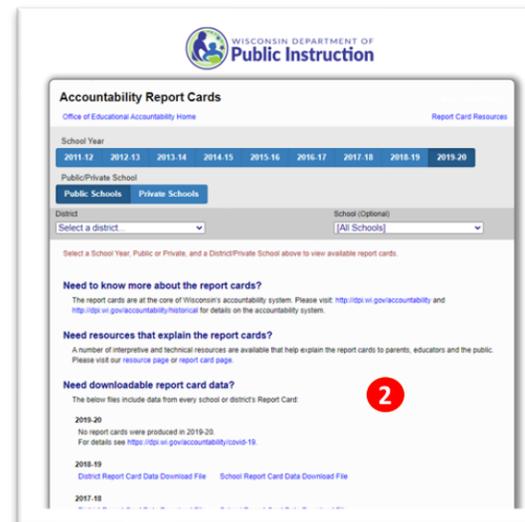
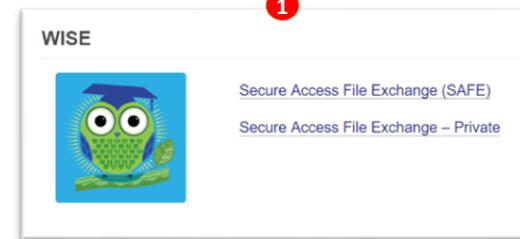
FINDING SECURE REPORT CARDS 1

Secure report cards for schools and districts are available in SAFE, the Secure Access File Exchange. The secure report cards in SAFE are meant for schools and districts only. Data in the reports have not been redacted and therefore may not be shared with local media, parents, or other members of the public. To obtain access to SAFE, please visit the [WISEhome information page](#).

FINDING PUBLIC REPORT CARDS 2

Once released, the public version of the **report cards** can be accessed online by anyone. Navigate to the [Report Cards Home](#) where you'll find a quick explanation of the report cards; links to resources explaining the report cards; and contact information for accountability team members who can assist with further questions.

Clicking through the green button on the Report Cards Home page takes you to the state's [report card application](#). The app page shown at right is a database containing all the school and district report cards published over time. The app page also contains a data 3 download file for each year school and district report cards were produced, summarizing scores and contextual information for all schools and districts that received a report card that year.





WISCONSIN DEPARTMENT OF
Public Instruction



Technical Guide

2020-21 School and District Report Cards

Document Control

Document Information

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Changes	N/A



Using This Document

This document provides descriptions for calculating the scores used in Wisconsin's school and district report cards. This document focuses on the three school-level report cards and their accompanying school report card:

- Public school report card,
- Private school - Choice students report card, and
- Private school - All students report card.

All calculations and descriptions also apply to the district report card. Any differences between these report cards are specifically noted.

- Public report cards are available on the Department of Public Instruction's (DPI) website: <http://dpi.wi.gov/accountability/report-cards>.
- Secure (unredacted) report cards are available to authorized users in SAFE, the Secure Access File Exchange: <http://dpi.wi.gov/wisedash/districts/safe>.

This document connects the data on the school report card to the school's **overall score** and corresponding **accountability rating**.

You can approximate the calculations used to arrive at a school's overall and priority area scores using data from the **school report card** (secure or public) and this document. Scores calculated with this document may not exactly match a school's score due to rounding, both in the calculation itself and in the display of values on the school report card.

For further information on reading and interpreting the school and district report cards please refer to our resources available here: <http://dpi.wi.gov/accountability/resources>.



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Introduction

This technical guide is meant to provide clarity about the calculations behind the 2020-21 school and district report cards produced by the Wisconsin Department of Public Instruction (DPI). Using this guide in conjunction with the [Report Card Guide](#) helps with understanding and reproducing the scores that are on the report cards. Report cards and related resources can be accessed online: dpi.wi.gov/accountability/report-cards.

This guide provides a series of explanations and walkthrough examples for each of the four report card priority areas (Achievement, Growth, Target Group Outcomes, and On-Track to Graduation). This guide also assists in understanding public and private school and district report cards. The report cards are designed to reflect the performance of schools and districts regardless of type—public, charter, choice, or private.

Schools in the Private School Choice Program receive a Private School – Choice Students Report Card that bases scores only upon students attending under the Choice program. These schools may also opt in to receive a Private School – All Students Report Card that scores all students in the school (those attending under the Choice program and private-paying students).

Building the Overall Score

Wisconsin's school accountability system uses multiple measures across four priority areas to build a 0 to 100 point score for each school.

The Overall Score is a weighted average of separate scores for each of four priority areas—Achievement, Growth, Target Group Outcomes, and On-Track to Graduation.

Like the Overall Score, each of the priority areas are scored on a scale from 0 to 100. However, because Wisconsin has schools of many different sizes, grade levels, and student populations, not all of the priority areas apply in the same way to every school. Therefore, combining the priority area scores to arrive at an overall score is more complicated than taking a straight average. The following pages detail the steps taken to calculate the Overall Score.

Background

DPI bases the process of building a school's Overall Score on two important principles:

1. **We cannot calculate every priority area score for every school.** Every component of the report cards requires at least 20 students with data to calculate a score. Some schools are too small to calculate scores for some priority areas.
2. **A school should not be advantaged or disadvantaged by the presence or lack of a priority area or component.** Simply averaging the priority areas would create a bias for schools with fewer priority areas due to the second principle as discussed above. The Report Card attempts to treat all schools fairly, regardless of availability of data.

As a result, an overall score is calculated by applying the following:¹

¹ DPI has an Accountability Report Card Weighting Calculator that shows the weights applied to schools with different data availability and priority areas. See: https://73a-dpi.shinyapps.io/report_card_weighting_calculator/.



1. **The scales of Growth and Target Group Outcomes scores are aligned with the scale of Achievement scores.** Aligning scores to a common scale avoids creating a bias between these priority areas.
2. **The Target Group Outcomes priority area score requires a Target Group Achievement, Target Group Growth, and Target Group Attendance/Graduation Score.** The priority area may also include Chronic Absenteeism. Weights within the priority area are fixed. For the method of generating the Target Group Outcomes priority area score, please refer to the calculation section.
3. **The Graduation and Attendance components within the On-Track to Graduation priority area have a fixed weight no matter how many other priority area scores or components are calculated.** Because the attendance and graduation components cause the On-Track to Graduation scores to be typically much higher than the scores of the other priority areas, freezing the weight of these components prevents an unfair bias towards schools and districts that lack other priority areas, or other components of the On-Track to Graduation priority area.
4. **At minimum, Achievement and On-Track to Graduation priority area scores are needed to produce an overall score.** On-Track Attendance/Graduation is also needed to produce an On-Track to Graduation score.

Steps

The process for determining a school's Overall Score consists of calculating a **weighted average** of the priority area scores. This method also takes into account state statutory requirements for weighting Achievement and Growth according to the percentage of students in a school or district who are economically disadvantaged. Only the overall score incorporates variable weighting.

The steps below show how a school's Overall Score is calculated using priority area scores. Details on how these priority area scores are calculated are provided in the sections that follow.

1. **Combine Achievement, Growth, and Target Group Outcomes.** Begin calculating the overall score by taking a weighted average of the Achievement, Growth, and Target Group Outcomes scores, weighting Achievement and Growth according to the percent of economically disadvantaged students in the school. Note that these weights may not add up to 1.

Target Group Outcomes, when present, is always given a weight of 0.5.

Weights for Growth and Achievement are assigned following the guidelines in state statute, which balance Achievement and Growth according to the level of poverty in the school or district:

- a. If only Achievement is present it is given a weight of 0.5.
- b. If both Achievement and Growth are present, their weights are determined using the following rules:
 - i. For a school with 5% or fewer students who are economically disadvantaged, Achievement is given a weight of 0.9 and Growth is given a weight of 0.1.
 - ii. For a school with 65% or more students who are economically disadvantaged, Achievement is given a weight of 0.1 and Growth is given a weight of 0.9.



- iii. For a school with between 5% and 65% students who are economically disadvantaged, the relative weights of Achievement and Growth are determined using the following formulas:²

$$Achievement\ Weight = 1 - \left(\left(\frac{4}{3} * \frac{Percent\ Economically\ Disadvantaged}{100} \right) + \frac{1}{30} \right)$$

$$Growth\ Weight = 1 - Achievement\ Weight$$

- c. Calculate the weighted average of these priority areas using the following formula:

$$Average = \frac{(Achievement\ Score * Achievement\ Wt) + (Growth\ Score * Growth\ Wt) + (Target\ Groups\ Score * Target\ Groups\ Outcome\ Wt)}{Sum\ of\ Weights}$$

When a school/district has an Achievement priority area score, but no Growth or Target Group Outcomes scores, the Achievement score is used for this step.

2. **Multiply the weighted average by the correct factor.** Next, multiply the weighted average calculated in Step 1 by a factor that is determined by which components of the On-Track to Graduation priority area are available for the school:
 - a. If a score is present for either the third grade English language arts (ELA) or eighth grade mathematics On-Track components, then the weighted average is multiplied by 3.
 - b. If *no score* is present for either the ELA or mathematics On-Track components, then the weighted average is multiplied by 3.2.
3. **Combine Result with On-Track to Graduation Score.** The next step in creating the Overall Score is to sum the adjusted weighted average of the first three priority areas (calculated in step 2) and the On-Track to Graduation score, and then divide this sum by 4.
 - a. If a score is present for either the third grade English language arts (ELA) or eighth grade mathematics On-Track components, then the On-Track score is multiplied by 1 prior to combining with the other priority areas.
 - b. If *no score* is present for either the ELA or mathematics On-Track components, then the On-Track score is multiplied by .8 prior to combining with the other priority areas.

The Overall Score determines which Accountability Rating Category for a school or district. Each Accountability Rating Category corresponds to a number of stars. Note that these thresholds have changed from past years.

Accountability Rating Category	Accountability Score Range	
	Minimum	Maximum
Significantly Exceeds Expectations - ★★★★★	83	100
Exceeds Expectations - ★★★★☆	70	82.9
Meets Expectations - ★★★☆☆	58	69.9
Meets Few Expectations - ★★☆☆☆	48	57.9
Fails to Meet Expectations - ★☆☆☆☆	0	47.9

² DPI has produced an app to show how the weights of Achievement and Growth adjust based on the percentage of economically disadvantaged students: https://oea-dpi.shirleyapps.io/variable_weighting_app_17/.



Exceptions

An Overall Score cannot be calculated for schools in the following situations:

- New schools (those with only one year of data).
- Schools without tested grades (e.g., K4-2 schools).
- Schools with fewer than 20 full academic year (FAY) students in WSAS tested grades (Grades 3-11) assessed in the most recent year (2020-21) and the prior year (2018-19).

Public schools in these situations are assigned a rating based on an alternate accountability process. They may receive an AR rating of “*Alternate Rating - Satisfactory Progress*” or “*Alternate Rating - Needs Improvement*” based on a district-supervised self-evaluation process. Starting in 2020/21, schools that do not meet any of the above criteria, but who exclusively serve at-risk students are no longer part of the alternate accountability process. Instead, they are evaluated under the standard accountability process. More information about alternate accountability can be found online:

<http://dpi.wi.gov/accountability/alternate-accountability>.

In addition to the situations listed above, Choice schools may not meet the requirements for calculating an Overall Score based on the following two scenarios:

1. The school submitted insufficient Choice enrollment data, inhibiting the ability to produce an Overall Score.
2. The school submitted data for only one of the two years required for producing a score. This applies to new Choice schools and Choice schools switching opt-in statuses for the Private School-All Students Report Card.

When a Choice school falls under one of these two scenarios, it is assigned a rating of “NR-DATA.”

Global Notes

- The report cards have four priority areas. Within each priority area, individual components are calculated. Example: Achievement is a priority area; English Language Arts (ELA) Achievement and Mathematics Achievement are two components of this priority area, each calculated separately.
- All scores are calculated and reported to one-tenth of a point.
- Calculations are rounded to the third decimal point (0.001, or 0.1%). The only exception is Percent Economically Disadvantaged, which is rounded to the nearest whole percentage point. Rounding is done at two stages in the calculation process: first, when individual student data are aggregated into a rate or average, and second, at the end of a sequence of algebraic operations.
- DPI uses a cell size, the minimum number of students needed to calculate a data component, of 20 students (N=20). In most cases, the cell size is applied to each year of data separately. In the 3rd Grade English Language Arts and 8th Grade Mathematics achievement components of the On-Track to Graduation priority area, the cell size is applied to the two most recent years of data combined. In other words, if a school meets cell size by combining the two most recent years, but would not if not combined, the data from the two most recent years are used in the calculation. This is done to provide a score for as many schools as possible.
- State level comparisons are provided on the front page of the Report Card, based on average state scores from the grade band that most closely matches the school. There are six grade bands for which state average scores are calculated: K-5, 6-8, 9-12, K-8, 6-12, and K-12. Comparison scores treat all Wisconsin students within a particular grade band as if they were one giant school. These scores are calculated using the same methodology as individual school scores. Comparisons are not used to determine a school’s score or rating category; they are provided for context only.



- Graduation, attendance, and absenteeism data are from the prior year, not the current year, due to data availability. For example, the most recent graduation, attendance, and absenteeism data used in 2020-21 report cards are from the 2019-20 school year.
- Multiple years of data are considered throughout the Report Card:
 - Achievement requires a minimum of two consecutive years of data, and may contain up to of three years of data in both ELA and mathematics
 - Growth requires two consecutive years of assessment data in both ELA and mathematics per student included in the calculation
 - The component scores of Target Group Outcomes -- Target Group Achievement, Target Group Growth, Target Group Attendance/Graduation, and Target Group Chronic Absenteeism -- contain the same pattern of data years as the analogous priority area component scores for all students in the school.
 - On-Track to Graduation requires one of the four-year or extended-year graduation rates to compute a Graduation score; both rates are used when present. Chronic Absenteeism uses up to three years of data where available.
- Whether a student attended a school for the full academic year (FAY) is determined differently at the school and district levels. For school report cards, FAY determination is based on FAY for the school, not the district; for district report cards, FAY determination is based on FAY for the district, not the school. FAY is determined at the student level through continuous enrollment from Third Friday of September (TFS) to testing/end of the spring assessment window. For past and current definitions of FAY, please visit: <http://dpi.wi.gov/wisedash/help/glossary>.
- Whether a student has school FAY status factors into whether they are included in report card calculations, for certain priority areas. The following table shows when school FAY status determines whether a student is included in a calculation:

School FAY Students Only	All Students (FAY and not FAY)
Achievement	On-Track to Graduation: Graduation Rate
Growth	On-Track to Graduation: Attendance Rate
Target Group Outcomes	Chronic Absenteeism Rate - students must have been enrolled for 90+ school days to be included in this rate.
On-Track to Graduation: 3 rd Grade English Language Arts Achievement	
On-Track to Graduation: 8 th Grade Mathematics Achievement	

Overall Score Walkthroughs

Below are three walkthroughs using hypothetical school examples to show how the Overall Score is calculated, how those calculations may vary depending on school type (e.g., elementary, middle, high school), and how many priority areas or score components are available for the school.



Overall Score weights for priority areas and components are dependent upon school characteristics and data availability. Schools/districts can find their weights by using the Report Card Weighting Calculator at https://oea-dpi.shinyapps.io/report_card_weighting_calculator/.

Overall Score Walkthrough #1

Sample Elementary School has the following priority area scores, and an economically disadvantaged student percentage of 20%:

Priority Area or Component	Score/Possible
Achievement	71.7 / 100
Growth	59.0 / 100
Target Groups Outcomes	62.4 / 100
On-Track to Graduation	93.1 / 100
Chronic Absenteeism	96.5 / 100
Attendance	97.5 / 100
3 rd Grade English Language Arts	77.5 / 100

Step 1: Combine Achievement, Growth, and Target Group Outcomes

This school has scores calculated for all three of these priority areas. First, determine the weights for each of the three priority areas:

Target Group Outcomes always has a weight of 0.5 when it is present.

Achievement Weight (Wt) =

$$1 - \left(\left(\frac{4}{3} * \frac{\text{Percent Economically disadvantaged}}{100} \right) + \frac{1}{30} \right) = 1 - \left(\left(\frac{4}{3} * \frac{20}{100} \right) + \frac{1}{30} \right) = 1 - 0.3 = 0.7$$

Growth Weight (Wt) =

$$1 - \text{Achievement Weight} = 1 - 0.7 = 0.3$$

$$\text{Average} = \frac{(\text{Achievement Score} * \text{Achievement Wt}) + (\text{Growth Score} * \text{Growth Wt}) + (\text{Target Group Outcomes} * \text{Target Group Outcomes Wt})}{\text{Sum of Weights}}$$

$$\text{Average} = \frac{(71.7 * 0.7) + (59.0 * 0.3) + (62.4 * 0.5)}{1.5} = 66.1$$

Step 2: Multiply the weighted average by the correct factor, determined by the number of On-Track components available

The school has attendance/graduation (required) and chronic absenteeism scores (not required) and has 3rd grade ELA and/or 8th grade Mathematics On-Track components, so this average is multiplied by 3.

$$\text{Average} * 3 = 66.1 * 3 = 198.3$$

Step 3: Combine Result with On-Track to Graduation Scores

$$\text{Weighted Average priority areas Score} = \frac{(\text{Average} * 3) + (\text{On Track To Graduation Score})}{4}$$



$$\text{Weighted Average priority areas Score} = \frac{198.3+93.1}{4} = 72.9$$

Sample Elementary School's Overall Score is 72.9. A score of 72.9 means Sample Elementary School gets an Overall Accountability Rating of 4 stars—**Exceeds Expectations**.

Overall Score Walkthrough #2

Example High School has the following priority area scores, and an economically disadvantaged student percentage of 52%:

Priority Area or Component	Score/Possible
Achievement	56.9 / 100
Growth	41.5 / 100
Target Group Outcomes	68.2 / 100
On-Track to Graduation	86 / 100
Chronic Absenteeism	89.4 / 100
Graduation	70.6 / 100

Step 1: Combine Achievement, Growth, and Target Group Outcomes

This school has scores calculated for the Achievement, Growth, and Target Group Outcomes priority areas. First, determine the weights for each of the priority areas:

Target Group Outcomes always has a weight of 0.5 when it is present.

Achievement Weight (Wt) =

$$1 - \left(\left(\frac{4}{3} * \frac{\text{Percent Economically disadvantaged}}{100} \right) + \frac{1}{30} \right) = 1 - \left(\left(\frac{4}{3} * \frac{52}{100} \right) + \frac{1}{30} \right) = 1 - 0.727 = 0.273$$

Growth Weight (Wt) =

$$1 - \text{Achievement Weight} = 1 - 0.273 = 0.727$$

$$\text{Average} = \frac{(\text{Achievement Score} * \text{Achievement Wt}) + (\text{Growth Score} * \text{Growth Wt}) + (\text{Target Group Outcomes Score} * \text{Target Group Outcomes Wt})}{\text{Sum of Weights}}$$

$$\text{Average} = \frac{(56.9 * 0.273) + (41.5 * 0.727) + (68.2 * 0.5)}{1.5} = 53.2$$

Step 2: Multiply the weighted average by the correct factor, determined by the number of On-Track components available

The school has attendance/graduation and chronic absenteeism scores, but no scores for either 3rd grade ELA or 8th grade Mathematics On-Track components, so this average is multiplied by 3.2.



$$Average * 3.2 = 53.2 * 3.2 = 170.2$$

Step 3: Combine Result with On-Track to Graduation Scores

The school does not have 3rd grade ELA or 8th grade Mathematics On-Track to Graduation components, so its On-Track score is multiplied by 0.8.

$$On\ Track\ to\ Graduation\ Score * 0.8 = 86 * 0.8 = 68.8$$

$$Weighted\ Average\ Priority\ Areas\ Score = \frac{(Average*3.2)+(On\ Track\ to\ Graduation\ Score*0.8)}{4}$$

$$Weighted\ Average\ Priority\ Areas\ Score = \frac{170.2+68.8}{4} = 59.8$$

Example High School's Overall Score is 54.8. A score of 54.8 means Example High School gets an Overall Accountability Rating of 2 stars - **Meets Few Expectations**.

Overall Score Walkthrough #3

Rural Elementary School has the following priority area scores, and an economically disadvantaged percent of 35%:

Priority Area or Component	Score/Possible
Achievement	63.5 / 100
On-Track to Graduation	87.6 / 100
Chronic Absenteeism	93.0 / 100
Attendance	94.5 / 100
3rd Grade English Language Arts	63.0 / 100

Step 1: Combine Achievement, Growth, and Target Group Outcomes

This school has an Achievement score, but no Growth or Target Group Outcomes priority area scores. Therefore only the Achievement score is used: 63.5.

$$Average = \frac{(63.5 * 0.5)}{.5} = 63.5$$

Step 2: Multiply the weighted average by the correct factor, determined by the number of On-Track components available

The school also has either an attendance or graduation score and scores for another On-Track component, so the weighted average is multiplied by 3.

$$Average * 3 = 63.5 * 3 = 190.5$$

Step 3: Combine Result with On-Track to Graduation Scores

The school also has either an attendance or graduation component and scores for another On-Track component, so the score is multiplied by 1.



$$\text{On Track Score} * 1 = 87.6 * 1 = 87.6$$

$$\text{Weighted Average Priority Areas Score} = \frac{(\text{Average} * 3) + (\text{Attendance Score} * 1)}{4}$$

$$\text{Weighted Average Priority Areas Score} = \frac{190.5 + 87.6}{4} = 69.5$$

Rural Middle School's Overall Score is 69.5. A score of 69.5 means Rural Elementary School gets an Overall Accountability Rating of 3 stars - **Meets Expectations**.

Calculating Priority Area Scores

Achievement Priority Area

The Achievement priority area is designed to show **how well the students in a school have learned the knowledge and skills they are supposed to attain**. DPI uses state assessment data over the past three years to build a score, with more recent years bearing more weight on the score. Achievement is a points-based measure that gives credit for outcomes at multiple performance levels, with higher levels of performance earning more points.

Background

The simplest way to measure Achievement with state assessment results is by the percentage of students scoring at or above the proficient level. Wisconsin state proficiency level definitions were developed through a detailed process involving educators and testing professionals, and designed to approximate the proficiency benchmarks of the National Assessment of Educational Progress (NAEP) test. Proficiency level definitions were created for each Wisconsin assessment in the state accountability system, including the Forward Exam, DLM, ACT Aspire, and the ACT with Writing, and the prior assessments – the Badger Exam, WKCE and WAA-SwD.

To ensure schools are treated fairly, and to help further differentiate school performance, the Achievement measure allows students to earn points for their school based on whether they are partially proficient (Basic), proficient, or perform beyond the proficient threshold (Advanced). Schools earn 0 points for students who are at the Below Basic level.

- Advanced level: **1.5 points**
- Proficient level: **1 point**
- Basic level: **0.5 points**
- Below Basic level: **0 points**

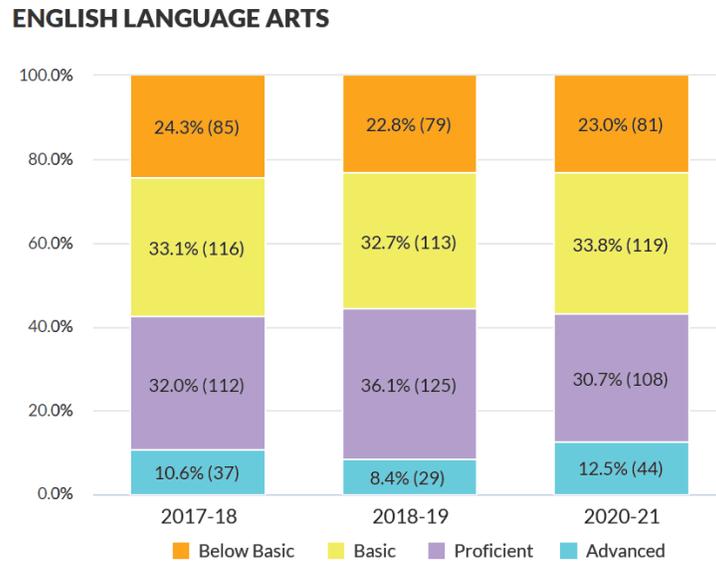
The calculation also incorporates three years of data to account for variation in year-to-year results, weighting the most recent years more heavily.

Reading the Report Card

To arrive at an Achievement score, separate component scores for ELA and mathematics are calculated first and then averaged. The Performance Levels by Year graphs for ELA and mathematics in the



Achievement section show the count of students scoring at each performance level over the last three years. Non-tested students and students with invalidated tests are not included in the Achievement calculations. Consider the following example data on ELA achievement for a sample school, which will be used throughout this section walkthrough below:



This chart shows that 350 students with full academic year status were tested at this school two testing years prior (note that assessments were waived in 2019-20), with 37 scoring Advanced, 112 scoring Proficient, 116 scoring Basic, and 85 scoring Below Basic. Counts for the prior (2018-19) and most recent year (2020-21) are similarly displayed. This graph also shows the percent of students scoring in each performance category two years prior, with 10.6% scoring Advanced, 32.0% scoring Proficient, 33.1% scoring Basic, and 24.3% scoring Below Basic. Percentages for the prior and most recent years are similarly displayed.

Achievement Walkthrough

This walkthrough guides the user through the calculation of an Achievement score for a single content component (ELA). To determine an overall Achievement score, the process is repeated for the other content component (mathematics), and the two component scores are averaged.

Throughout this walkthrough, we use three terms to describe the year of data used in each step:

- “Prior Year 2” refers to the school year two testing years before the year of the report card and is the left-most school year shown on the report card. For the 2020-21 Report Card, it refers to 2017-18 (note that assessments were waived in 2019-20).
- “Prior Year 1” refers to the school year one testing year before the year of the report card and is the center school year shown on the report card. For the 2020-21 Report Card, it refers to 2018-19.
- “Current Year” refers to the most recent school year of data used in the report cards and is the right-most school year shown on the report card. For the 2020-21 Report Card, it refers to 2020-21.

Step 1: Assign and Average Points



The first step is to assign points for performance levels attained on the content component and calculate the average points per student for each year. Students scoring Advanced are assigned 1.5 points each; students scoring Proficient, 1 point; and students scoring Basic, 0.5 points. Students scoring Below Basic are assigned zero points. These point values are multiplied by the number of students to determine the points awarded in each category. The points for each year are then added together and divided by the total number of students tested to determine an average. Each year’s average is capped at a maximum of 1.

ENGLISH LANGUAGE ARTS



Calculation

Calculate proficiency points earned in Prior Year 2. Similar calculations are performed for Prior Year 1 and Current Year.

$$Points = Points Multiplier * Count$$

$$Prior Year 2 Advanced Points = 1.5 * 37 = 55.5$$

$$Prior Year 2 Proficient Points = 1 * 112 = 112$$

$$Prior Year 2 Basic Points = 0.5 * 116 = 58$$

$$Prior Year 2 Below Basic Points = 0 * 85 = 0$$

$$Prior Year 2 Points = 55.5 + 112 + 58 + 0 = 225.5$$

Calculate the average points per student for each year.

$$Prior Year 2 Average = Prior Year 2 Points / Prior Year 2 Count$$

$$Prior Year 1 Average = Prior Year 1 Points / Prior Year 1 Count$$

$$Current Year Average = Current Year Points / Current Year Count$$

$$Prior Year 2 Average = \frac{225.5}{350} = 0.644$$

$$Prior Year 1 Average = \frac{225}{346} = 0.650$$



$$\text{Current Year Average} = \frac{233.5}{352} = 0.663$$

Step 2: Calculate Annual Weights

Next, we calculate a weight for each year's average, which (1) weights more recent years more heavily, and (2) takes into account year-to-year fluctuations in numbers of students tested. These fluctuations are captured by comparing the number of students tested in a given year to the average number tested across three years of data. To do this, we calculate a weight that is the product of a "students tested weight"—that is, the number of students tested that year divided by the average tested across all three years—and a "year weight" that is higher for more recent years.

The values that go into each year's weight depend upon how many years of data are available that meet our cell size (minimum number of students with data) of 20:

- **Three years available:** "Year weights" are 1.5 for the current year, 1.25 for the prior year, and 1 for the year before that; the number of students tested is averaged across all three years.
- **Two years available:** "Year weights" are 1.5 for the current year and 1 for the prior year; the number of students tested is averaged across only the current and prior years.
- **One year available:** No score. A minimum of two years available data are required to calculate an Achievement score.

Formulas

$$\text{Average Number Tested} = \frac{\text{Prior Year 2 Number Tested} + \text{Prior Year 1 Number Tested} + \text{Current Year Number Tested}}{\text{Number of Years Available}}$$

$$\text{Prior Year 2 Weight} = 1 * \frac{\text{Prior Year 2 Number Tested}}{\text{Average Number Tested}}$$

$$\text{Prior Year 1 Weight} = 1.25 * \frac{\text{Prior Year 1 Number Tested}}{\text{Average Number Tested}}$$

$$\text{Current Year Weight} = 1.5 * \frac{\text{Current Year Number Tested}}{\text{Average Number Tested}}$$

Calculation

$$\text{Prior Year 2 Weight} = 1 * \frac{350}{\frac{(350+346+352)}{3}} = 1.002$$

$$\text{Prior Year 1 Weight} = 1.25 * \frac{346}{\frac{(350+346+352)}{3}} = 1.239$$

$$\text{Current Year Weight} = 1.5 * \frac{352}{\frac{(350+346+352)}{3}} = 1.512$$

Step 3: Combine Points and Weights

In step three, we multiply the average points determined in Step 1 by the weights calculated in Step 2.

Formulas



$$\text{Prior Year 2 Score} = \text{Prior Year 2 Average} * \text{Prior Year 2 Weight}$$

$$\text{Prior Year 1 Score} = \text{Prior Year 1 Average} * \text{Prior Year 1 Weight}$$

$$\text{Current Year Score} = \text{Current Year Average} * \text{Current Year Weight}$$

Calculation

$$\text{Prior Year 2 Score} = 0.644 * 1.002 = 0.645$$

$$\text{Prior Year 1 Score} = 0.650 * 1.239 = 0.805$$

$$\text{Current Year Score} = 0.663 * 1.512 = 1.002$$

Step 4: Calculate Content Component Score

The achievement score for this content area is calculated by adding the scores from Step 3, dividing the result by the sum of the weights determined in Step 2, and then multiplying the final value by 100. This creates a content area score out of 100 points, which, when averaged with the other content component score, will result in a total priority area score.

Formula

$$\text{Content Area Achievement Score} = \frac{\text{Prior Year 2 Score} + \text{Prior Year 1 Score} + \text{Current Year Score}}{\text{Prior Year 2 Weight} + \text{Prior Year 1 Weight} + \text{Current Year Weight}} * 100$$

Calculation

$$\text{Content Area Achievement Score} = \frac{0.645 + 0.805 + 1.002}{1.002 + 1.239 + 1.512} * 100 = 65.3$$

This school's score for the ELA component of the Achievement Area Score is 65.3.

Calculating Priority Area Scores Growth Priority Area

The Growth priority area evaluates schools on their **students' growth over time compared to the growth of similar students in other Wisconsin schools**. This measure is designed to provide information on how well schools are contributing to the continued progress of all of their students, regardless of prior achievement level, as opposed to focusing attention on a smaller subset who may be just below proficiency, very low performing, or very high-performing.

Note that the Growth priority area is calculated separately for schools and districts; district Growth scores are *not* an average of school Growth scores (see below). Additionally, on the Private School – Choice Students Report Card, the Growth priority area *only applies* to students attending under the Choice program, not all students in the school.



Background

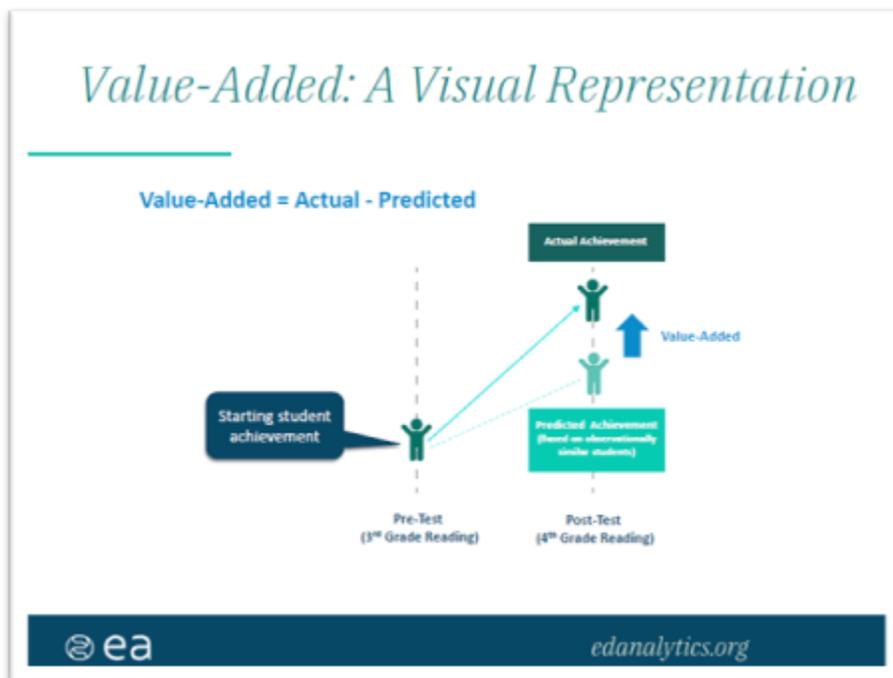
At the foundation of the Growth score is a statistical technique known as value-added, which is used in many states and districts as a measure of school performance. There are different types of value-added measures, each with different technical properties. Value-added measures belong to a class of statistical models that quantify how much growth students make over time after applying statistical controls for factors that are generally beyond a school's control but may influence how much growth students make. These include factors such as students' prior achievement and certain characteristics about the students themselves, such as whether they come from families with lower income levels or have a disability and/or are English learners.

The purpose of statistically controlling for prior achievement and other student attributes is *not* to establish lowered expectations for some students' performance – since high expectations are already reinforced and rewarded through the Achievement priority area – but rather to recognize the fact that schools often differ substantially with respect to the kinds of students they serve. Some schools' enrollments are composed largely of students from more affluent families and communities who often enter school with higher levels of achievement and school readiness, while others have higher concentrations of historically marginalized populations, and therefore higher percentages of students who begin schooling with lower levels of readiness. Research accumulated across many years affirms that these kinds of factors often influence the rate at which students grow. It therefore makes sense to include in the report cards not just measures of how well students are performing at a point-in-time (Achievement), but also the rate at which all students, regardless of prior achievement level and background, are progressing over time (Growth).

While the calculations behind value-added are complex, the concept is fairly straightforward. Value-added, simply put, is the difference between the *actual* and *predicted* growth over time of students who are “observationally similar.” Similar students are determined by prior achievement and a selected set of characteristics about the students themselves that are generally beyond a school's control yet may influence students' growth over time. In addition to prior achievement, the value-added model used in the report cards (developed at the University of Wisconsin-Madison)³ includes statistical controls for students' family income status (as measured by free/reduced lunch eligibility), disability status, English language proficiency level, gender, and race/ethnicity. The objective is to facilitate “apples to apples” comparisons between schools that often serve very different student populations, and to include growth across the entire spectrum of student performance, rather than just a subset that moves across proficiency levels.

³ Additional information on the Wisconsin value-added model is available at <http://dpi.wi.gov/accountability/report-cards>, <http://dpi.wi.gov/accountability/growth>, and at <http://varc.wceruw.org/what-we-do/professional-development.aspx>.





In addition to applying statistical controls for students' prior achievement and selected attributes such as family income, the value-added model also includes a statistical correction for measurement error, a common issue in standardized assessments. Measurement error refers to the idea that students' scores on a single administration of a standardized test are not a perfect measure of their true knowledge and ability, and may differ if the same student were to take the same test again. Such variation in scores is especially common when assessment results are very low or very high, but can be statistically adjusted for in the pre-test score to help ensure that schools with large numbers of low or high-performing students are not penalized in the Growth measure.

Reading the Report Card

To arrive at a Growth score, separate value-added component scores for ELA and mathematics are calculated first by Education Analytics, and then reported to DPI. Note that three years of value-added results are used, when available, in calculating the weighted average value-added scores. As in other parts of the report card, the current year is weighted more heavily than prior years' data:

- Three years available: "Year weights" are 1.5 for growth in the current year, 1 for the prior year, and 0.5 for the year before that; with results averaged across three years.
- Two years available: "Year weights" are 1.5 growth in for the current year, 1 for the prior year; with results averaged across both years.
- One year available: "Year weight" is 1 for growth in the current year.

The value-added scores generally range from 1 to 6, in which a score of 3 is average. While rare, a value-added score can extend below 1 or above 6 when growth is much higher or lower than expected.

DPI converts the value-added scores to Growth component scores for each subject on a 0- to 100-point scale. The separate component scores are then averaged together. Graphs for ELA and mathematics in

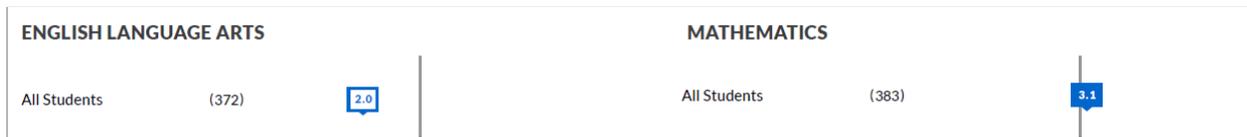


the Growth section shows the count of students included in Growth calculations and their average value-added score.

Growth Walkthrough

This walkthrough guides the user through the calculation of a Growth score from Sample Elementary.

Consider the following example data on growth for a sample school.



This graph shows that 372 students were included in value-added calculation for ELA and 383 for mathematics, with a multi-year weighted average value-added scores of 2.0 for ELA and 3.1 for mathematics.

Step 1: Determine the Growth Component Scores

First, we use a formula to determine the Growth component scores and put them on a similar scale to Achievement.

Formula

$$\text{Growth Component Score} = [(\text{Value} - \text{Added Score} * 0.19) + 0.09] * \text{Possible Points}$$

Note: 0.19 and 0.09 are numbers that align Growth to a scale based on Achievement scores.

Calculation

$$\text{ELA Growth Score} = [(2.0 * 0.19) + 0.09] * 100 = 47.0$$

$$\text{Mathematics Growth Score} = [(3.1 * 0.19) + 0.09] * 100 = 67.9$$

Sample Elementary has Growth component scores in English language arts of 47.0 and in mathematics of 67.9.

Step 2: Determine the Growth Priority Area Score

To calculate the Growth priority area, average the two Growth component scores together.

Formula

$$\text{Growth Score} = (\text{ELA Growth score} + \text{Mathematics Growth Score})/2$$

Calculation

$$\text{Growth Score} = (47.0 + 67.9)/2 = 57.5$$





Calculating Priority Area Scores

Target Group Outcomes Priority Area

Target Group Outcomes is an **updated priority area**. It examines multiple measures for students in the bottom quartile (25%) of performance based on the prior year's test results, along with any students who scored less than proficient on that year's DLM alternate assessment. This priority area is designed to inform improvement efforts, resulting in positive change for learners who most need it while also improving outcomes for all students. It replaces the Closing Gaps priority area.

Background

The Target Group Outcomes priority area (like Closing Gaps before it) is aimed at increasing achievement for historically underserved populations of students. But rather than scoring the outcomes of demographics-based groups, it forms a single group within a school based on test scores in the prior year. This is done to:

- Focus attention on students most in need of support:

Improving achievement for all requires that support be targeted to the students who face the greatest obstacles. When the performance of the lowest-performers in a school increases, the overall performance of (and score for) the school increases. While the target group is not formed by explicit reference to demographic groups, it still aims to raise achievement of historically marginalized students (students of color, students with disabilities, low-income students, and English learners), because low performers from these groups are included in the target group.

- More consistently score a priority area focused on gap closure, across schools of varying composition, and across report card years:

Previously, student groups at a school that did not have at least 20 students (e.g., 17 Black students, 19 Hispanic/Latino students) were not included in the Closing Gaps measure and student groups that hovered around 20 from year-to-year could jump in and out of cell size (and scores), causing large and distracting score fluctuations. The performance-based construction of the target group approach allows for the inclusion of students who are in most need of support, regardless of the size of their demographic group, while providing a more stable group size year-to-year.

- Support continuous improvement:

Identifying a lowest-performing group reinforces the idea that every school has work to do to close gaps. By focusing on a target group that is roughly 25% of students, schools are also provided with a manageable number of students on whom to focus.

For more information on how students are assigned to the target group, please see the Target Group Outcomes Guide available at <http://dpi.wi.gov/accountability/resources>.

Target Group Outcomes Scoring

Target groups are scored using the familiar measures of achievement, value-added growth, chronic absenteeism, and graduation or attendance rates. These scores are calculated using the same



methodologies as the analogous priority area and component scores for all students (see table below). The only difference is that within the Target Group Outcomes priority area these calculations only apply to students in the target group. Note that students in the target group continue to be included in calculations for the Achievement, Growth, and On-Track to Graduation priority areas, in addition to being scored separately in the Target Group Outcomes priority area.

Target Group Outcomes Scoring Component	Calculation
Achievement	Multi-year weighted average of English Language Arts (ELA) and mathematics points-based proficiency rates
Growth	Value-added growth measure
Chronic Absenteeism	Multi-year weighted average of chronic absenteeism rate subtracted from one. Students with attendance rate below 90% are considered chronically absent.
Graduation or Attendance	Graduation is calculated using the average of four-year and seven-year cohort graduation rates. Attendance is calculated by dividing the number of actual days attended by the number of possible days attended.

At a minimum, for Target Group Outcomes to be scored, a school must meet cell-size requirements for each of Target Group Achievement, Target Group Growth, and Target Group Attendance or Graduation. The Target Group Outcomes priority area score is a weighted average of the included components. Weighting of these components for a typical school is displayed in the table below.

Target Group Outcomes Scoring Component	Weight within Target Group Outcomes priority area score
Achievement	20%
Growth	50%
Chronic Absenteeism	15%
Graduation or Attendance	15%

Note that unlike in overall report card score weighting, **Achievement and Growth are not subject to variable weighting within Target Group Outcomes**. The percentage of economically disadvantaged students at a school or district does not impact how achievement and growth are weighted in Target Group Outcomes, as it does in the overall report card weighting. For a comprehensive look at Target Group Outcomes and report card weighting scenarios, please refer to our [online report card weighting calculator](#).

Target Group Outcomes Walkthrough

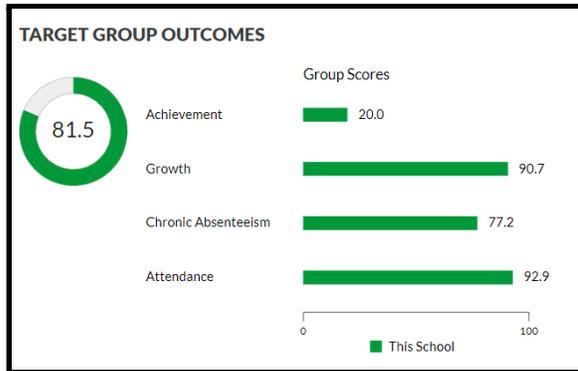
This walkthrough guides the user through calculation of a Target Group Outcomes (TGO) score for the example Mid-Sized Middle school report card. This example report card can be downloaded from



<http://dpi.wi.gov/accountability/resources>.

1. Target Group Outcomes component scores

These are displayed prominently on the front page of the report card.



2. Multiply each component score by its weight

Formulas

$$\text{Weighted TGO Achievement} = (\text{TGO achievement component} * \text{TGO achievement weight})$$

$$\text{Weighted TGO Growth} = (\text{TGO growth component} * \text{TGO growth weight})$$

$$\text{Weighted TGO Chronic Absenteeism} = (\text{TGO absenteeism component} * \text{TGO absenteeism weight})$$

$$\text{Weighted TGO Attendance} = (\text{TGO attendance component} * \text{TGO attendance weight})$$

Note that:

- Both TGO achievement and TGO growth are based on simple averages of their respective ELA and mathematics subcomponents; and
- In cases where the TGO absenteeism component is absent, TGO attendance or TGO graduation is weighted 30% instead of 15% within the TGO priority area score.

Calculations

Weighted TGO Achievement	=	(20.0 * 0.2)	=	4.0
Weighted TGO Growth	=	(90.7 * 0.5)	=	45.35
Weighted TGO Chronic Absenteeism	=	(77.2 * 0.15)	=	11.58
Weighted TGO Attendance	=	(92.9 * 0.15)	=	13.94

3. Sum the weighted component scores and apply the scale adjustment

Recall that the scale adjustment is applied so that Target Group Outcomes scores are on the same scale as the Achievement priority area score for the school.

Formula



TGO priority area score = (Sum of weighted components * 1.77) - 51.01

Calculation

$$\begin{aligned} \text{TGO priority area score} &= ((4.0 + 45.35 + 11.58 + 13.93) * 1.77) - 51.01 \\ &= \mathbf{81.5} \end{aligned}$$



Calculating Priority Area Scores On-Track to Graduation

The On-Track to Graduation priority area is designed to evaluate schools and districts on how successfully students are progressing toward completing their K-12 education. The priority area score includes up to four components - chronic absenteeism, attendance /graduation, and achievement at key transition points: 3rd grade English language arts and 8th grade mathematics.

Background

The process of getting a student to graduation begins well before 12th grade, and there are key indicators throughout elementary, middle, and high school that have a direct impact on a student's likelihood of future success. This priority area is designed to hold schools accountable for a number of these key indicators.

Chronic absenteeism and graduation/attendance components make up the bulk of this priority area's score. Districts and schools that graduate students are held accountable for graduation rates, and all other schools are held accountable for attendance rates.

- **Chronic absenteeism** is an important indicator of student engagement.
- **Attendance** drives all aspects of student success throughout their school career.
- **Graduation rate** measures the outcome of our schools' overarching mission and is calculated as a cohort rate—the percentage of students starting high school together who graduate within a certain number of years.

Chronic absenteeism data, attendance data, and graduation data have some similarities. All are lagged indicators, in that data for the 2020-21 school year are not yet available. As such, we report on the 2019-20 data. Additionally, chronic absenteeism, attendance, and graduation have similar, narrow distributions of high scores. That is, the state average is around 90% to 95% for both attendance and graduation, and around 90 - 95 for chronic absenteeism scores (1 - chronic absenteeism).

Note that because the graduation rates require four and seven years of data respectively, graduation rates cannot yet be calculated for every Choice school. Therefore, not all Private School – Choice Students and Private School – All Students Report Cards will have Graduation Rate component scores within the On-Track priority area and will have scores for the Attendance Rate component instead where possible.

Two additional On-Track measures may contribute to a school's priority area score.

- **English language arts achievement in 3rd grade** and **mathematics achievement in 8th grade** are measures that strongly predict future success as students move into middle school and high school.

Due to the diversity of school and district types in Wisconsin, not all of these On-Track measures apply to every school or district. Combining the measures into a priority area score in a way that treats all schools fairly, regardless of grade span, is necessary but is also complex.



Attendance

Attendance rate is the number of days that students actually attended (days in seat) divided by the number of days they could possibly have attended (days enrolled). Only students in kindergarten through 12th grade are included in attendance calculations. Data are presented for all students at the school and are for one year only.

$$\text{School/District Wide Attendance} = \frac{\text{Total Number of Attended Days}}{\text{Total Number of Possible Days of Attendance}}$$

Chronic Absenteeism

Students are considered to be chronically absent if they miss 10% of school days out of the total number of school days during which they were enrolled. Chronic absenteeism is derived from attendance data and only students who are enrolled for at least 90 non-consecutive days are included in the measure. A school's chronic absenteeism score is calculated by using up to three years of weighted absenteeism rates and is then converted into a score.

Calculating the Current Year Absenteeism Rate

1. Count the number of students who enrolled in your school for at least 90 days at any time during the prior school year. Due to data collection timelines, DPI must use the prior year's enrollment and attendance data to calculate the absenteeism rate.
2. For each individual student in Step 1, calculate that student's attendance rate. This is done by dividing the total number of days the student attended school by the total number of possible days the student could have attended school. **Note that DPI does not have data on excused versus unexcused absences – it is the district's responsibility to ensure that attendance days are being recorded and reported in accordance with DPI guidelines.**

$$\text{Individual Student Attendance Rate} = \frac{\text{Total Number of Days of Attendance}}{\text{Total Number of Possible Days of Attendance}}$$

3. Count the number of students whose attendance rate, rounded to the nearest whole percentage, is below 90%. These students are flagged as being chronically absent.
4. Divide the count of students flagged as chronically absent (Step 3) by the count of students who were enrolled for at least 90 days (Step 1). This is the school's current year absenteeism rate.

$$\text{Current Year Absenteeism Rate} = \frac{\text{Number of Students Chronically Absent}}{\text{Number of Students Enrolled 90 Days}}$$

The first table shown in the On-Track to Graduation - Additional Information page contains single-year chronic absenteeism rates for student groups present in the school. Students appear in the numerator of the chronic absenteeism rate calculation if they were absent for more than 10% of possible attendance days. For each year shown, the 'Students' column contains the total number of students for each group. The 'Rate' column reports the percentage of students in that group that were chronically absent in the given year. We will use the example table below as we walk through the remaining steps of the chronic absenteeism calculation:



Student Group Chronic Absenteeism Rates, Single-Year

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	265,727	18.9%	265,360	18.9%	264,767	17.9%
All Students	524	18.9%	512	19.9%	514	21.6%
American Indian or Alaskan Native	< 20	*	< 20	*	< 20	*
Asian	< 20	*	< 20	*	< 20	*
Black or African American	42	52.4%	43	53.5%	36	63.9%
Hispanic or Latino	51	19.6%	55	27.3%	70	27.1%
Native Hawaiian or Pacific Islander	< 20	*	< 20	*	< 20	*
White	390	14.4%	373	13.1%	368	14.9%
Two or More Races	20	25.0%	< 20	*	< 20	*
Economically Disadvantaged	204	33.8%	187	33.2%	198	35.9%
English Learners	25	12.0%	32	28.1%	29	31.0%
Students with Disabilities	64	31.2%	68	36.8%	63	44.4%

Calculating Absenteeism Rate over Multiple Years

Similar to the Achievement and Growth priority areas, the multi-year chronic absenteeism rate is calculated by averaging single-year absenteeism rates across one to three years of data, depending on how many years a school meets cell size (at least 20 students who were enrolled for at least 90 days during the school year). To do this, we calculate a weight that is the product of a “students weight”—that is, the number of students who enrolled in the school for at least 90 days of the school year divided by the average number of students enrolled for at least 90 days across all three years—and a “year weight” that is higher for more recent years:

- **Three years available:** “Year weights” are 1.5 for the current year, 1.25 for the prior year, and 1 for the year before that; the number of students enrolled for at least 90 days is averaged across all three years.
- **Two years available:** “Year weights” are 1.5 for the current year and 1 for the prior year; the number of students enrolled for at least 90 days is averaged across only the current and prior years.
- **One year available:** “Year weight” is 1 for chronic absenteeism in the current year.

Formulas

$$\text{Average Number Enrolled 90 Days} = \frac{\text{Prior Year 2 Number Enrolled 90 Days} + \text{Prior Year 1 Number Enrolled 90 Days} + \text{Current Year Number Enrolled 90 Days}}{\text{Number of Years Available}}$$

$$\text{Prior Year 2 Weight} = 1 * \frac{\text{Prior Year 2 Number Enrolled 90 Days}}{\text{Average Number Enrolled 90 Days}}$$

$$\text{Prior Year 1 Weight} = 1.25 * \frac{\text{Prior Year 1 Number Enrolled 90 Days}}{\text{Average Number Enrolled 90 Days}}$$

$$\text{Current Year Weight} = 1.5 * \frac{\text{Current Year Number Enrolled 90 Days}}{\text{Average Number Enrolled 90 Days}}$$

Calculation

$$\text{Prior Year 2 Weight} = 1 * \frac{524}{\frac{(524+512+514)}{3}} = 1.014$$

$$\text{Prior Year 1 Weight} = 1.25 * \frac{512}{\frac{(524+512+514)}{3}} = 1.239$$



$$\text{Current Year Weight} = 1.5 * \frac{514}{\frac{(524+512+514)}{3}} = 1.492$$

Next, we multiply each year's weighted chronic absenteeism rates and weights together:

Formulas

$$\text{Prior Year 2 Weighted Rate} = \text{Prior Year 2 Rate} * \text{Prior Year 2 Weight}$$

$$\text{Prior Year 1 Weighted Rate} = \text{Prior Year 1 Rate} * \text{Prior Year 1 Weight}$$

$$\text{Current Year Weighted Rate} = \text{Current Year Rate} * \text{Current Year Weight}$$

Calculation

$$\text{Prior Year 2 Weighted Rate} = 0.189 * 1.014 = 0.192$$

$$\text{Prior Year 1 Weighted Rate} = 0.199 * 1.239 = 0.247$$

$$\text{Current Year Weighted Rate} = 0.216 * 1.492 = 0.322$$

The chronic absenteeism multi-year rate is then calculated by adding the weighted rates and dividing the result by the sum of the weights:

Formula

$$\text{Multi Year Rate} = \frac{\text{Prior Year 2 Weighted Rate} + \text{Prior Year 1 Weighted Rate} + \text{Current Year Weighted Rate}}{\text{Prior Year 2 Weight} + \text{Prior Year 1 Weight} + \text{Current Year Weight}}$$

Calculation

$$\frac{0.192 + 0.247 + 0.322}{1.014 + 1.239 + 1.492} = .203$$

Convert the multi-year chronic absenteeism rate into a score

A chronic absenteeism score on the report card is calculated by subtracting the multi-year absenteeism rate from 1 and multiplying by 100. This *rate* is converted to a *score* so that, like the rest of the report card, higher numbers are better.

Formula

$$\text{Chronic Absenteeism Score} = (1 - \text{Multi Year Rate}) * 100$$

Calculation

$$\text{Chronic Absenteeism Score} = (1 - 0.203) * 100 = 79.7$$



Graduation

The next table shows graduation rate information when applicable:

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 9-12 State	67,022	60,310	90.0%	65,532	60,774	92.7%
All Students	131	119	90.8%	134	128	95.5%
Asian	< 20	*	*	< 20	*	*
Black or African American	< 20	*	*	< 20	*	*
Hispanic or Latino	< 20	*	*	< 20	*	*
Native Hawaiian or Pacific Islander	0	NA	NA	< 20	*	*
White	95	93	97.9%	105	104	99.0%
Two or More Races	< 20	*	*	< 20	*	*
Economically Disadvantaged	49	40	81.6%	32	29	90.6%
English Learners	< 20	*	*	< 20	*	*
Students with Disabilities	< 20	*	*	< 20	*	*

Graduation rates are given for a [cohort of students](#). The 2019-20 cohorts are students at the school or district who started high school in 2016-17 for the four-year cohort and 2013-14 for the seven-year cohort. Students are removed from the school or district cohort under some circumstances, most commonly because they transferred to another school or district. A more complete discussion of exit-types and their impact on inclusion in the cohort is discussed on the [Exit Types](#) WISE data elements page. The graduation rate is the percentage of each cohort who graduated by 2019-20. The seven-year cohort rate captures most graduates who take more than four years to complete high school.

Four-year graduation rates for Choice schools will be calculated beginning with the 2020-21 Report Card. Data for the seven-year cohort graduation rate are not yet available, and therefore this rate will be “NA” on both versions of the Private School report cards. Additionally, not all Choice schools will have enough data to begin calculating the four-year graduation rates. In such cases, “NA” will appear in place of calculated rates.

3rd Grade English Language Arts/8th Grade Mathematics Achievement

These measures differ from other parts of the report card in how cell size (the minimum number of students with data necessary to calculate a score) is used. In most places, we use a cell size of 20 for each year separately, but applying this to a single grade would omit a large number of small elementary schools. Instead, for these measures only, we use a cell size of 20 over the two most recent years. This



change affects only whether data is presented on the report card and used to determine a score, not the process by which the score is calculated.

Combining Individual Components into a Priority Area Score

The On-Track to Graduation priority area scores are reported out of 100 maximum points, and are 20-25% of the Overall Score, depending on the grade configuration of the school or district.

Chronic absenteeism scores are reported out of 100 maximum points. The score is calculated by subtracting the multi-year weighted all-students rate of chronic absenteeism from 1, and multiplying by 100. The chronic absenteeism component accounts for either 40% or 50% of the priority area score.

Attendance/graduation scores are reported out of 100 maximum points and account for either 40% or 50% of the priority area score.

- Attendance scores are the single-year school-wide attendance rate, multiplied by 100.
- Graduation scores are the weighted average of the four-year and seven-year graduation rates, multiplied by 100.

English language arts achievement in 3rd grade and mathematics achievement in 8th grade scores are reported out of 100 maximum points each. Each score accounts for 10% or 20% of the priority area score, when present. If a school or district has only 3rd grade English language arts or only 8th grade mathematics scores available, then the component is worth 20% of the priority area score; if a school or district has both 3rd grade English language arts and 8th grade mathematics data, each component is worth 10%. This is specified in the following table:

3 rd Grade English Language Arts =	20%	if no 8 th grade mathematics data are available
	10%	if 8 th grade mathematics data are available
8 th Grade Mathematics =	20%	if no 3 rd grade English language arts data are available
	10%	if 3 rd grade English language arts data are available

On-Track Walkthrough #1

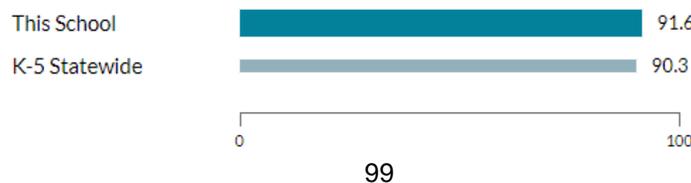
This walkthrough uses data on chronic absenteeism, attendance, and 3rd grade English language arts achievement to determine a score for Sample Elementary School.

Step 1: Calculate the Chronic Absenteeism Score

CHRONIC ABSENTEEISM

Score: 91.6

Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



This school has a 3rd grade English language arts outcome, so chronic absenteeism is weighted as 40%:

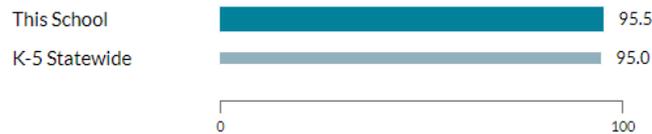
$$\text{Chronic Absenteeism Score} = 91.6 * 0.4 = 36.64$$

Step 2: Calculate the Graduation/Attendance Score

SCHOOL-WIDE ATTENDANCE

Score: 95.5

This score is the overall attendance rate for the school in 2019-20.



This is an elementary school and does not graduate students, so its attendance rates are used to determine the graduation/attendance score. Attendance is weighted as 40%:

$$\text{Graduation/Attendance Score} = 95.5 * 0.4 = 38.2$$

Step 3: Calculate the 3rd Grade English Language Arts Achievement Score

3RD GRADE ENGLISH LANGUAGE ARTS

Score: 59.4

Average points-based proficiency rates.



The method for calculating the 3rd grade English language arts and 8th grade mathematics achievement scores is the same as described in the Achievement walkthrough (starting on page 20).

Sample Elementary School only has a 3rd grade English language arts achievement component, so the outcome is weighted 20%:

$$\text{3rd Grade English Language Arts Achievement Score} = 59.4 * 0.2 = 11.88$$



Step 4: Determine the Total On-Track to Graduation Score

The total score for this priority area is the sum of all its components' scores:

Chronic Absenteeism Score	36.64
+	
Graduation/Attendance Score	38.2
+	
3 rd Grade English Language Arts Achievement Score	11.88=
<hr/>	
Total On-Track to Graduation Score	86.72

The result is rounded to the tenths position, therefore Sample Elementary School has an **On-Track to Graduation score of 86.7**.

On-Track Walkthrough #2

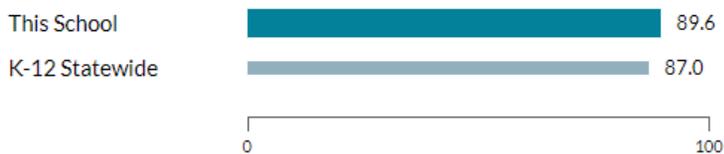
This walkthrough will use data on chronic absenteeism, graduation, 8th grade mathematics achievement, and 3rd grade English language arts achievement to determine a score for Sample K-12 School.

Step 1: Calculate the Chronic Absenteeism Score

CHRONIC ABSENTEEISM

Score: 89.6

Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



This school has 3rd grade English language arts and 8th grade mathematics outcomes, so chronic absenteeism is weighted as 40%:

$$\text{Chronic Absenteeism Score} = 89.6 * 0.4 = 35.84$$



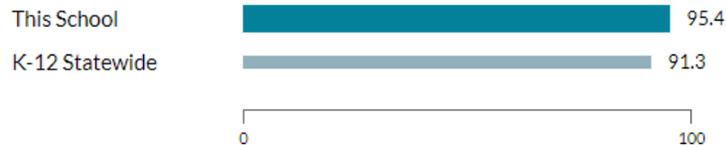
Step 2: Calculate the Graduation/Attendance Score

Graduation

GRADUATION

Score: 95.4

Average of 2019-20's 4- and 7-year cohort rates.



Sample K-12 School graduates students, so we use graduation rates to determine this score. The graduation/attendance score is calculated as the average of the four-year cohort rate and the seven-year cohort rate, weighted by the number of students in each cohort. The average is then weighted as 40%:

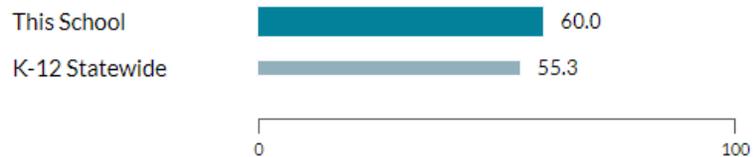
$$\text{Graduation/Attendance Score} = 95.4 * 0.4 = 38.16$$

Step 3: Calculate the 8th Grade Mathematics Achievement Score

8TH GRADE MATHEMATICS

Score: 60.0

Average points-based proficiency rates.



The method for calculating the 3rd grade English language arts and 8th grade mathematics achievement scores is the same as described in the Achievement walkthrough (starting on page 20).

Because 3rd grade English language arts achievement is also present for the school, the 8th grade mathematics weighting is 10%:

$$\text{8th Grade Mathematics Achievement Score} = 60.0 * 0.1 = 6.0$$

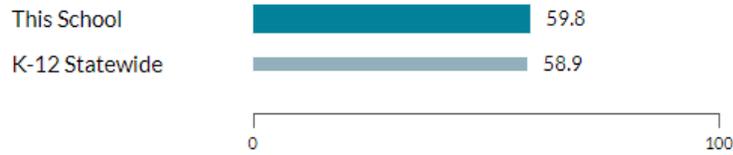
Step 4: Calculate the 3rd Grade English Language Arts Achievement Score



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 59.8

Average points-based proficiency rates.



Because 8th grade mathematics achievement is also present for the school, the 3rd grade English language arts weighting is 10%:

$$3rd\ Grade\ English\ Language\ Arts\ Achievement\ Score = 59.8 * 0.1 = 5.98$$

Step 5: Determine the Total On-Track to Graduation Score

Chronic Absenteeism Score	35.84
Graduation/Attendance Score	38.16
8 th Grade Mathematics Achievement Score +	6.0
3 rd Grade ELA Achievement Score +	5.98 =
<hr/>	
Total On-Track to Graduation Score	85.98

The result is rounded to the tenths position, therefore Sample K-12 School has an **On-Track to Graduation score of 86.0**.



On-Track Walkthrough #3

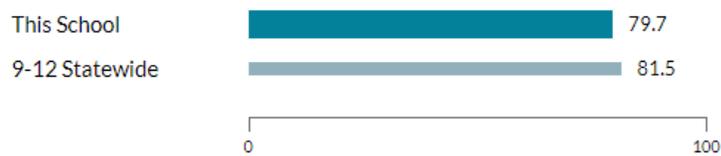
This walkthrough will use data on chronic absenteeism and graduation to determine a score for Sample High School.

Step 1: Calculate the Chronic Absenteeism Score

CHRONIC ABSENTEEISM

Score: 79.7

Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



Due to there *not* being a 3rd grade English language arts or 8th grade mathematics outcome, chronic absenteeism is weighted as 50%:

$$\text{Chronic Absenteeism Score} = 79.7 * 0.5 = 39.85$$

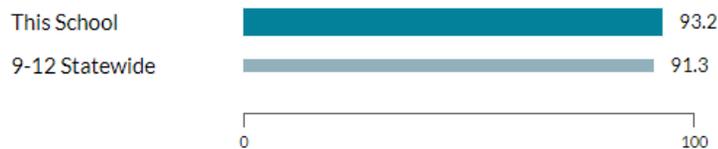
Step 2: Calculate the Graduation/Attendance Score

Graduation

GRADUATION

Score: 93.2

Average of 2019-20's 4- and 7-year cohort rates.



Sample High School graduates students, so we use graduation rates to determine this score. Due to there *not* being a 3rd grade English language arts or 8th grade mathematics outcome, graduation/attendance is weighted as 50%:

$$\text{Graduation/Attendance Score} = 93.2 * 0.5 = 46.6$$



Step 3: Determine the Total On-Track to Graduation Score

Chronic Absenteeism Score	39.85
Graduation/Attendance Score	46.6
+	
<hr/>	
Total On-Track to Graduation Score	86.45

The result is rounded to the tenths position, therefore Sample High School has an On-Track to Graduation score of 86.5.

Test Participation Supplemental Data

Test Participation was previously a Student Engagement Indicator, for which schools and districts could receive a deduction for having a test participation rate of less than 95 percent for the all student group and/or student groups. Test participation rates no longer affect scoring on the report cards; however, these data are still reported given their importance in highlighting educational inequities. As such, the current year test participation rate is provided as supplemental information on the “Achievement-Additional Information” page. Test participation rates for ELA and mathematics are provided for all students and for the lowest-participating student group.

To calculate test participation for the current year, follow the steps below:

1. Count the total number of students enrolled in tested grades at test time in the current year. This can be done at the “All Students” level **and** for each group of students. If a student group has fewer than 20 students enrolled, a test participation rate cannot be calculated for that group, and the group is excluded from the test participation Student Engagement Indicator determination.
2. For groups with at least 20 enrolled students, count the total number of students who were assessed using either the general assessment (e.g., Forward, ACT) or the alternate assessment (e.g., DLM). This can be done at the “All Students” level **and** for each group of students. This step should be done separately for both math and ELA.
3. For students for whom this was their first year in the country, participation in the ACCESS for English Learners test may be used in place of participation for the ELA assessment.
4. To determine each group’s current year participation rate, divide the number of students tested (the count from Step 2) by the number of students enrolled (the count from Step 1). This can be done at the “All Students” level, **and** for each group of students. This step should be done separately for both mathematics and English language arts.

Course and Program Data

For information on the new Course and Program Data pages of the report card, please see the “Course and Program Data Guide” on the [Accountability Resources page](#).

Resources

Please visit the [Accountability Resources page](#) to find additional resources on report cards. You can



also contact the OEA team with questions at reportcardhelp@dpi.wi.gov.



2020-21 REPORT CARDS AT-A-GLANCE

SCHOOL/DISTRICT INFORMATION 1

School or district information, displayed towards the top of the front page, provides important context for reviewing the report card. These descriptive data include the grade span, student demographics, enrollment count, and (for public schools/districts) percent of students who were open-enrolled or (for choice schools) the percent of students participating in the choice program.

OVERALL SCORE & RATING 3

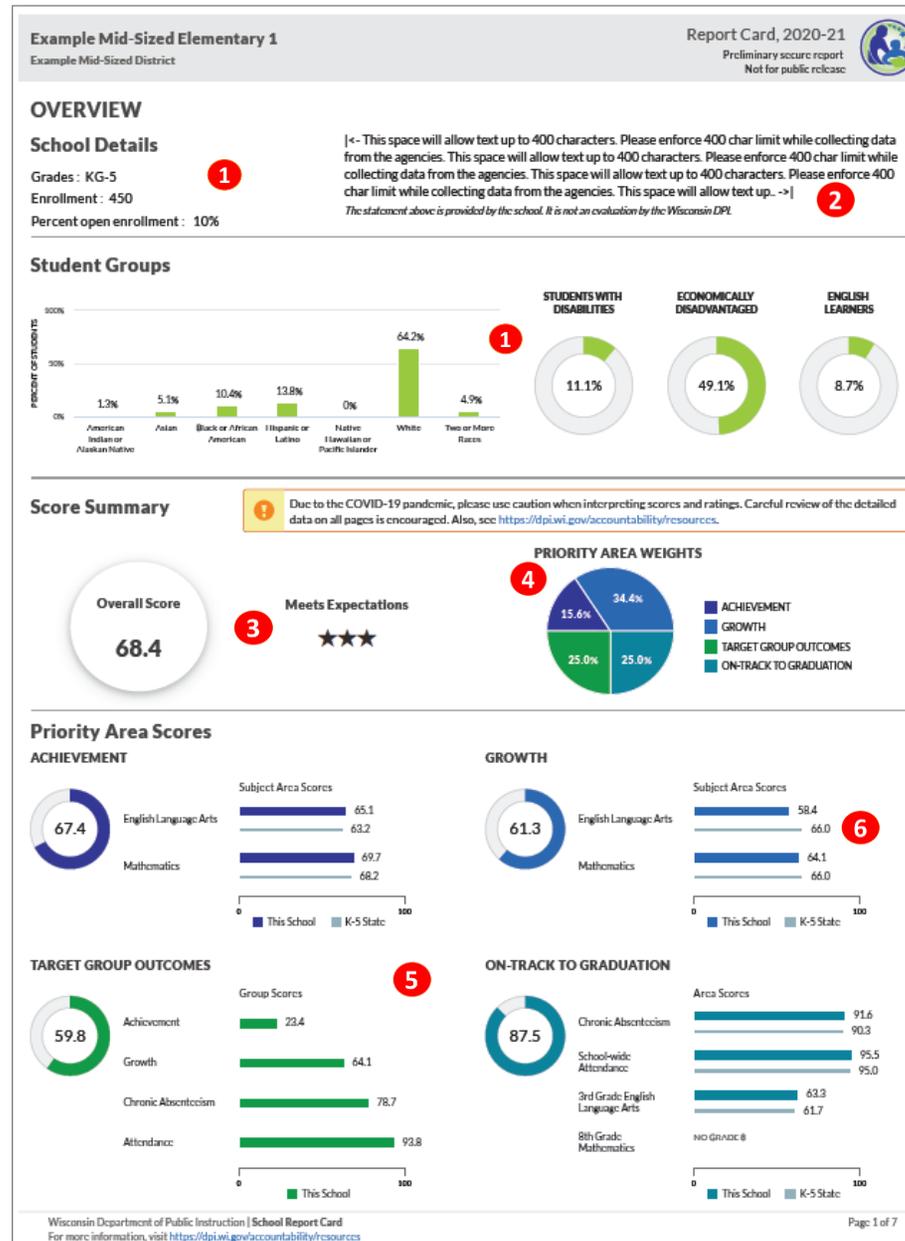
Each school or district receives an Overall Accountability Score from 0 to 100. This score is calculated by combining the weighted average of the Priority Area scores. The Overall Accountability Score places a school or district in one of five rating categories ranging from Significantly Exceeds Expectations to Fails to Meet Expectations. A five-star rating system is also provided.

STATE COMPARISON DATA 6

The priority area sections on the front page include state comparison bars, which are colored gray. For schools, state comparisons are based on one of six broad grade bands: K-5, K-8, K-12, 6-8, 6-12, and 9-12. State-level component scores are given for comparison purposes only and do not factor into the accountability scores or ratings.

COURSE DATA

Report cards for public schools/districts with grades 9-12 contain arts and postsecondary preparation course data on subsequent pages (not on the front page).



OPTIONAL STATEMENT 2

Schools and districts have the option to submit a descriptive statement that appears in the top right corner of the front page.

PRIORITY AREA WEIGHTING 4

Next to the space for the rating category is a pie chart displaying the weighting used when calculating overall scores. The weighting for Achievement and Growth varies depending on the percent of economically disadvantaged students in the school or district. For more information, see the [online weighting calculator](#).

PRIORITY AREA SCORES 5

On the bottom half of the front page, scores are provided for the four priority areas, along with bar charts showing priority area component scores.

Achievement: students' level of knowledge and skills attained compared against state academic standards in English language arts (ELA) and mathematics.

Growth: how rapidly students are gaining knowledge and skills from year to year, focusing on the pace of improvement in students' performance.

Target Group Outcomes: outcomes for students with the lowest test scores in their school - the Target Group. Outcomes are displayed for achievement, growth, chronic absenteeism, and attendance or graduation rate.

On-Track to Graduation: how successfully students are achieving educational milestones that predict later success.



What's New for the 2020-21 School and District Report Cards?

Background

This document highlights what is new in the 2020-21 report cards compared to the most recent report cards, which were released for the 2018-19 school year.

What's New?

Statement of Caution on the Front Page

The front page of the 2020-21 report card contains a statement urging **caution when interpreting scores and ratings due to the COVID-19 pandemic**. When reviewing the report card, please consider that up to three years of data are used in assessment-based measures of report cards. Since assessments were not administered in 2019-20, the 2020-21 report card use results from 2020-21, 2018-19, and 2017-18 school years with more weight given to more recent years.

Visual Design Changes

Changes in visual design are the most immediately obvious for anyone viewing the report cards. Though most calculations are the same, the **design changes are intended to make the report card more user-friendly**. This includes using fewer tables and more graphs, reducing text, and providing additional context for performance (e.g., scores within statewide distributions).

Target Group Outcomes Priority Area

The Closing Gaps priority area of the report card has been replaced by the Target Group Outcomes priority area to make the measure more reliable, inclusive, and actionable for schools and districts. Target Group Outcomes focuses students in **roughly the bottom quartile (25%) of performance** based on the prior year's test results. This priority area is scored using a **multiple measure system** from other priority areas - achievement, value-added growth, chronic absenteeism, and attendance or graduation rates. More information can be found in the **Target Group Outcomes Priority Area Help Guide** on the [Accountability Resources page](#).

Optional Narrative Statement on Front Page

The front page of the report card has a space reserved for an optional statement submitted by the school or district. This statement provides an **opportunity to include information beyond what the data in the report card capture**.

No Deductions

There are no longer five-point deductions for not meeting dropout and absenteeism specific rates. Dropout rates are still available in WISEdash. Chronic absenteeism has been incorporated into the On-Track and Target Group Outcomes priority areas. Additionally, the methodology for calculating chronic absenteeism has been aligned with that used in the federal ESSA accountability system.

Course and Program Data

State statute ([Wis. Stat. 115.385](#)) requires DPI to report course and program data annually in School and District Report Cards. The report cards contain participation information on postsecondary preparation and arts courses and programs for public schools and districts that serve grades 9-12. These data are provided for informational purposes only (not scored). Please see the "**Course and Data Guide**" on the [Accountability Resources page](#) for more information.



OVERVIEW

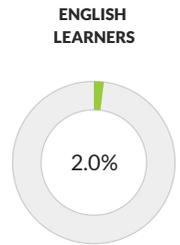
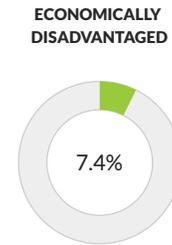
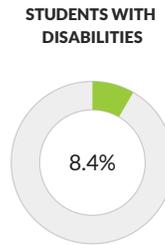
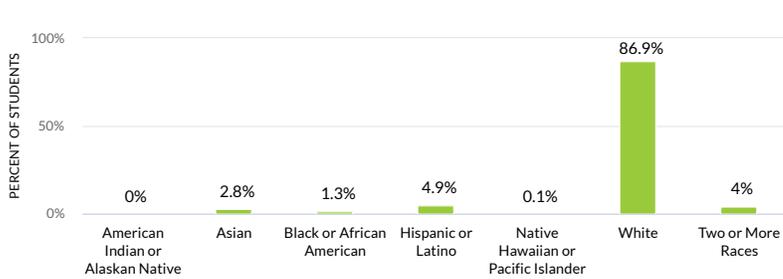
District Details

Grades : K4-12
Enrollment : 4,304
Percent open enrollment : 5.4%

The Wauke Community School District is a collaborative learning community that works with students, staff, families, and the community to ensure that every student is ready for college and career; through a focus on data, research-based best practices, and engagement with students to inspire them to be active partners in their learning. <https://www.wauke.k12.wi.us>

The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.

Student Groups



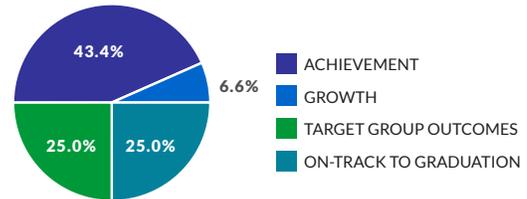
Score Summary

! Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



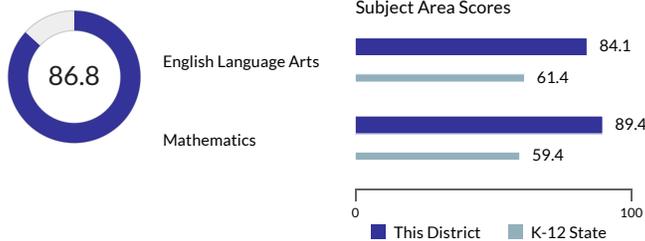
Significantly Exceeds Expectations
★★★★★

PRIORITY AREA WEIGHTS

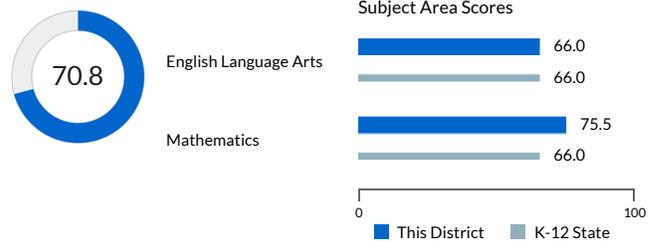


Priority Area Scores

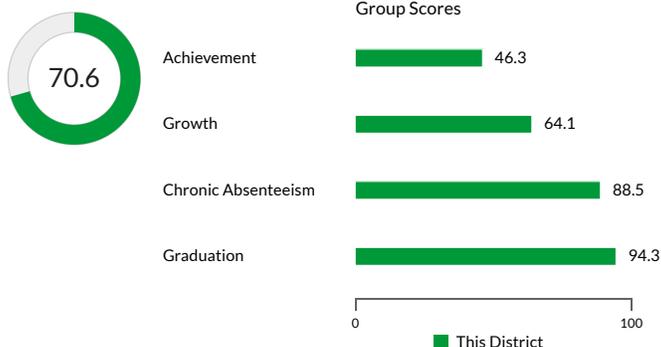
ACHIEVEMENT



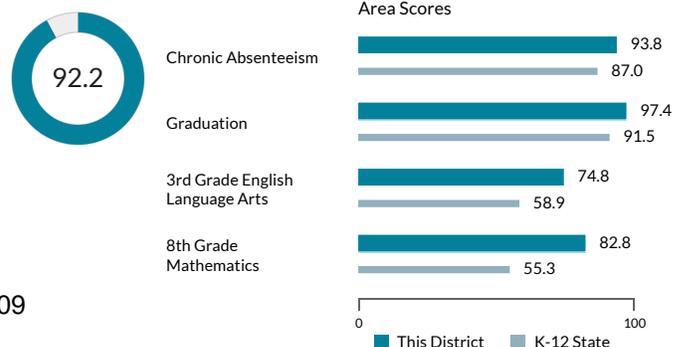
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION



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DISTRICT SCHOOLS ACCOUNTABILITY SUMMARY

This page summarizes outcomes for schools in this district. It is for information only. School report card scores do not factor into district scores. Instead, to determine the district's scores and rating, all students in the district, including those in alternate accountability schools, are treated as one district-wide student body.

Distribution of Schools by Rating

This table lists the number and percentage of schools in each of the five rating categories as determined by the schools' overall scores.

Rating Category	Number of Schools	Percent of Schools
Significantly Exceeds Expectations	4	66.7%
Exceeds Expectations	2	33.3%
Meets Expectations	0	0.0%
Meets Few Expectations	0	0.0%
Fails to Meet Expectations	0	0.0%

Alternate Accountability Schools

Schools that are new, small, or do not have grades in which state tests are taken lack the data needed to receive an overall score and rating. Instead, these schools participate in an alternate accountability process and receive one of two ratings based upon results of a district-supervised self-evaluation. Alternate accountability ratings for schools in this district are summarized below.

Alternate Accountability Rating Category	Number of Schools	Percent of Schools
Satisfactory Progress	0	0.0%
Needs Improvement	0	0.0%

School Score Summary

This table does not include alternate accountability schools.

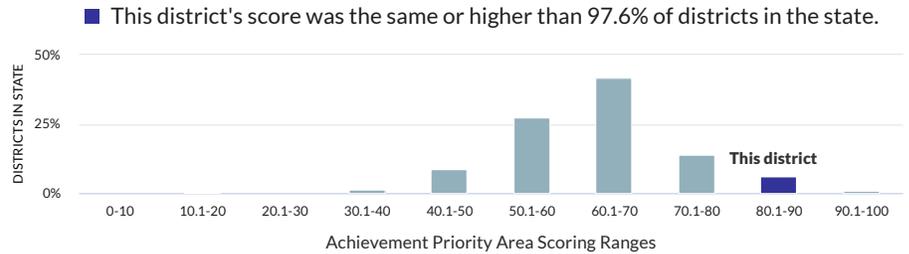
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	74.3	85.2	92.1	100.0
Achievement	82.3	86.5	92.3	100.0
Growth	47.0	78.3	94.4	100.0
Target Group Outcomes	47.1	67.9	92.0	100.0
On-Track to Graduation	89.8	92.8	96.3	100.0



ACHIEVEMENT

This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



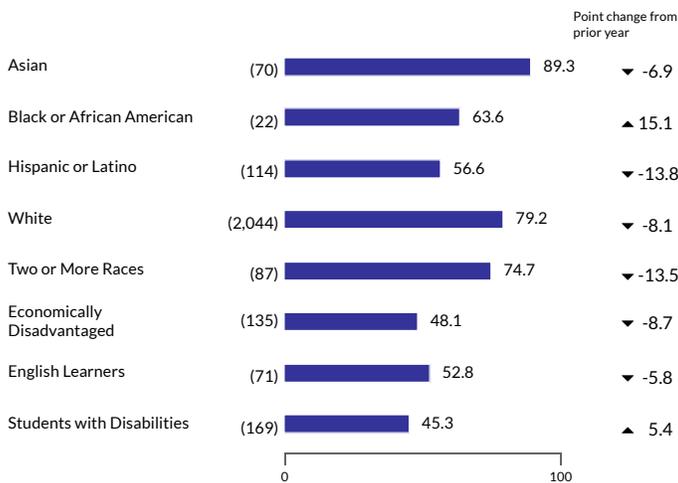
English Language Arts Score: 84.1

Mathematics Score: 89.4

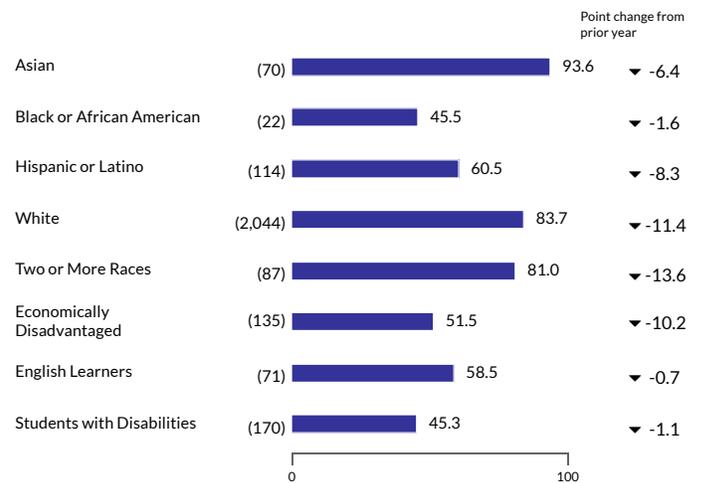
Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS



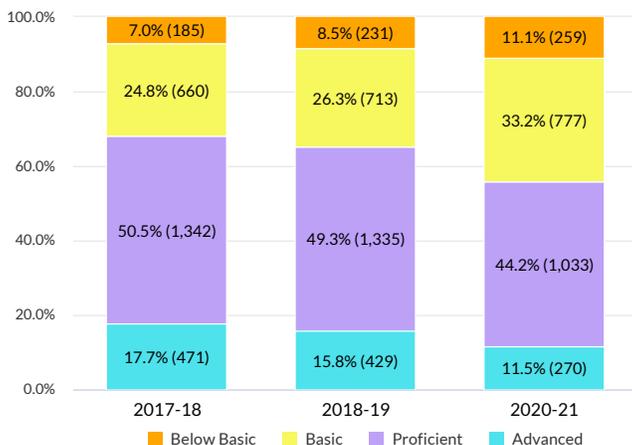
MATHEMATICS



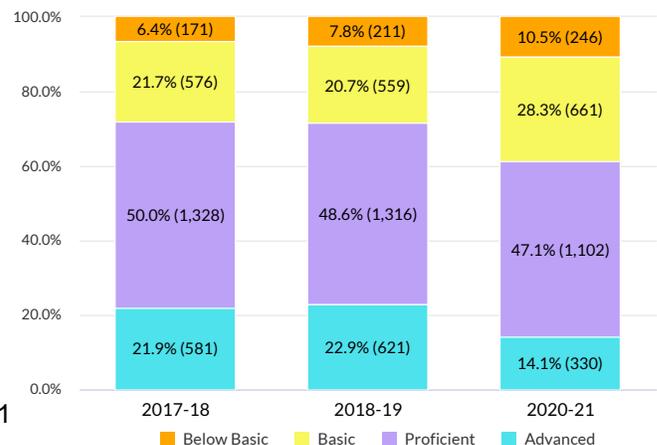
Performance Levels by Year

These graphs show district-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2020-21

ENGLISH LANGUAGE ARTS

All students: 82.9%
Lowest-participating group: Black or African American: 64.7%

MATHEMATICS

All students: 82.8%
Lowest-participating group: Black or African American: 64.7%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	573,785	8.6%	33.7%	34.0%	23.7%	572,416	8.0%	32.7%	34.1%	25.3%	493,160	6.9%	31.5%	35.2%	26.5%
All Students	2,658	17.7%	50.5%	24.8%	7.0%	2,708	15.8%	49.3%	26.3%	8.5%	2,339	11.5%	44.2%	33.2%	11.1%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Asian	45	13.3%	55.6%	24.4%	6.7%	53	28.3%	41.5%	24.5%	5.7%	70	18.6%	45.7%	31.4%	4.3%
Black or African American	25	4.0%	28.0%	44.0%	24.0%	34	2.9%	23.5%	41.2%	32.4%	22	4.5%	36.4%	40.9%	18.2%
Hispanic or Latino	126	7.9%	39.7%	37.3%	15.1%	130	10.8%	36.2%	36.2%	16.9%	114	2.6%	31.6%	42.1%	23.7%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	2,382	18.5%	51.1%	24.0%	6.4%	2,396	15.9%	50.7%	25.5%	7.9%	2,044	12.0%	44.8%	32.7%	10.4%
Two or More Races	76	17.1%	51.3%	26.3%	5.3%	93	19.4%	44.1%	30.1%	6.5%	87	8.0%	46.0%	33.3%	12.6%
Economically Disadvantaged	167	7.8%	34.7%	40.1%	17.4%	184	6.0%	31.0%	33.7%	29.3%	135	1.5%	25.2%	41.5%	31.9%
English Learners	61	3.3%	31.1%	54.1%	11.5%	70	8.6%	22.9%	45.7%	22.9%	71	4.2%	23.9%	45.1%	26.8%
Students with Disabilities	220	5.5%	16.4%	39.1%	39.1%	213	3.3%	16.9%	36.2%	43.7%	169	1.2%	24.9%	37.3%	36.7%

MATHEMATICS

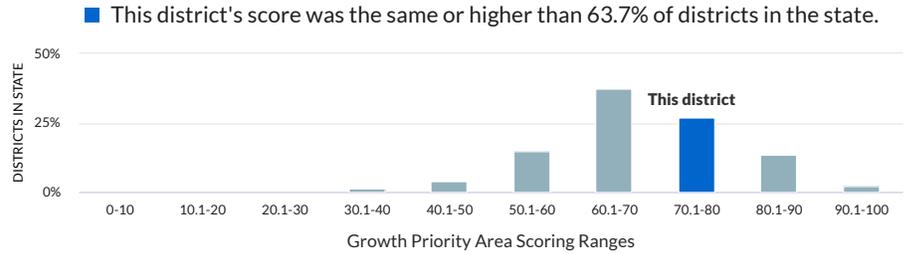
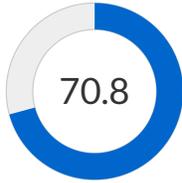
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	574,706	9.2%	32.6%	31.2%	27.0%	573,211	9.4%	31.6%	30.8%	28.2%	493,047	7.0%	29.4%	31.6%	32.0%
All Students	2,656	21.9%	50.0%	21.7%	6.4%	2,707	22.9%	48.6%	20.7%	7.8%	2,339	14.1%	47.1%	28.3%	10.5%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Asian	45	20.0%	60.0%	15.6%	4.4%	54	31.5%	50.0%	13.0%	5.6%	70	24.3%	44.3%	25.7%	5.7%
Black or African American	25	0.0%	36.0%	40.0%	24.0%	34	2.9%	29.4%	26.5%	41.2%	22	4.5%	27.3%	22.7%	45.5%
Hispanic or Latino	127	10.2%	34.6%	36.2%	18.9%	130	9.2%	37.7%	34.6%	18.5%	114	5.3%	32.5%	40.4%	21.9%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	2,379	22.7%	50.6%	20.9%	5.8%	2,394	23.9%	49.3%	19.9%	6.9%	2,044	14.5%	48.0%	27.7%	9.7%
Two or More Races	76	22.4%	55.3%	19.7%	2.6%	93	21.5%	50.5%	23.7%	4.3%	87	10.3%	51.7%	27.6%	10.3%
Economically Disadvantaged	168	7.1%	35.7%	36.3%	20.8%	183	6.6%	33.9%	36.1%	23.5%	135	3.0%	27.4%	39.3%	30.4%
English Learners	62	6.5%	33.9%	40.3%	19.4%	71	4.2%	33.8%	38.0%	23.9%	71	4.2%	32.4%	39.4%	23.9%
Students with Disabilities	220	6.8%	19.5%	35.0%	38.6%	172	5.7%	21.9%	31.9%	40.5%	170	3.5%	23.5%	32.9%	40.0%



GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score



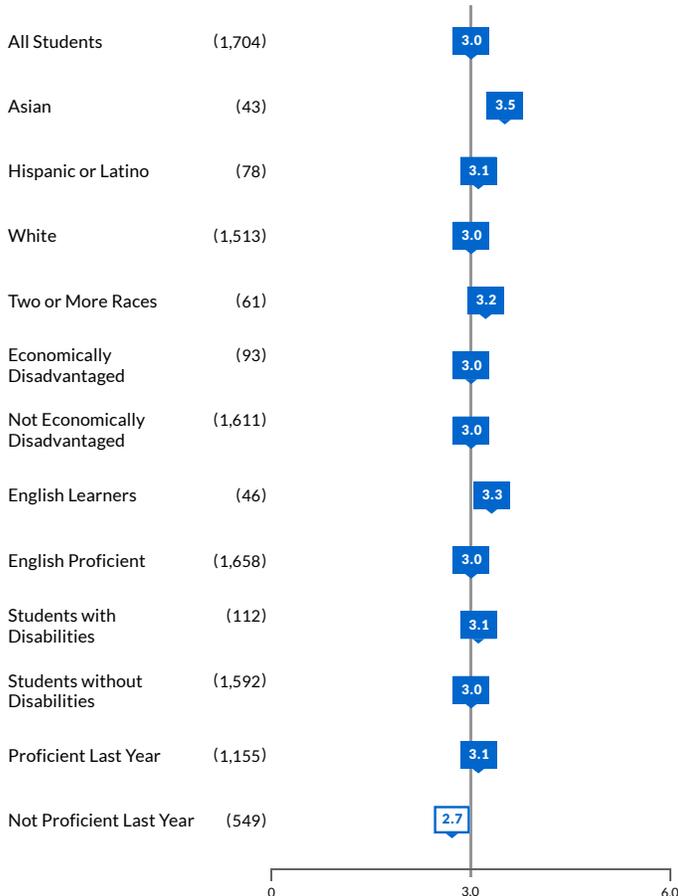
English Language Arts Score: 66.0

Mathematics Score: 75.5

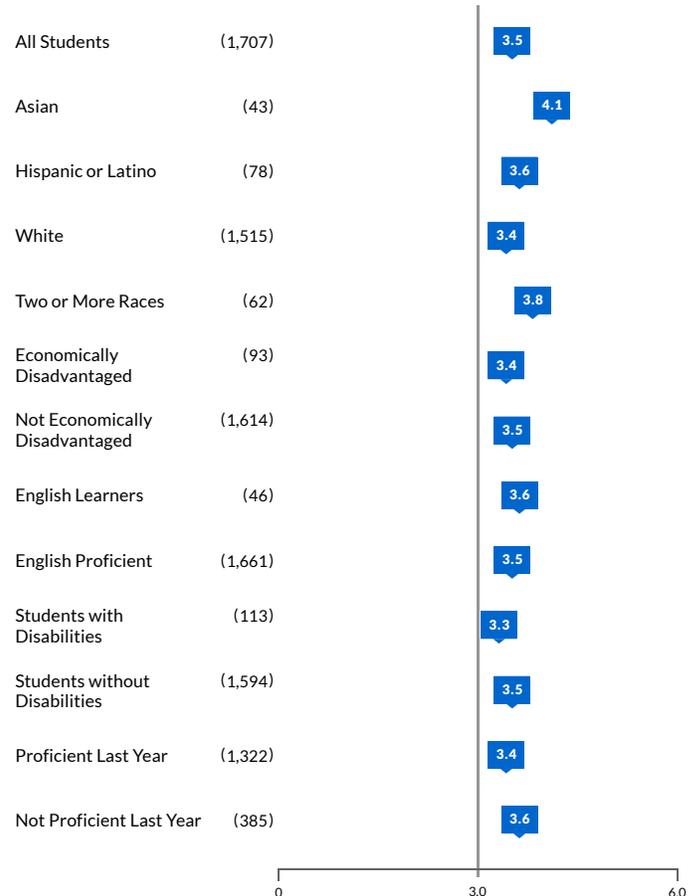
Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS

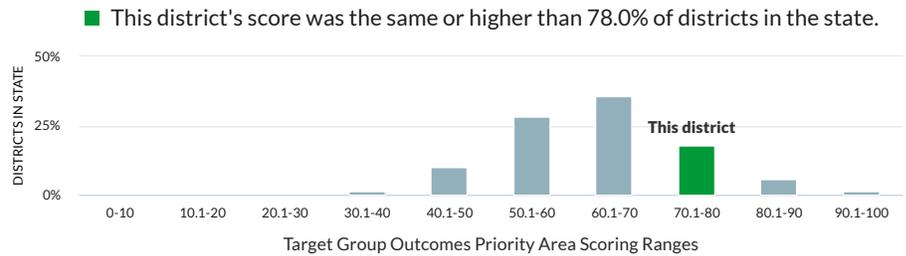




TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores – the Target Group. It is designed to promote equity by helping districts focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score



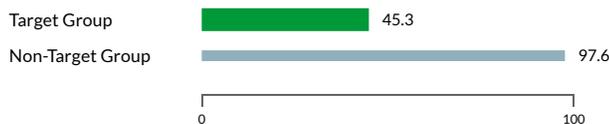
Component Scores

ACHIEVEMENT

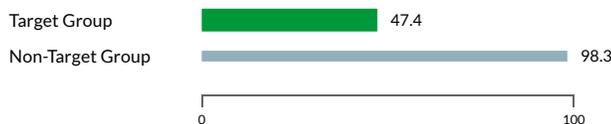
Score: 46.3

Average points-based proficiency rates.

English Language Arts



Mathematics

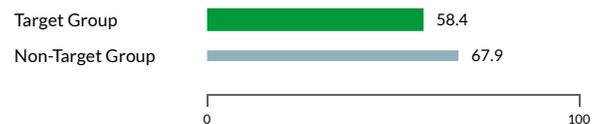


GROWTH

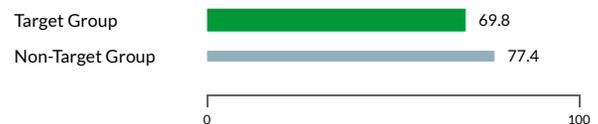
Score: 64.1

Value-added scores converted onto a 0-100 growth scale.

English Language Arts



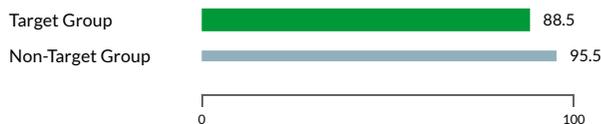
Mathematics



CHRONIC ABSENTEEISM

Score: 88.5

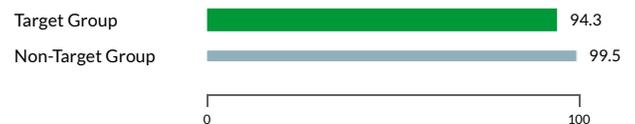
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



GRADUATION

Score: 94.3

Average of 2019-20's 4- and 7-year cohort rates.

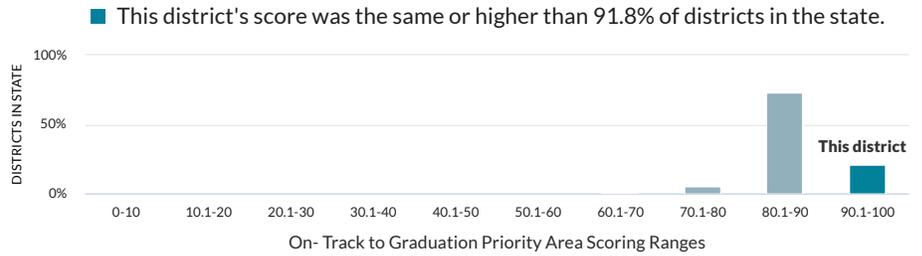
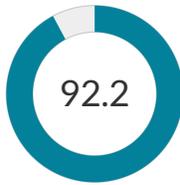




ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score

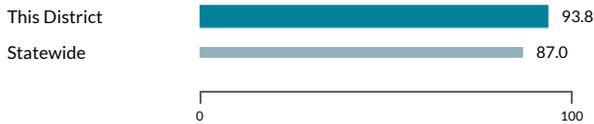


Component Scores

CHRONIC ABSENTEEISM

Score: 93.8

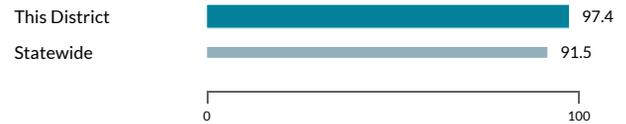
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 97.4

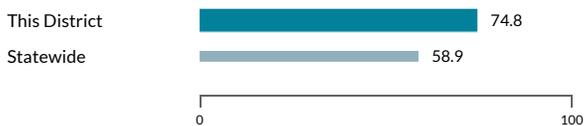
Average of 2019-20's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 74.8

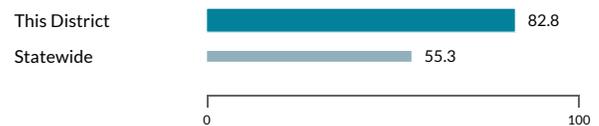
Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 82.8

Average points-based proficiency rates.





ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	833,321	12.8%	831,563	13.1%	826,692	13.1%
All Students	3,984	5.2%	4,047	5.3%	4,081	7.5%
American Indian or Alaskan Native	< 20	*	< 20	*	< 20	*
Asian	84	6.0%	94	6.4%	104	11.5%
Black or African American	44	22.7%	48	16.7%	50	6.0%
Hispanic or Latino	192	6.8%	197	7.6%	192	8.3%
Native Hawaiian or Pacific Islander	< 20	*	< 20	*	< 20	*
White	3,531	5.0%	3,551	4.9%	3,587	7.3%
Two or More Races	129	3.1%	153	5.9%	146	8.2%
Economically Disadvantaged	288	16.0%	304	15.8%	309	19.4%
English Learners	107	9.3%	107	4.7%	114	6.1%
Students with Disabilities	318	11.3%	340	11.2%	342	13.2%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: K-12 State	66,987	60,500	90.3%	65,509	60,787	92.8%
All Students	316	305	96.5%	295	290	98.3%
Asian	< 20	*	*	< 20	*	*
Black or African American	< 20	*	*	< 20	*	*
Hispanic or Latino	< 20	*	*	< 20	*	*
White	279	270	96.8%	272	268	98.5%
Two or More Races	< 20	*	*	< 20	*	*
Economically Disadvantaged	20	17	85.0%	< 20	*	*
English Learners	< 20	*	*	< 20	*	*
Students with Disabilities	20	15	75.0%	20	19	95.0%



POSTSECONDARY PREPARATION, 2019-20

Section 115.385 (d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI, and this is the first time these data are included on report cards. Please use caution when interpreting these data. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES

District	State
37.4%	19.2%

512 students successfully completed at least one Advanced Placement or International Baccalaureate course.

DUAL ENROLLMENT

District	State
35.5%	17.8%

486 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

District	State
2.9%	1.4%

40 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

District	State
3.9%	2.4%

53 students participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the district participating in different types of postsecondary preparation opportunities with the percentages for the state. All groups present in the district are shown. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	District	State	District	State	District	State	District	State	District	State
Asian	28	10,028	57.1%	27.3%	42.9%	17.9%	7.1%	1.1%	0.0%	1.4%
Black or African American	< 20	24,232	*	11.5%	*	9.9%	*	0.3%	*	0.8%
Hispanic or Latino	52	31,812	21.2%	14.7%	36.5%	14.1%	0.0%	0.9%	1.9%	1.4%
Native Hawaiian or Pacific Islander	< 20	192	*	18.2%	*	15.1%	*	1.6%	*	0.0%
White	1,231	188,332	38.2%	20.8%	35.7%	19.7%	3.1%	1.6%	3.6%	2.8%
Two or More Races	39	9,226	28.2%	16.1%	28.2%	13.3%	0.0%	1.1%	12.8%	1.4%
Economically Disadvantaged	83	97,617	20.5%	11.0%	34.9%	13.7%	1.2%	0.8%	6.0%	1.7%
English Learners	< 20	13,412	*	8.7%	*	14.1%	*	0.5%	*	1.3%
Students with Disabilities	117	34,473	6.8%	2.9%	14.5%	10.2%	0.0%	0.5%	7.7%	1.4%



ARTS COURSE INFORMATION, 2019-20

Section 115.385 (d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI, and this is the first time these data are included on report cards. Please use caution when interpreting these data. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
District	State	District	State	District	State	District	State
27.0%	24.7%	0.0%	0.3%	26.6%	21.3%	0.0%	1.9%

370 students successfully completed at least one art & design course.

No students successfully completed a dance course.

364 students successfully completed at least one music course.

No students successfully completed a theater course.

Student Group Participation

This table compares the percentages of students in the district completing different types of arts courses with the percentages for the state. All groups present in the district are shown. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	District	State	District	State	District	State	District	State	District	State
Asian	28	10,028	17.9%	25.8%	0.0%	0.3%	35.7%	21.8%	0.0%	1.5%
Black or African American	< 20	24,232	*	27.9%	*	0.5%	*	13.8%	*	4.1%
Hispanic or Latino	52	31,812	32.7%	26.2%	0.0%	0.3%	28.8%	15.5%	0.0%	1.8%
Native Hawaiian or Pacific Islander	< 20	192	*	24.0%	*	0.5%	*	22.4%	*	2.1%
White	1,231	188,332	27.2%	23.9%	0.0%	0.3%	26.2%	23.4%	0.0%	1.7%
Two or More Races	39	9,226	23.1%	23.9%	0.0%	0.4%	33.3%	19.8%	0.0%	1.9%
Economically Disadvantaged	83	97,617	24.1%	26.9%	0.0%	0.3%	20.5%	17.4%	0.0%	2.3%
English Learners	< 20	13,412	*	29.0%	*	0.2%	*	13.0%	*	1.4%
Students with Disabilities	117	34,473	23.9%	25.4%	0.0%	0.3%	23.1%	14.3%	0.0%	1.9%

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street, P.O. Box 7841
Madison, WI 53707-7841
dpi.wi.gov



WISCONSIN DEPARTMENT OF
Public Instruction

November 2021

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.



OVERVIEW

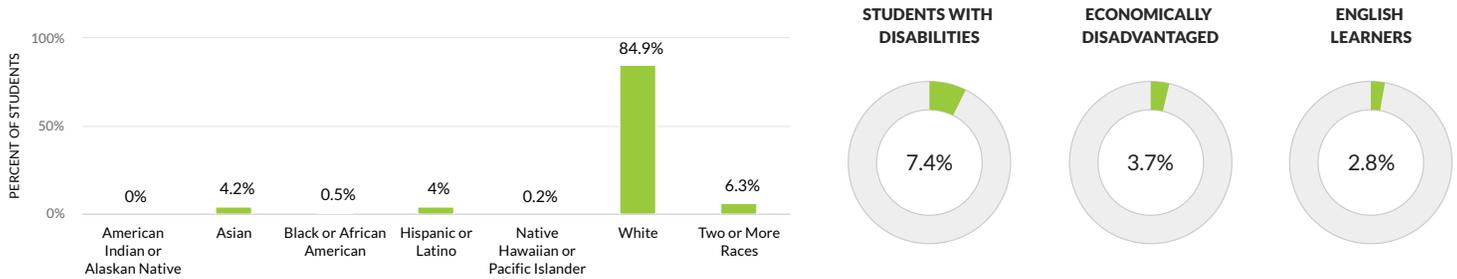
School Details

Grades : PK-4
Enrollment : 430
Percent open enrollment : 1.6%

At Arboretum Elementary our motto is "Together We Learn, Together We Grow" and our goal is growth for every student in a welcoming environment. We are proud of our exceptional staff and the outstanding support of our families. Their presence in the daily life of our school makes Arboretum a great place for children to grow. <https://www.waunakee.k12.wi.us/arboretum/index.cfm>

The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



Score Summary

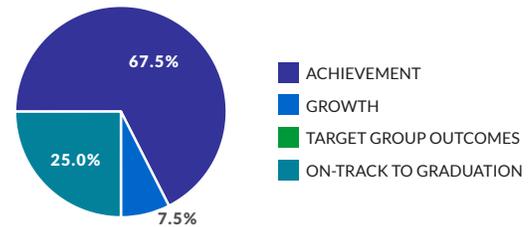
! Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Significantly Exceeds Expectations

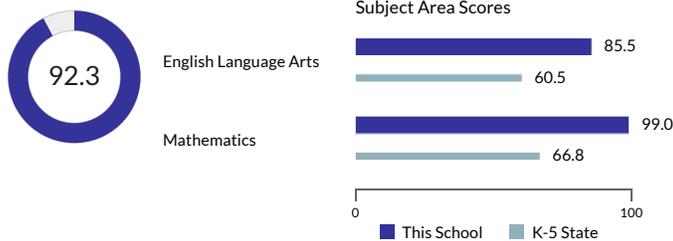


PRIORITY AREA WEIGHTS

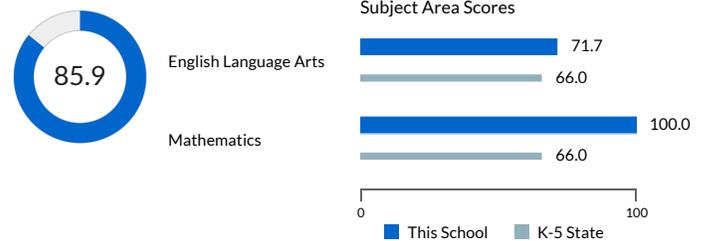


Priority Area Scores

ACHIEVEMENT



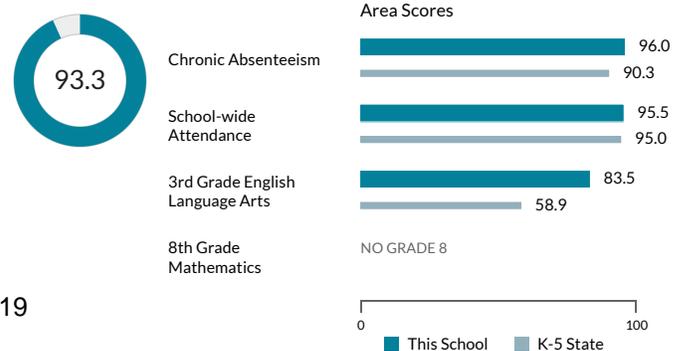
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION



119



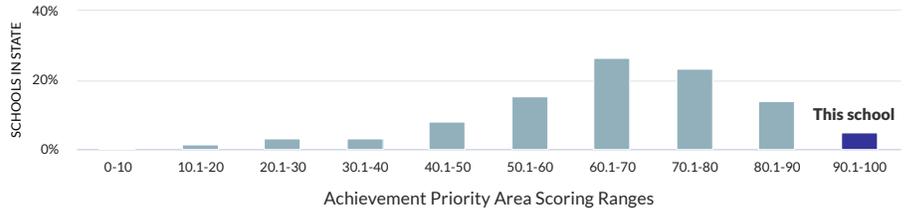
ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



This school's score was the same or higher than 96.9% of K-5 schools in the state.



English Language Arts Score: 85.5

Mathematics Score: 99.0

Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS

MATHEMATICS

Point change from prior year

Point change from prior year

White (146) 78.1 ▼ -16.4

White (146) 98.3 ▼ -1.7



Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS

MATHEMATICS



120





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2020-21

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: White
92.6%	91.3%

MATHEMATICS

All students	Lowest-participating group: White
92.6%	91.3%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	192,784	7.3%	35.1%	34.5%	23.2%	189,032	6.7%	33.7%	34.8%	24.8%	158,545	5.8%	31.3%	35.0%	27.9%
All Students	190	17.4%	48.9%	27.4%	6.3%	191	19.4%	50.8%	27.7%	2.1%	174	10.3%	43.1%	33.9%	12.6%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	0	NA	NA	NA	NA	< 20	*	*	*	*	0	NA	NA	NA	NA
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	< 20	*	*	*	*
White	173	17.9%	50.9%	25.4%	5.8%	173	19.1%	53.2%	25.4%	2.3%	146	12.3%	42.5%	34.2%	11.0%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Students with Disabilities	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*

MATHEMATICS

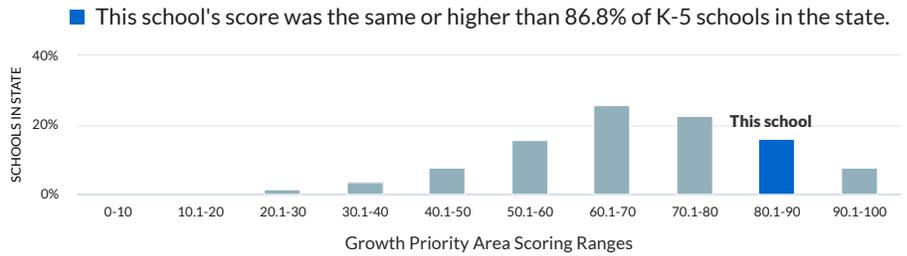
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	193,134	11.3%	35.2%	32.5%	21.0%	189,328	12.0%	34.8%	32.0%	21.2%	158,380	10.1%	32.3%	32.1%	25.6%
All Students	190	43.2%	43.7%	10.0%	3.2%	191	46.6%	43.5%	8.4%	1.6%	174	22.4%	52.3%	23.0%	2.3%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	0	NA	NA	NA	NA	< 20	*	*	*	*	0	NA	NA	NA	NA
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	< 20	*	*	*	*
White	173	44.5%	43.9%	8.7%	2.9%	173	47.4%	43.4%	8.1%	1.2%	146	24.0%	51.4%	21.9%	2.7%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Students with Disabilities	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*



GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score



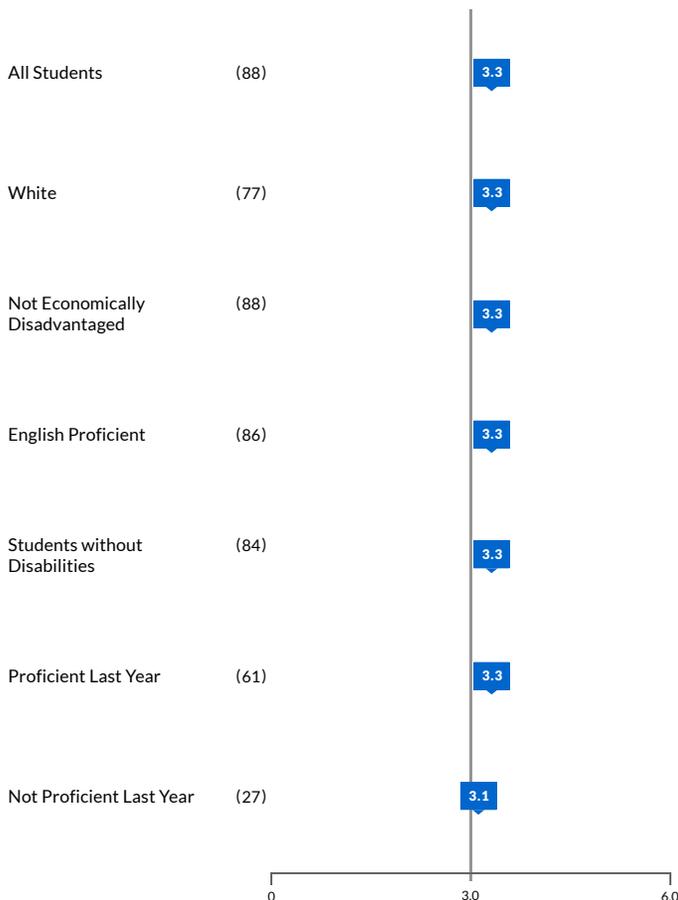
English Language Arts Score: 71.7

Mathematics Score: 100.0

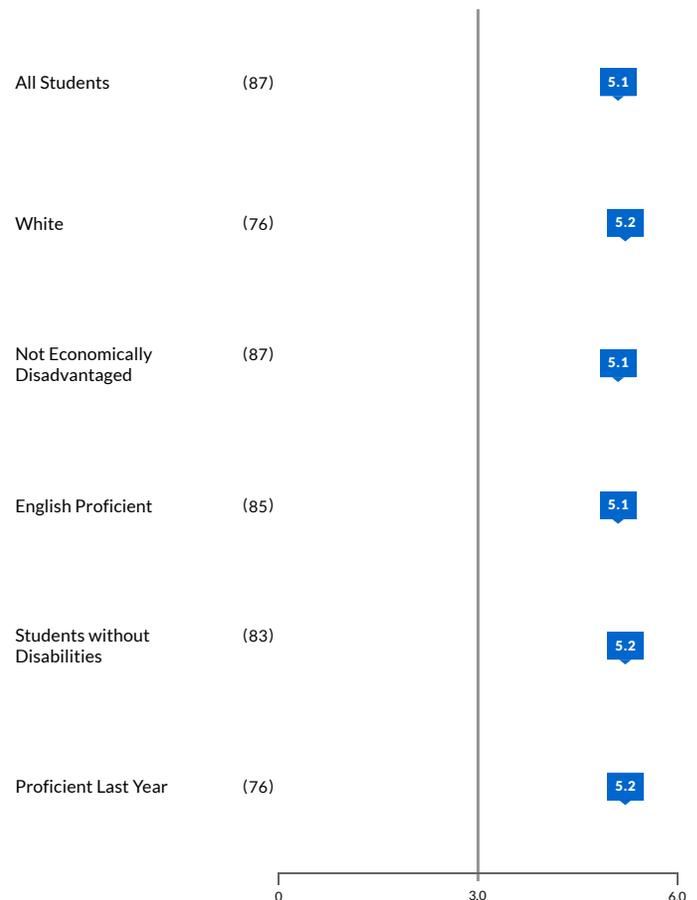
Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS





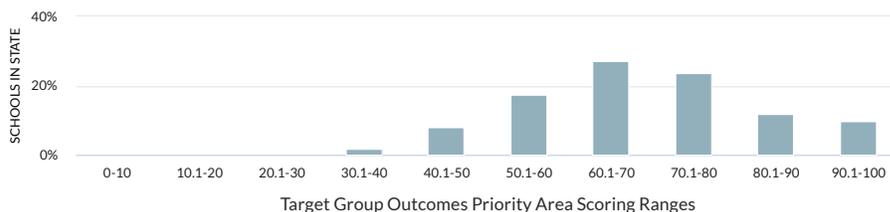
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score



This is the distribution of scores for K-5 schools in the state.



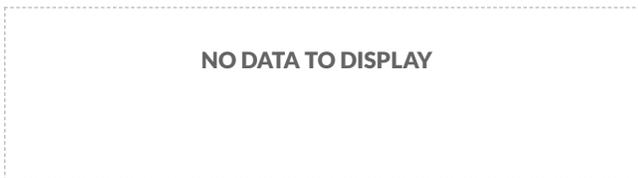
Component Scores

ACHIEVEMENT

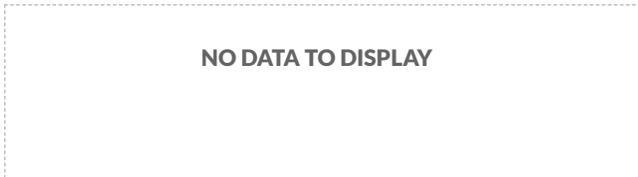
Score: NA

Average points-based proficiency rates.

English Language Arts



Mathematics

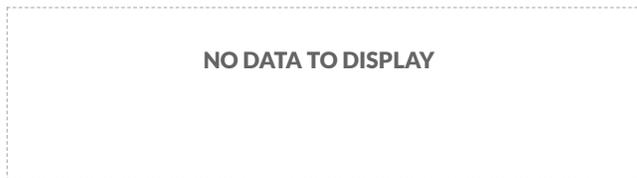


GROWTH

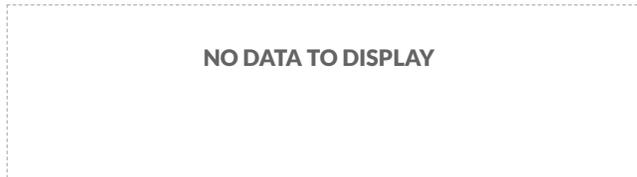
Score: NA

Value-added scores converted onto a 0-100 growth scale.

English Language Arts



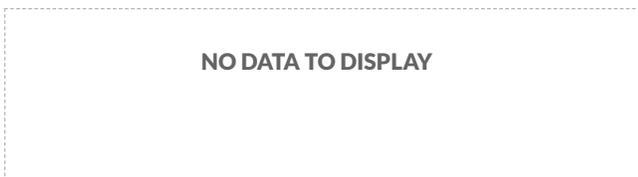
Mathematics



CHRONIC ABSENTEEISM

Score: NA

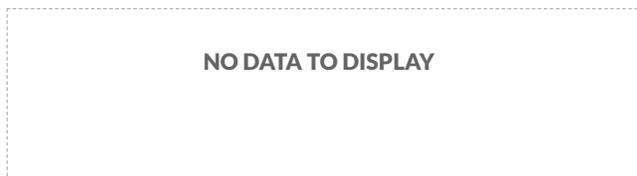
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: NA

This score is the overall attendance rate for the Target Group in 2019-20.

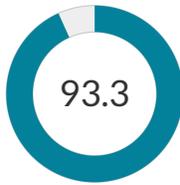




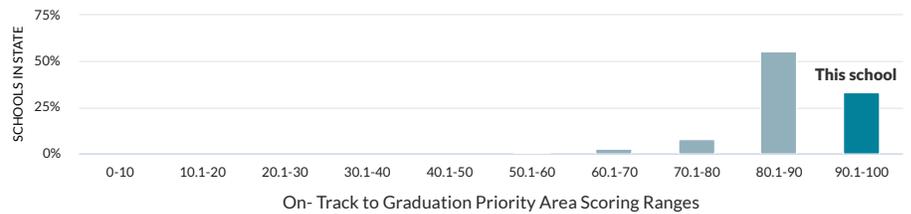
ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score



This school's score was the same or higher than 90.2% of K-5 schools in the state.

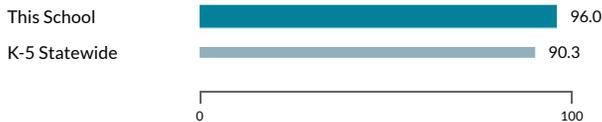


Component Scores

CHRONIC ABSENTEEISM

Score: 96.0

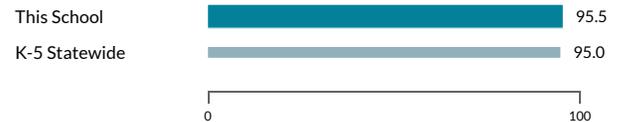
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 95.5

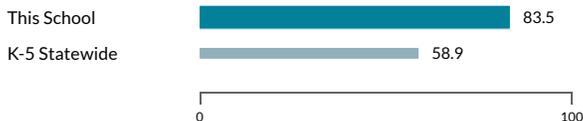
This score is the overall attendance rate for the school in 2019-20.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 83.5

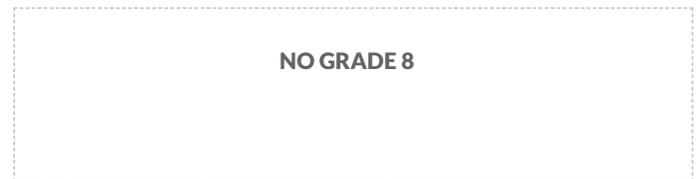
Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Average points-based proficiency rates.





ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	374,858	9.2%	371,583	9.6%	365,626	10.2%
All Students	452	2.7%	454	3.1%	450	5.6%
Asian	< 20	*	< 20	*	20	10.0%
Black or African American	< 20	*	< 20	*	< 20	*
Hispanic or Latino	< 20	*	< 20	*	< 20	*
White	404	2.7%	398	2.3%	385	5.5%
Two or More Races	23	0.0%	28	3.6%	24	0.0%
Economically Disadvantaged	< 20	*	< 20	*	< 20	*
English Learners	< 20	*	< 20	*	< 20	*
Students with Disabilities	31	3.2%	25	12.0%	29	3.4%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

This school does not have a 12th grade





OVERVIEW

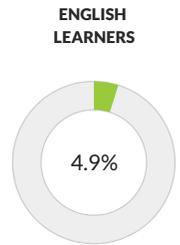
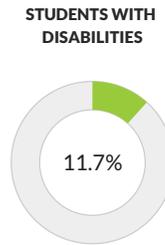
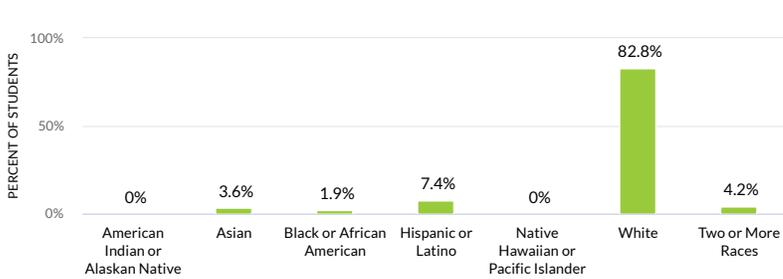
School Details

Grades : PK-4
Enrollment : 472
Percent open enrollment : 11%

At Heritage Elementary we help each other learn and grow every day in a safe and positive environment. At Heritage, a strong team philosophy is the foundation of our service to students. The success of the school would be far less without the support of the parents and community members as well.
<https://www.wauaukee.k12.wi.us/heritage/index.cfm>

The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



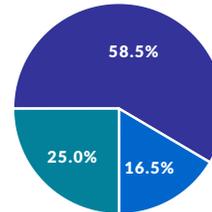
Score Summary

! Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Significantly Exceeds Expectations
★★★★★

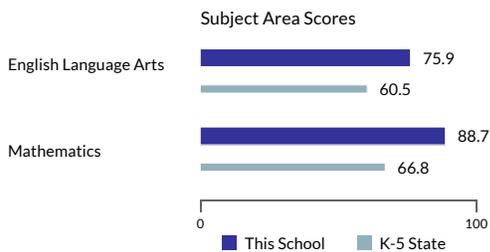
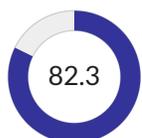
PRIORITY AREA WEIGHTS



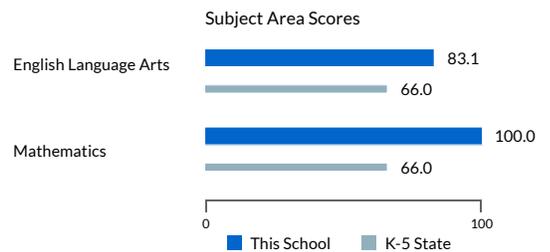
- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

Priority Area Scores

ACHIEVEMENT



GROWTH



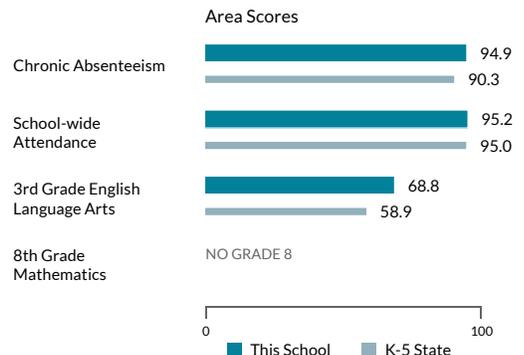
TARGET GROUP OUTCOMES



NO DATA TO DISPLAY

126

ON-TRACK TO GRADUATION





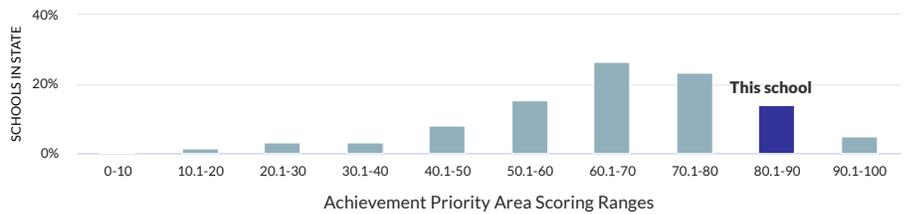
ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



This school's score was the same or higher than 85.4% of K-5 schools in the state.



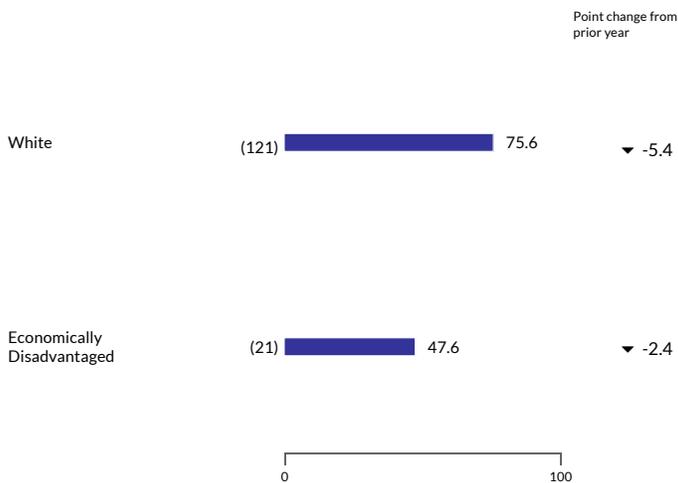
English Language Arts Score: 75.9

Mathematics Score: 88.7

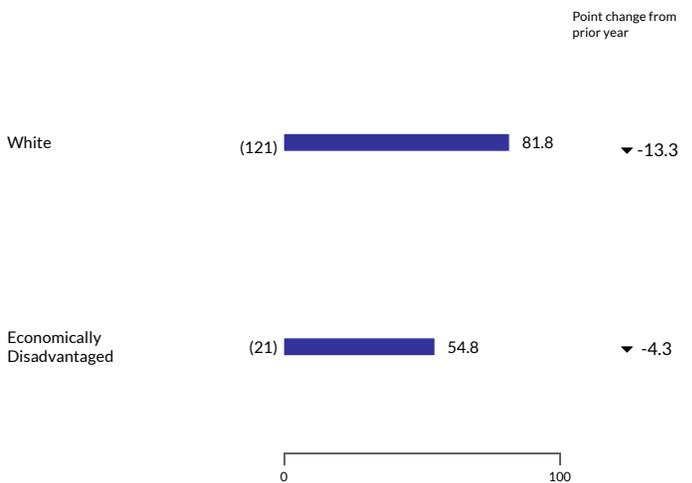
Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS



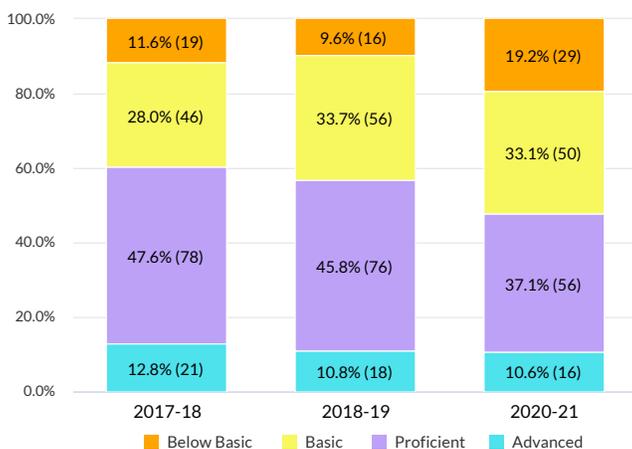
MATHEMATICS



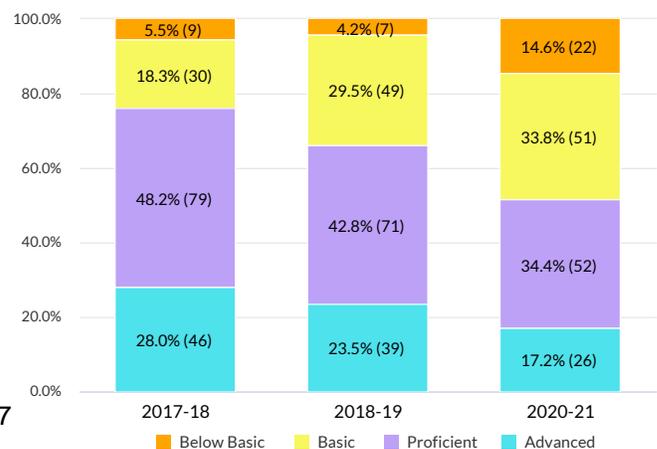
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS



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ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2020-21

ENGLISH LANGUAGE ARTS

All students: 90.2%
Lowest-participating group: Students with Disabilities: 73.9%

MATHEMATICS

All students: 90.2%
Lowest-participating group: Students with Disabilities: 73.9%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	192,784	7.3%	35.1%	34.5%	23.2%	189,032	6.7%	33.7%	34.8%	24.8%	158,545	5.8%	31.3%	35.0%	27.9%
All Students	164	12.8%	47.6%	28.0%	11.6%	166	10.8%	45.8%	33.7%	9.6%	151	10.6%	37.1%	33.1%	19.2%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	144	14.6%	50.0%	26.4%	9.0%	142	12.0%	47.9%	30.3%	9.9%	121	13.2%	39.7%	32.2%	14.9%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	20	0.0%	30.0%	35.0%	35.0%	22	4.5%	18.2%	50.0%	27.3%	21	4.8%	23.8%	33.3%	38.1%
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Students with Disabilities	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*

MATHEMATICS

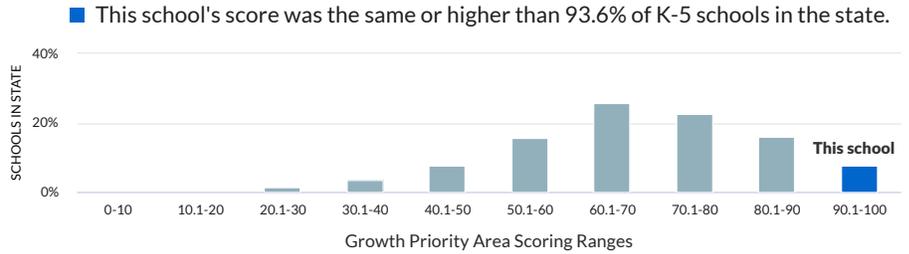
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	193,134	11.3%	35.2%	32.5%	21.0%	189,328	12.0%	34.8%	32.0%	21.2%	158,380	10.1%	32.3%	32.1%	25.6%
All Students	164	28.0%	48.2%	18.3%	5.5%	166	23.5%	42.8%	29.5%	4.2%	151	17.2%	34.4%	33.8%	14.6%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	144	30.6%	48.6%	16.0%	4.9%	142	24.6%	45.1%	26.1%	4.2%	121	18.2%	38.0%	33.1%	10.7%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	20	10.0%	30.0%	40.0%	20.0%	22	4.5%	18.2%	68.2%	9.1%	21	4.8%	23.8%	47.6%	23.8%
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Students with Disabilities	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*



GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score



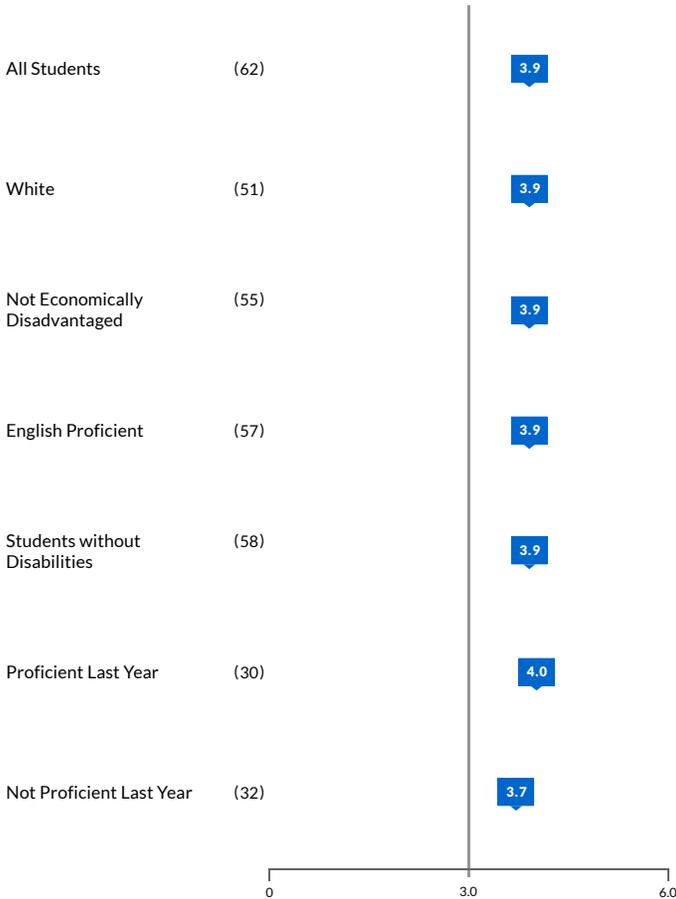
English Language Arts Score: 83.1

Mathematics Score: 100.0

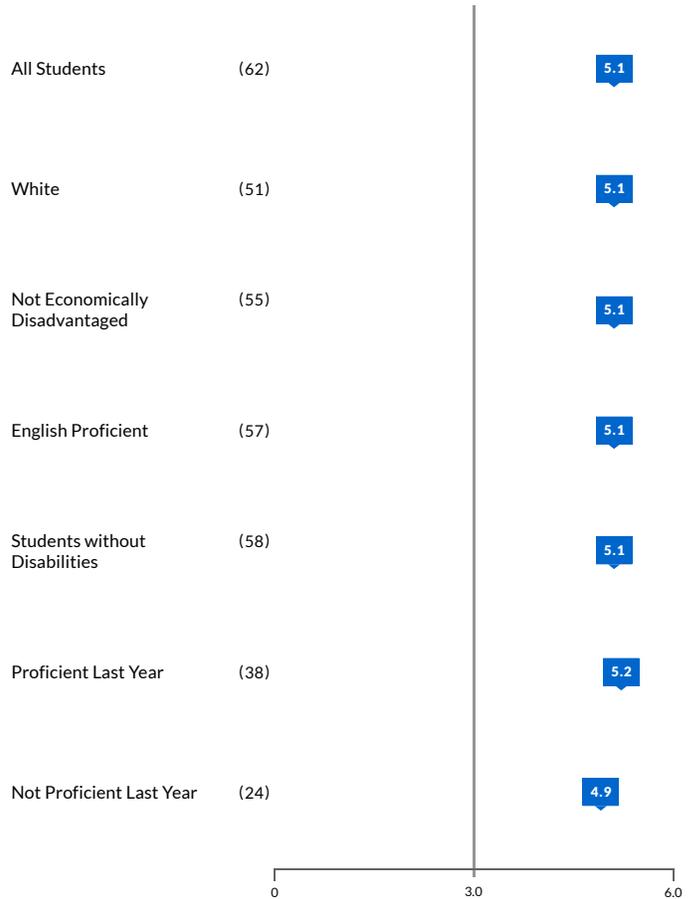
Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS





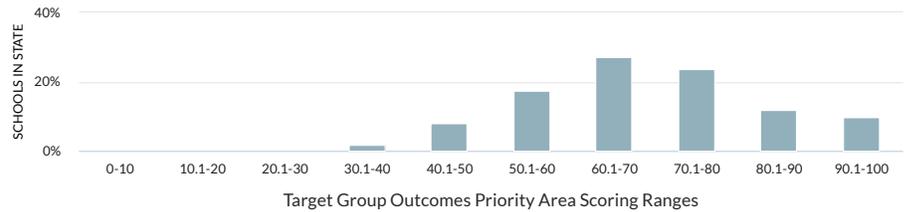
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score



This is the distribution of scores for K-5 schools in the state.



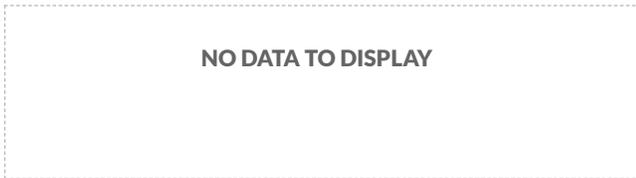
Component Scores

ACHIEVEMENT

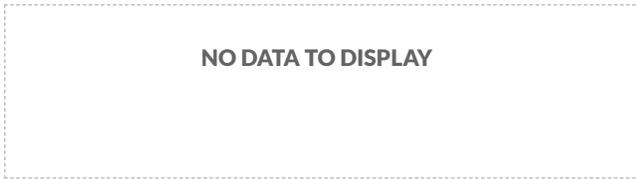
Score: NA

Average points-based proficiency rates.

English Language Arts



Mathematics

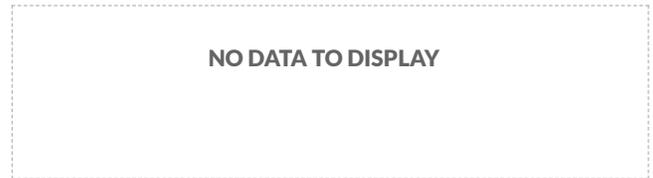


GROWTH

Score: NA

Value-added scores converted onto a 0-100 growth scale.

English Language Arts



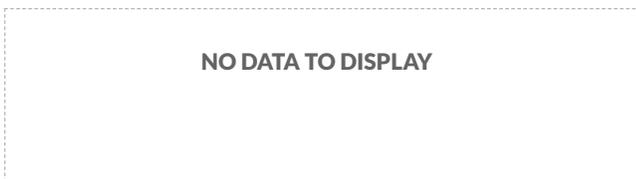
Mathematics



CHRONIC ABSENTEEISM

Score: NA

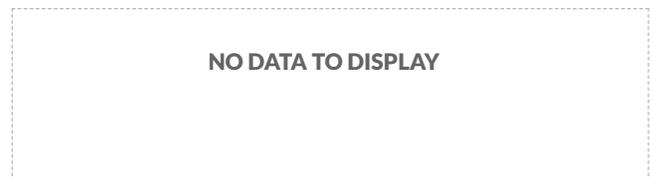
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: NA

This score is the overall attendance rate for the Target Group in 2019-20.

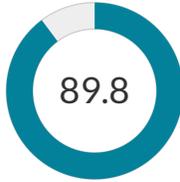




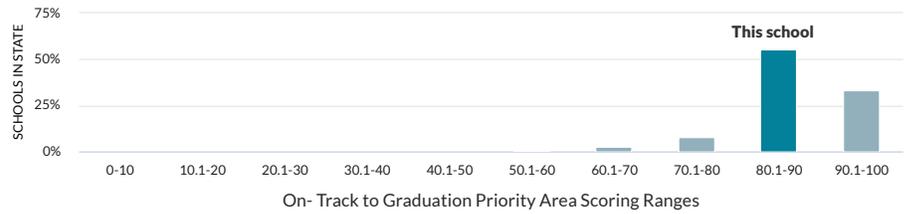
ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score



■ This school's score was the same or higher than 64.7% of K-5 schools in the state.

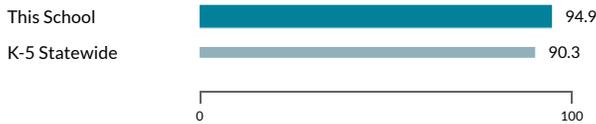


Component Scores

CHRONIC ABSENTEEISM

Score: 94.9

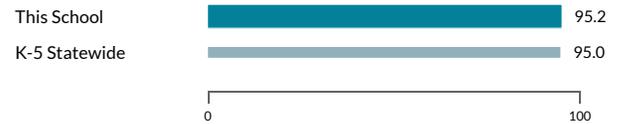
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 95.2

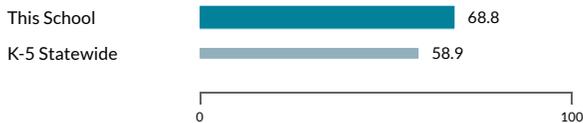
This score is the overall attendance rate for the school in 2019-20.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 68.8

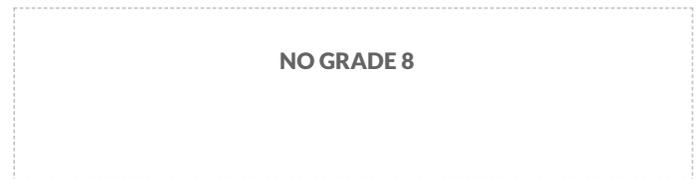
Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Average points-based proficiency rates.





ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	374,858	9.2%	371,583	9.6%	365,626	10.2%
All Students	405	3.5%	445	3.1%	458	7.6%
American Indian or Alaskan Native	0	NA	< 20	*	< 20	*
Asian	< 20	*	< 20	*	< 20	*
Black or African American	< 20	*	< 20	*	< 20	*
Hispanic or Latino	26	3.8%	31	0.0%	32	9.4%
White	346	2.9%	374	3.2%	387	7.0%
Two or More Races	< 20	*	< 20	*	< 20	*
Economically Disadvantaged	66	7.6%	65	7.7%	66	15.2%
English Learners	< 20	*	< 20	*	25	4.0%
Students with Disabilities	33	9.1%	45	4.4%	44	11.4%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

This school does not have a 12th grade





OVERVIEW

School Details

Grades : 9-12

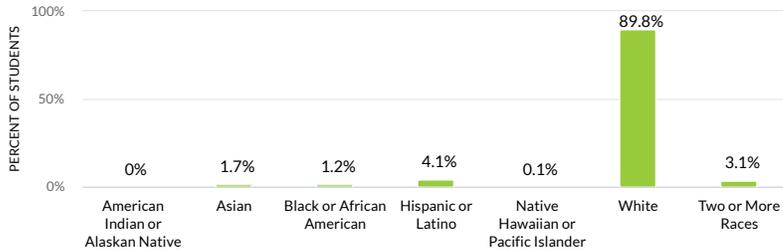
Enrollment : 1,376

Percent open enrollment : 4.7%

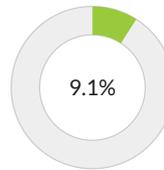
Wauaukee Community High School is committed to its mission of preparing all learners to meet the challenges of today and tomorrow. Our school strives to create a safe, supportive environment where all learners can reach their highest potential in the domains of creative, ethical, intellectual, physical, and social-emotional growth. <https://www.wauaukee.k12.wi.us/high/index.cfm>

The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

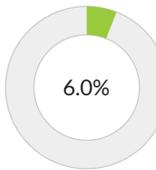
Student Groups



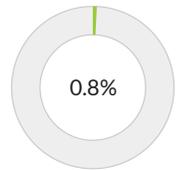
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary

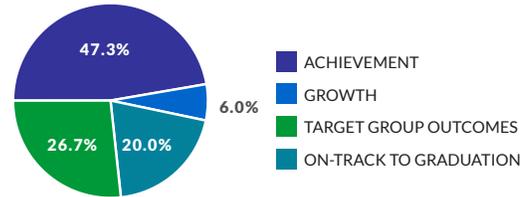
! Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Exceeds Expectations

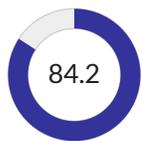


PRIORITY AREA WEIGHTS



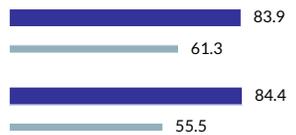
Priority Area Scores

ACHIEVEMENT



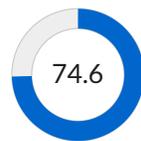
English Language Arts
Mathematics

Subject Area Scores



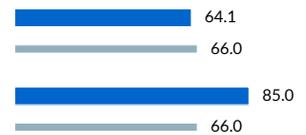
0 100
■ This School ■ 9-12 State

GROWTH



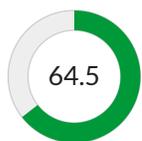
English Language Arts
Mathematics

Subject Area Scores



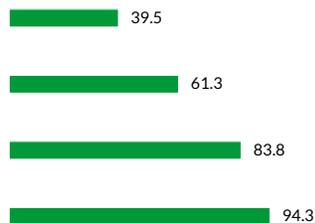
0 100
■ This School ■ 9-12 State

TARGET GROUP OUTCOMES



Achievement
Growth
Chronic Absenteeism
Graduation

Group Scores



0 100
■ This School

ON-TRACK TO GRADUATION



Chronic Absenteeism
Graduation
3rd Grade English Language Arts
8th Grade Mathematics

Area Scores



0 100
■ This School ■ 9-12 State

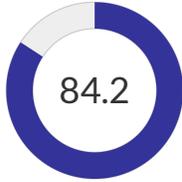
133



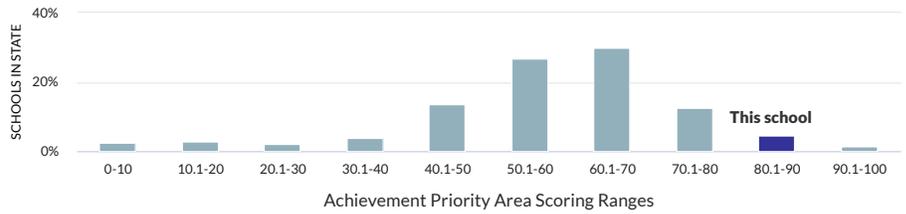
ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



This school's score was the same or higher than 96.2% of 9-12 schools in the state.



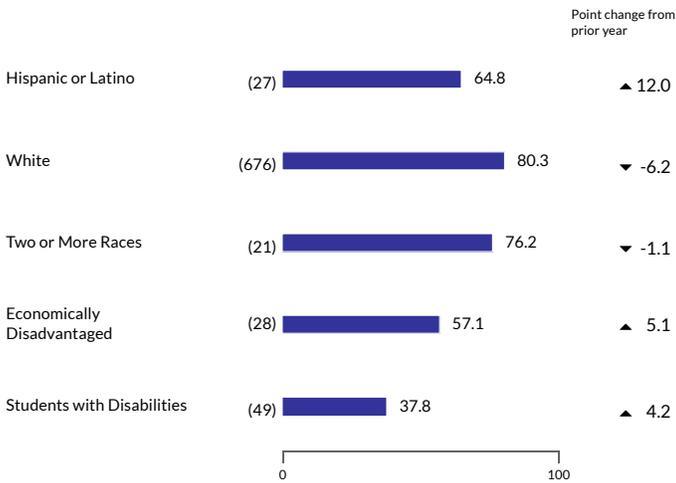
English Language Arts Score: 83.9

Mathematics Score: 84.4

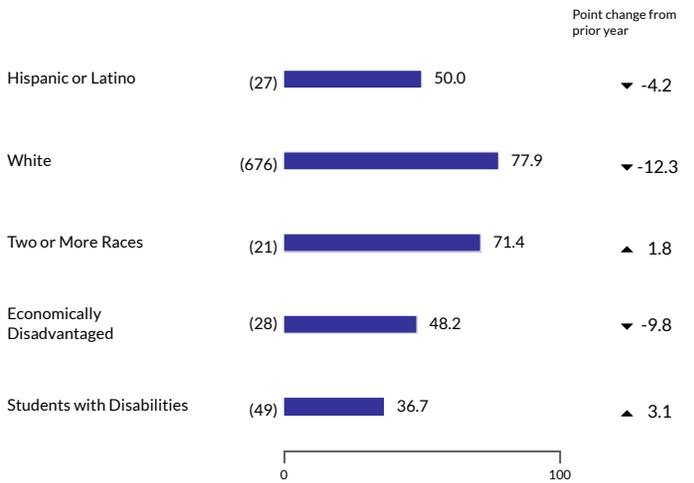
Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS



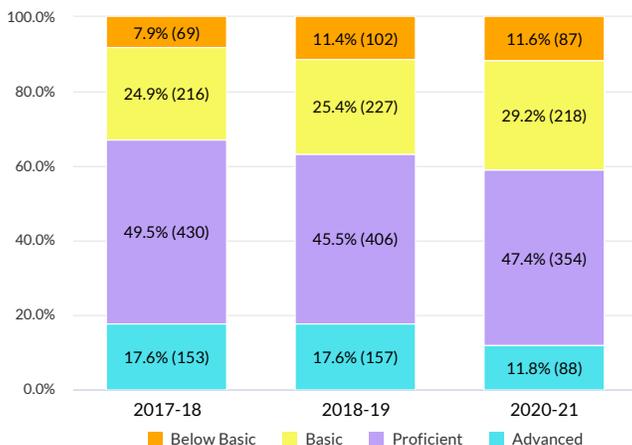
MATHEMATICS



Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2020-21

ENGLISH LANGUAGE ARTS

All students: 73.6%
Lowest-participating group: Students with Disabilities: 57.0%

MATHEMATICS

All students: 73.6%
Lowest-participating group: Students with Disabilities: 57.0%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,484	8.7%	34.2%	32.2%	24.9%	190,984	8.3%	32.5%	32.2%	26.9%	167,122	6.8%	32.4%	34.4%	26.4%
All Students	868	17.6%	49.5%	24.9%	7.9%	892	17.6%	45.5%	25.4%	11.4%	747	11.8%	47.4%	29.2%	11.6%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Asian	< 20	*	*	*	*	22	31.8%	31.8%	27.3%	9.1%	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	43	4.7%	34.9%	39.5%	20.9%	36	5.6%	25.0%	38.9%	30.6%	27	3.7%	33.3%	51.9%	11.1%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	780	18.2%	50.3%	24.1%	7.4%	799	17.9%	47.3%	24.7%	10.1%	676	11.8%	48.2%	28.6%	11.4%
Two or More Races	< 20	*	*	*	*	22	18.2%	31.8%	36.4%	13.6%	21	19.0%	38.1%	19.0%	23.8%
Economically Disadvantaged	43	14.0%	20.9%	46.5%	18.6%	49	6.1%	26.5%	32.7%	34.7%	28	3.6%	28.6%	46.4%	21.4%
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Students with Disabilities	68	5.9%	17.6%	38.2%	38.2%	64	1.6%	14.1%	34.4%	50.0%	49	0.0%	22.4%	30.6%	46.9%

MATHEMATICS

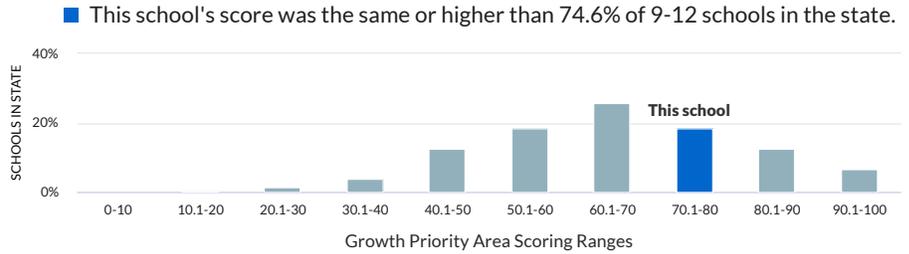
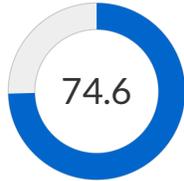
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,833	9.9%	29.3%	29.0%	31.8%	191,249	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.3%
All Students	869	22.8%	42.9%	25.7%	8.6%	897	22.6%	42.3%	23.2%	11.9%	747	11.4%	44.4%	30.4%	13.8%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Asian	< 20	*	*	*	*	22	31.8%	50.0%	9.1%	9.1%	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	43	4.7%	23.3%	48.8%	23.3%	36	5.6%	25.0%	41.7%	27.8%	27	3.7%	22.2%	44.4%	29.6%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	781	23.8%	43.7%	24.5%	8.1%	803	23.9%	43.1%	22.4%	10.6%	676	11.8%	45.4%	29.4%	13.3%
Two or More Races	< 20	*	*	*	*	23	8.7%	34.8%	43.5%	13.0%	21	4.8%	42.9%	42.9%	9.5%
Economically Disadvantaged	43	7.0%	27.9%	41.9%	23.3%	50	8.0%	30.0%	32.0%	30.0%	28	3.6%	25.0%	35.7%	35.7%
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Students with Disabilities	69	7.2%	14.5%	30.4%	47.8%	135	4.7%	15.6%	21.9%	57.8%	49	2.0%	20.4%	26.5%	51.0%



GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score



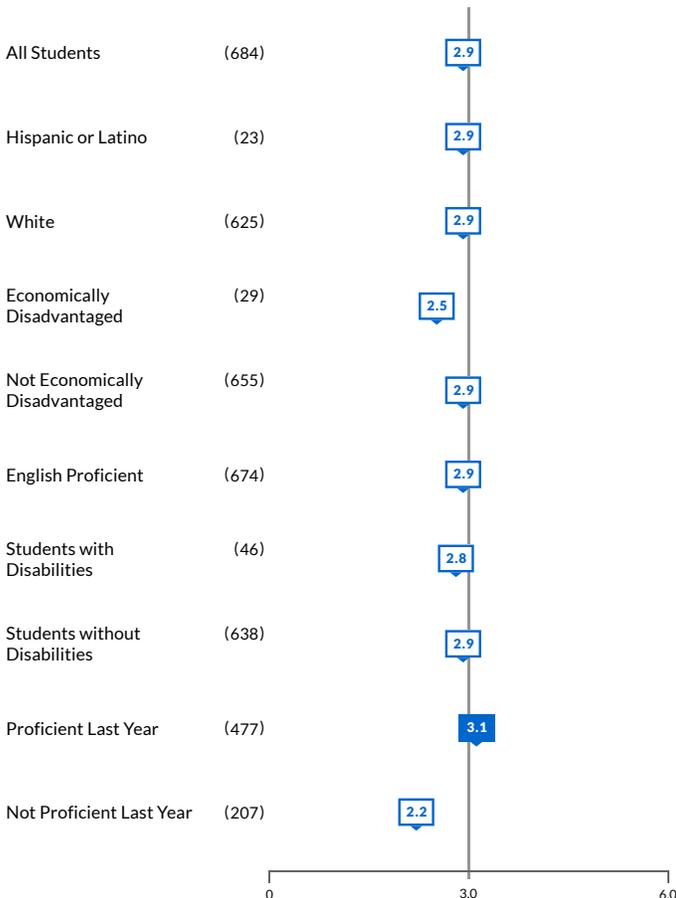
English Language Arts Score: 64.1

Mathematics Score: 85.0

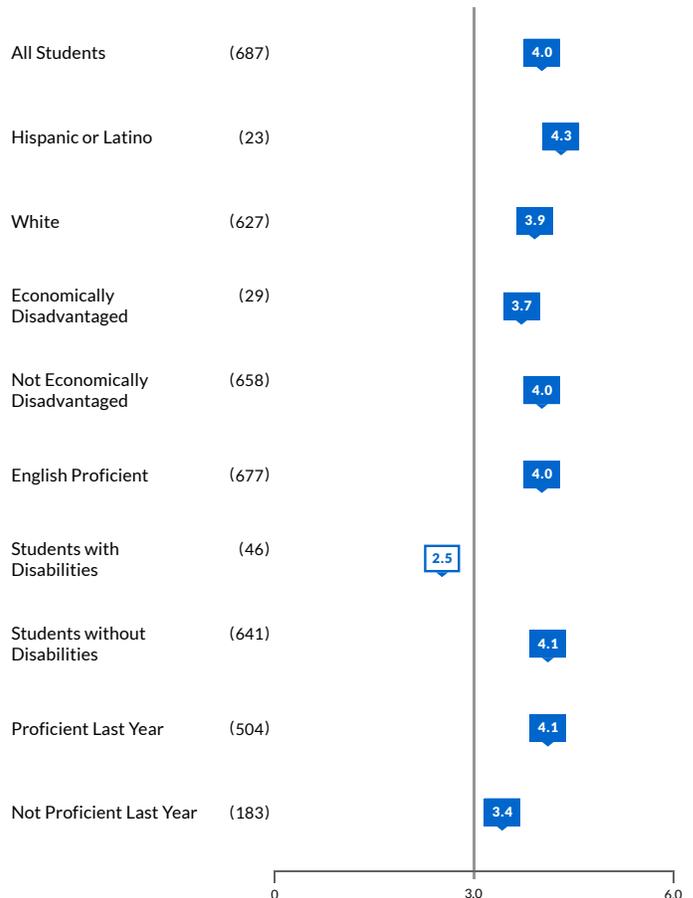
Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS

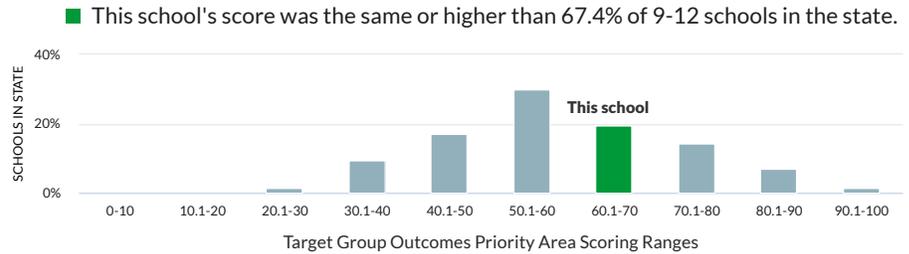




TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores – the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score



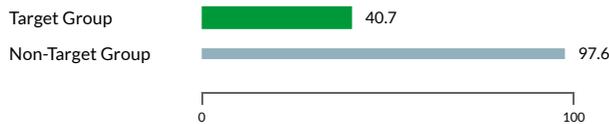
Component Scores

ACHIEVEMENT

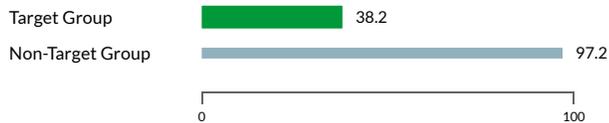
Score: 39.5

Average points-based proficiency rates.

English Language Arts



Mathematics

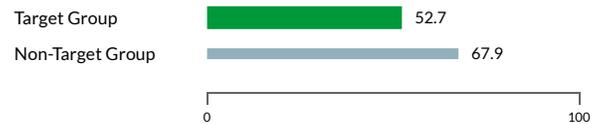


GROWTH

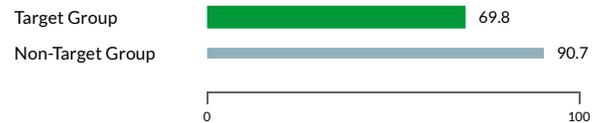
Score: 61.3

Value-added scores converted onto a 0-100 growth scale.

English Language Arts



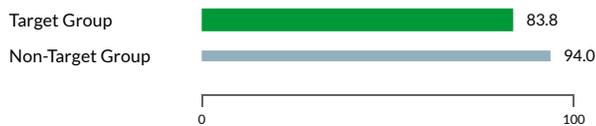
Mathematics



CHRONIC ABSENTEEISM

Score: 83.8

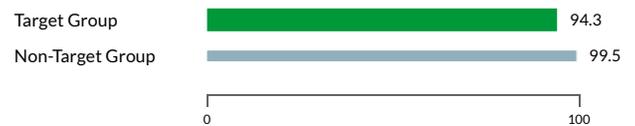
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



GRADUATION

Score: 94.3

Average of 2019-20's 4- and 7-year cohort rates.

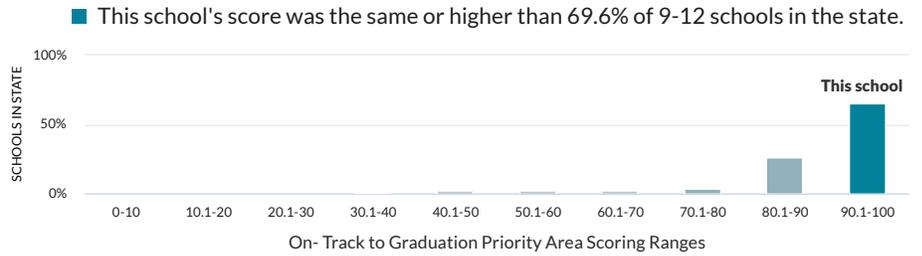




ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score

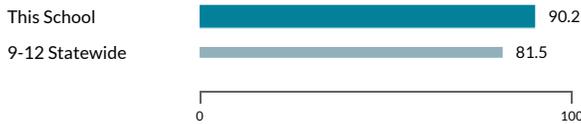


Component Scores

CHRONIC ABSENTEEISM

Score: 90.2

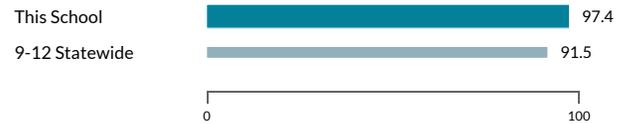
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 97.4

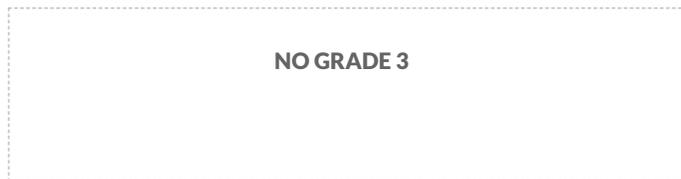
Average of 2019-20's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

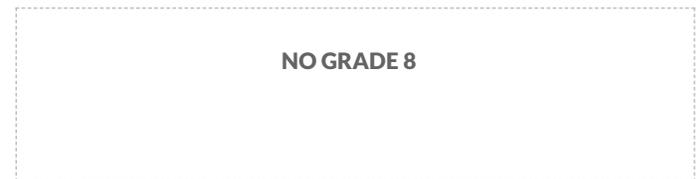
Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Average points-based proficiency rates.





ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	265,727	18.9%	265,360	18.9%	264,745	17.9%
All Students	1,290	8.0%	1,319	8.9%	1,333	11.7%
American Indian or Alaskan Native	<20	*	<20	*	0	NA
Asian	29	6.9%	28	7.1%	28	10.7%
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	63	11.1%	57	10.5%	49	16.3%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	1,154	7.7%	1,183	8.5%	1,206	11.4%
Two or More Races	28	7.1%	35	11.4%	35	17.1%
Economically Disadvantaged	73	19.2%	74	27.0%	77	31.2%
English Learners	27	14.8%	21	4.8%	<20	*
Students with Disabilities	101	15.8%	113	15.9%	113	19.5%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 9-12 State	66,987	60,500	90.3%	65,509	60,787	92.8%
All Students	316	305	96.5%	295	290	98.3%
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
White	279	270	96.8%	272	268	98.5%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	20	17	85.0%	<20	*	*
English Learners	<20	*	*	<20	*	*
Students with Disabilities	20	15	75.0%	20	19	95.0%



POSTSECONDARY PREPARATION, 2019-20

Section 115.385 (d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI, and this is the first time these data are included on report cards. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES

School	State
37.4%	19.2%

512 students successfully completed at least one Advanced Placement or International Baccalaureate course.

DUAL ENROLLMENT

School	State
35.5%	17.8%

486 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
2.9%	1.4%

40 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
3.9%	2.4%

53 students participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. All groups present in the school are shown. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	School	State	School	State	School	State	School	State	School	State
Asian	28	10,028	57.1%	27.3%	42.9%	17.9%	7.1%	1.1%	0.0%	1.4%
Black or African American	< 20	24,232	*	11.5%	*	9.9%	*	0.3%	*	0.8%
Hispanic or Latino	52	31,812	21.2%	14.7%	36.5%	14.1%	0.0%	0.9%	1.9%	1.4%
Native Hawaiian or Pacific Islander	< 20	192	*	18.2%	*	15.1%	*	1.6%	*	0.0%
White	1,231	188,332	38.2%	20.8%	35.7%	19.7%	3.1%	1.6%	3.6%	2.8%
Two or More Races	39	9,226	28.2%	16.1%	28.2%	13.3%	0.0%	1.1%	12.8%	1.4%
Economically Disadvantaged	83	97,617	20.5%	11.0%	34.9%	13.7%	1.2%	0.8%	6.0%	1.7%
English Learners	< 20	13,412	*	8.7%	*	14.1%	*	0.5%	*	1.3%
Students with Disabilities	117	34,473	6.8%	2.9%	14.5%	10.2%	0.0%	0.5%	7.7%	1.4%



ARTS COURSE INFORMATION, 2019-20

Section 115.385 (d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI, and this is the first time these data are included on report cards. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
27.0%	24.7%	0.0%	0.3%	26.6%	21.3%	0.0%	1.9%

370 students successfully completed at least one art & design course.

No students successfully completed a dance course.

364 students successfully completed at least one music course.

No students successfully completed a theater course.

Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. All groups present in the school are shown. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
Asian	28	10,028	17.9%	25.8%	0.0%	0.3%	35.7%	21.8%	0.0%	1.5%
Black or African American	< 20	24,232	*	27.9%	*	0.5%	*	13.8%	*	4.1%
Hispanic or Latino	52	31,812	32.7%	26.2%	0.0%	0.3%	28.8%	15.5%	0.0%	1.8%
Native Hawaiian or Pacific Islander	< 20	192	*	24.0%	*	0.5%	*	22.4%	*	2.1%
White	1,231	188,332	27.2%	23.9%	0.0%	0.3%	26.2%	23.4%	0.0%	1.7%
Two or More Races	39	9,226	23.1%	23.9%	0.0%	0.4%	33.3%	19.8%	0.0%	1.9%
Economically Disadvantaged	83	97,617	24.1%	26.9%	0.0%	0.3%	20.5%	17.4%	0.0%	2.3%
English Learners	< 20	13,412	*	29.0%	*	0.2%	*	13.0%	*	1.4%
Students with Disabilities	117	34,473	23.9%	25.4%	0.0%	0.3%	23.1%	14.3%	0.0%	1.9%





OVERVIEW

School Details

Grades : 5-6

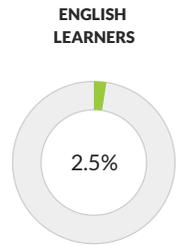
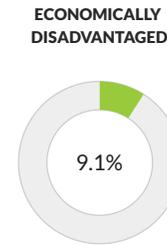
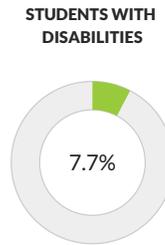
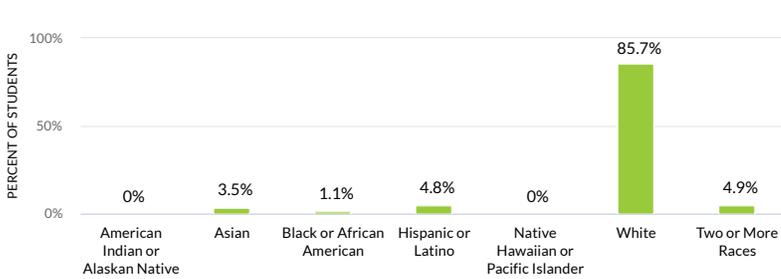
Enrollment : 650

Percent open enrollment : 4.6%

At Waunakee Intermediate School, we pursue excellence in academics and character. We honor and appreciate ourselves and each other by being respectful, responsible, resourceful, honest, kind, and fair. We give our best inside and outside of the classroom. This is who we are, even when no one is watching. <https://www.waunakee.k12.wi.us/intermediate/index.cfm>

The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



Score Summary

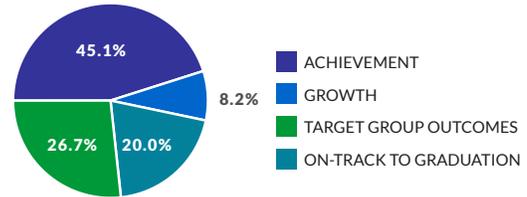
! Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Significantly Exceeds Expectations



PRIORITY AREA WEIGHTS



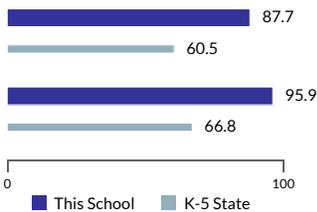
Priority Area Scores

ACHIEVEMENT

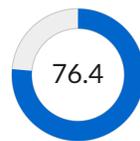


English Language Arts
Mathematics

Subject Area Scores

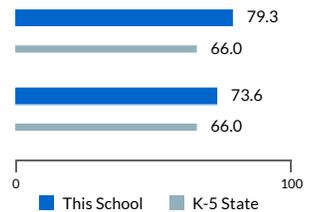


GROWTH



English Language Arts
Mathematics

Subject Area Scores

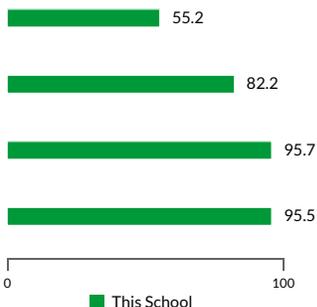


TARGET GROUP OUTCOMES



Achievement
Growth
Chronic Absenteeism
Attendance

Group Scores

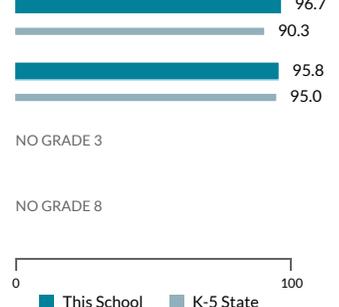


ON-TRACK TO GRADUATION



Chronic Absenteeism
School-wide Attendance
3rd Grade English Language Arts
8th Grade Mathematics

Area Scores



142



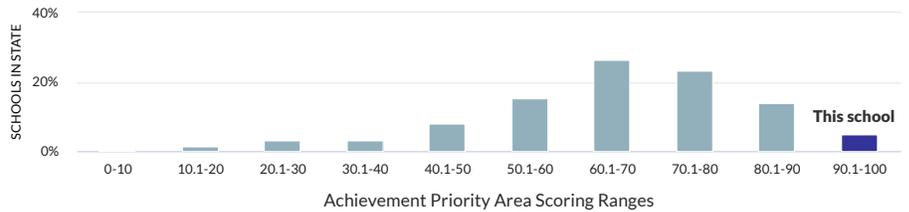
ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



■ This school's score was the same or higher than 96.7% of K-5 schools in the state.



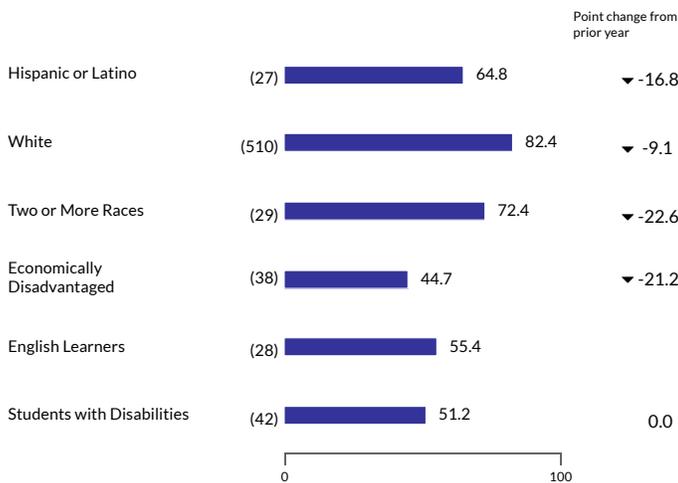
English Language Arts Score: 87.7

Mathematics Score: 95.9

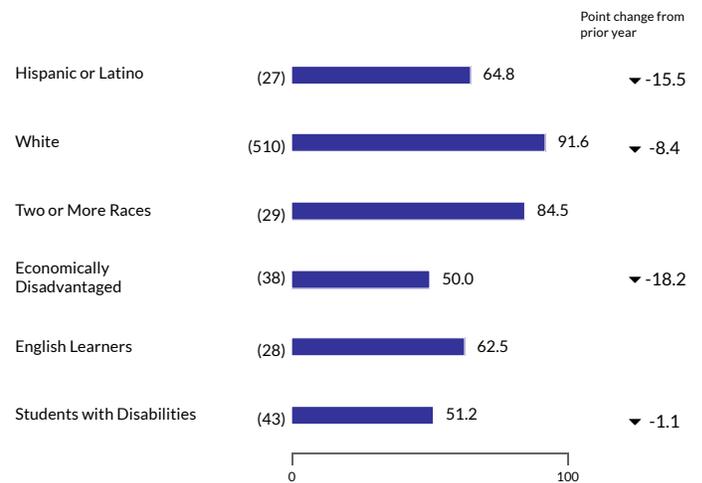
Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS



MATHEMATICS



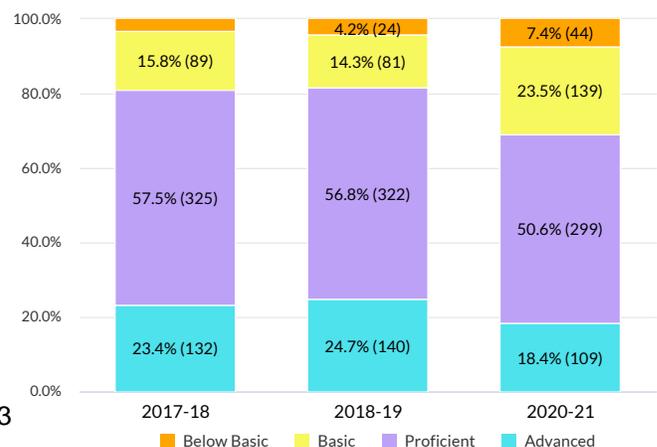
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS



143



ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2020-21

ENGLISH LANGUAGE ARTS

All students: 91.8%
Lowest-participating group: Students with Disabilities: 77.6%

MATHEMATICS

All students: 91.7%
Lowest-participating group: Students with Disabilities: 79.3%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	192,784	7.3%	35.1%	34.5%	23.2%	189,032	6.7%	33.7%	34.8%	24.8%	158,545	5.8%	31.3%	35.0%	27.9%
All Students	566	20.5%	52.5%	21.9%	5.1%	568	16.4%	54.4%	23.4%	5.8%	591	12.9%	44.3%	35.2%	7.6%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	37	10.8%	40.5%	43.2%	5.4%	38	13.2%	47.4%	28.9%	10.5%	27	3.7%	33.3%	51.9%	11.1%
White	492	21.3%	52.8%	20.5%	5.3%	494	15.8%	56.5%	22.7%	5.1%	510	13.7%	44.9%	33.7%	7.6%
Two or More Races	21	23.8%	66.7%	9.5%	0.0%	20	35.0%	30.0%	25.0%	10.0%	29	3.4%	48.3%	37.9%	10.3%
Economically Disadvantaged	34	11.8%	38.2%	35.3%	14.7%	44	9.1%	36.4%	31.8%	22.7%	38	0.0%	26.3%	36.8%	36.8%
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	28	3.6%	21.4%	57.1%	17.9%
Students with Disabilities	51	5.9%	9.8%	47.1%	37.3%	43	9.3%	18.6%	37.2%	34.9%	42	2.4%	23.8%	47.6%	26.2%

MATHEMATICS

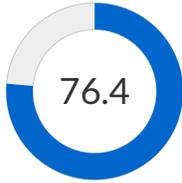
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	193,134	11.3%	35.2%	32.5%	21.0%	189,328	12.0%	34.8%	32.0%	21.2%	158,380	10.1%	32.3%	32.1%	25.6%
All Students	565	23.4%	57.5%	15.8%	3.4%	567	24.7%	56.8%	14.3%	4.2%	591	18.4%	50.6%	23.5%	7.4%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	37	13.5%	43.2%	37.8%	5.4%	38	10.5%	50.0%	28.9%	10.5%	27	3.7%	40.7%	37.0%	18.5%
White	491	24.0%	58.0%	14.9%	3.1%	493	25.2%	58.0%	13.4%	3.4%	510	19.2%	51.4%	22.7%	6.7%
Two or More Races	21	28.6%	66.7%	4.8%	0.0%	< 20	*	*	*	*	29	6.9%	65.5%	17.2%	10.3%
Economically Disadvantaged	34	8.8%	44.1%	29.4%	17.6%	44	9.1%	36.4%	36.4%	18.2%	38	2.6%	31.6%	28.9%	36.8%
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	28	7.1%	28.6%	46.4%	17.9%
Students with Disabilities	50	10.0%	24.0%	42.0%	24.0%	43	4.7%	27.9%	34.9%	32.6%	43	2.3%	30.2%	34.9%	32.6%



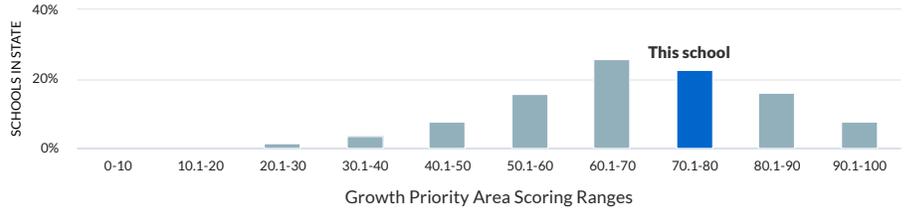
GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score



This school's score was the same or higher than 68.5% of K-5 schools in the state.



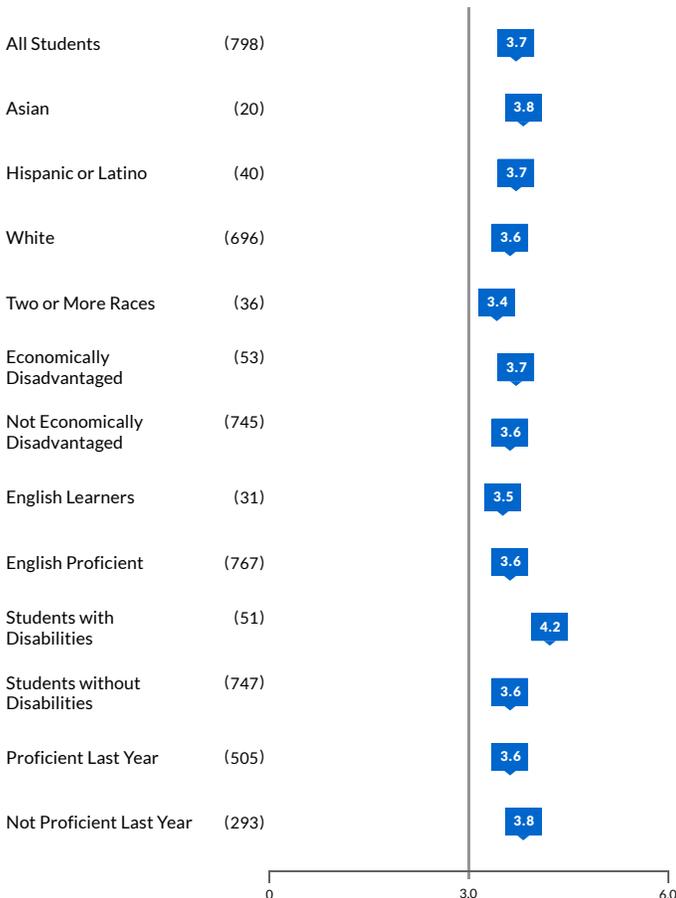
English Language Arts Score: 79.3

Mathematics Score: 73.6

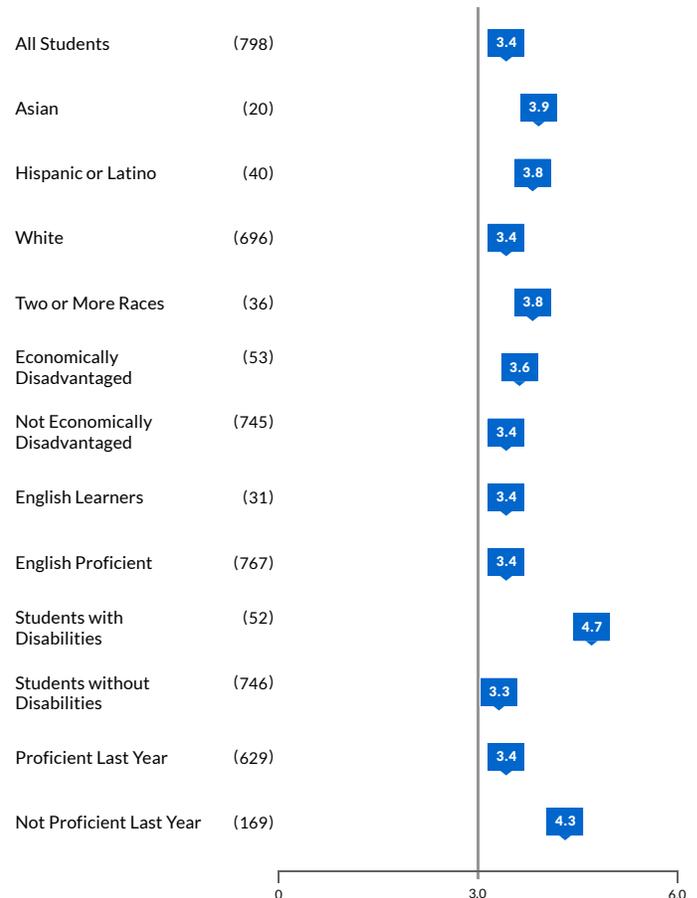
Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS

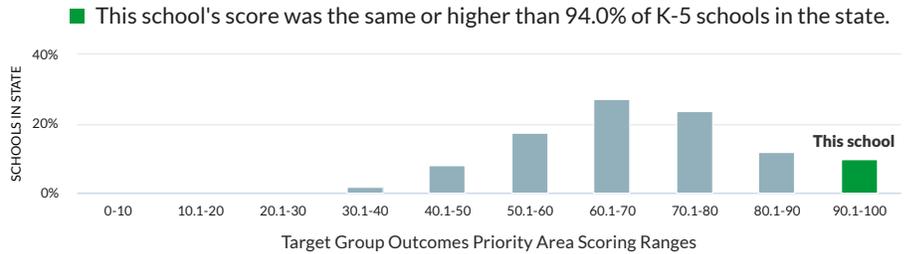




TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores – the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score



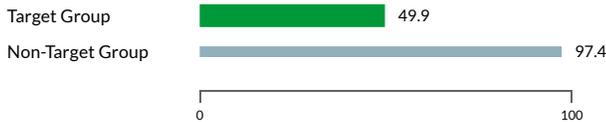
Component Scores

ACHIEVEMENT

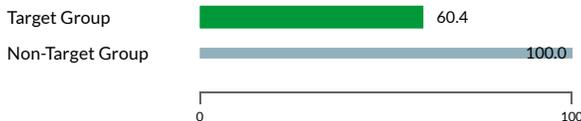
Score: 55.2

Average points-based proficiency rates.

English Language Arts



Mathematics

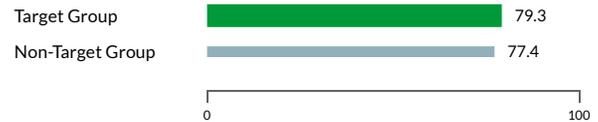


GROWTH

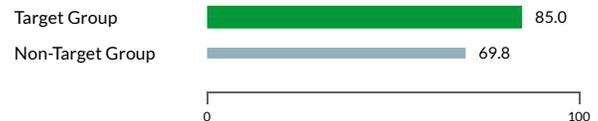
Score: 82.2

Value-added scores converted onto a 0-100 growth scale.

English Language Arts



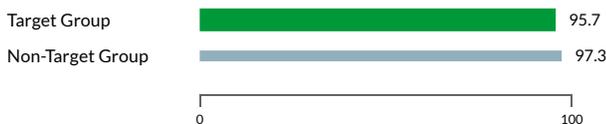
Mathematics



CHRONIC ABSENTEEISM

Score: 95.7

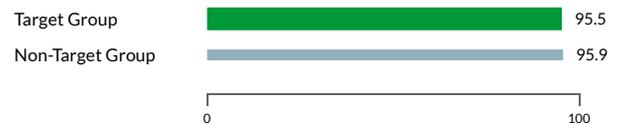
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



ATTENDANCE

Score: 95.5

This score is the overall attendance rate for the Target Group in 2019-20.





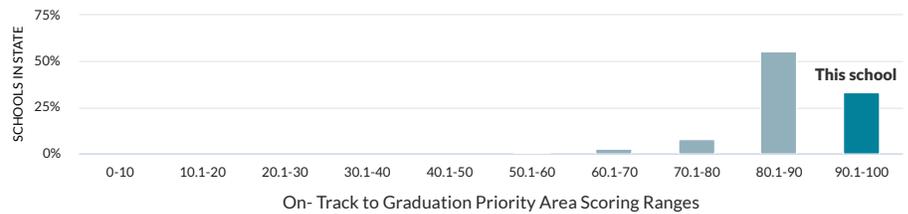
ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score



■ This school's score was the same or higher than 98.0% of K-5 schools in the state.

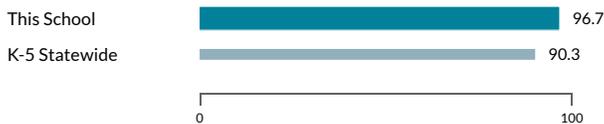


Component Scores

CHRONIC ABSENTEEISM

Score: 96.7

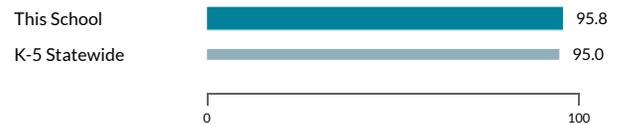
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 95.8

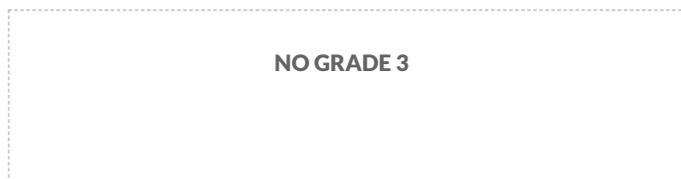
This score is the overall attendance rate for the school in 2019-20.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

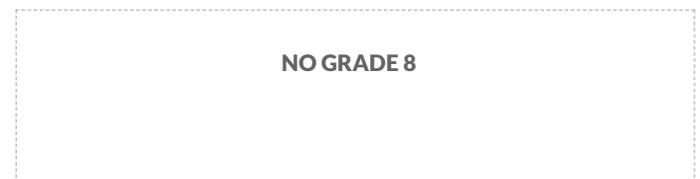
Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Average points-based proficiency rates.





ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	374,858	9.2%	371,583	9.6%	365,626	10.2%
All Students	592	3.2%	581	1.9%	639	4.5%
Asian	< 20	*	< 20	*	< 20	*
Black or African American	< 20	*	< 20	*	< 20	*
Hispanic or Latino	41	2.4%	39	2.6%	31	0.0%
White	514	3.1%	505	1.8%	565	4.8%
Two or More Races	21	0.0%	20	5.0%	25	4.0%
Economically Disadvantaged	41	17.1%	48	8.3%	62	11.3%
English Learners	21	4.8%	20	5.0%	22	4.5%
Students with Disabilities	52	7.7%	46	8.7%	62	11.3%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

This school does not have a 12th grade





OVERVIEW

School Details

Grades : 7-8

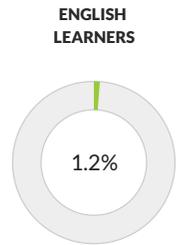
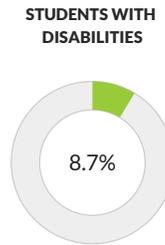
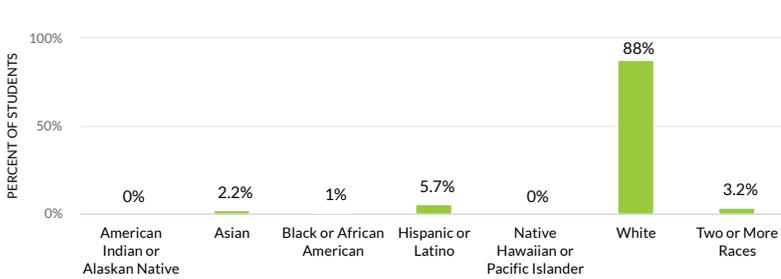
Enrollment : 599

Percent open enrollment : 3.3%

We are extremely proud of the success our students and staff members demonstrate. Together, our students, staff, family, and community members make Wauaukee Community Middle School a special place to learn. Everyone at our school learns and grows together in a safe, comfortable, and welcoming environment. <https://www.wauaukee.k12.wi.us/middle/index.cfm>

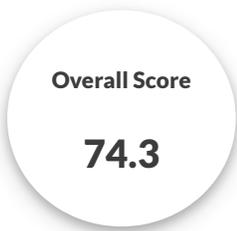
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



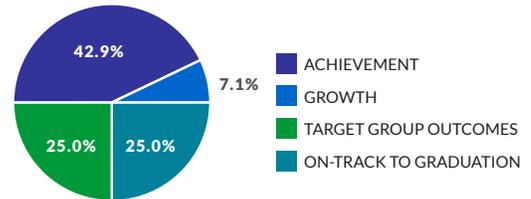
Score Summary

! Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



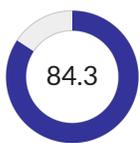
Exceeds Expectations
★★★★★

PRIORITY AREA WEIGHTS

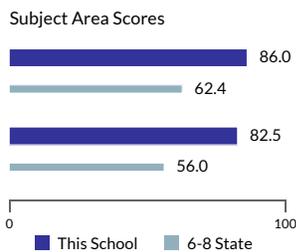


Priority Area Scores

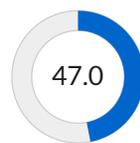
ACHIEVEMENT



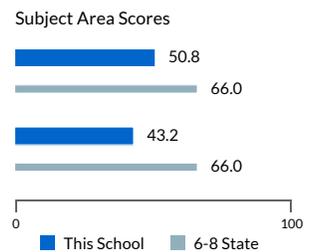
English Language Arts
Mathematics



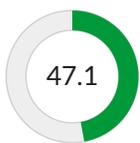
GROWTH



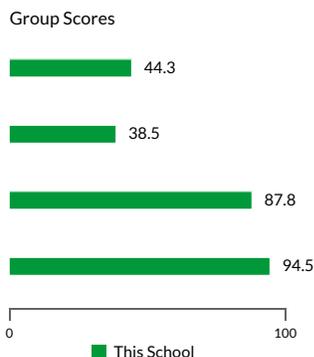
English Language Arts
Mathematics



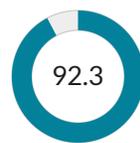
TARGET GROUP OUTCOMES



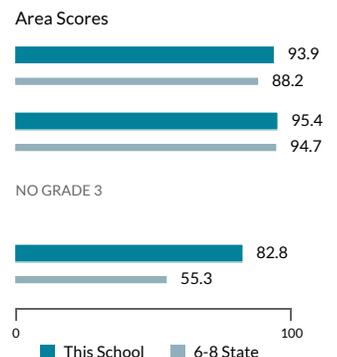
Achievement
Growth
Chronic Absenteeism
Attendance



ON-TRACK TO GRADUATION



Chronic Absenteeism
School-wide Attendance
3rd Grade English Language Arts
8th Grade Mathematics



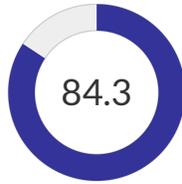
149



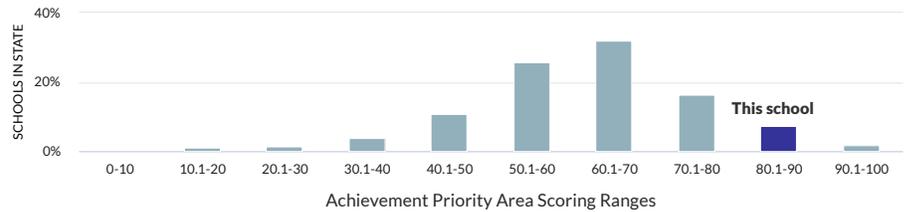
ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



■ This school's score was the same or higher than 96.3% of 6-8 schools in the state.



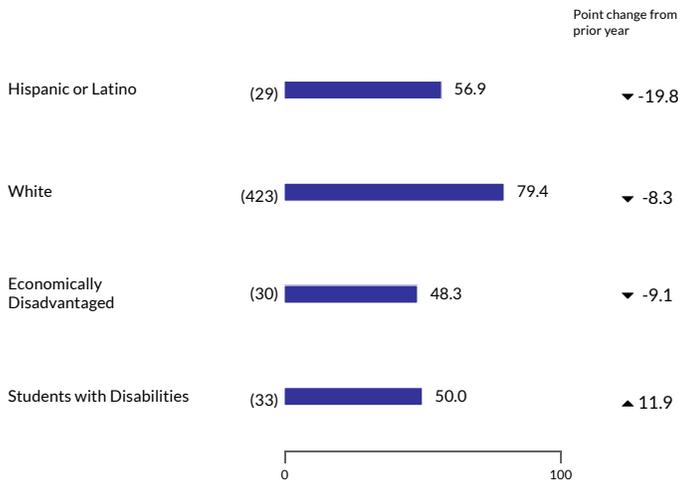
English Language Arts Score: 86.0

Mathematics Score: 82.5

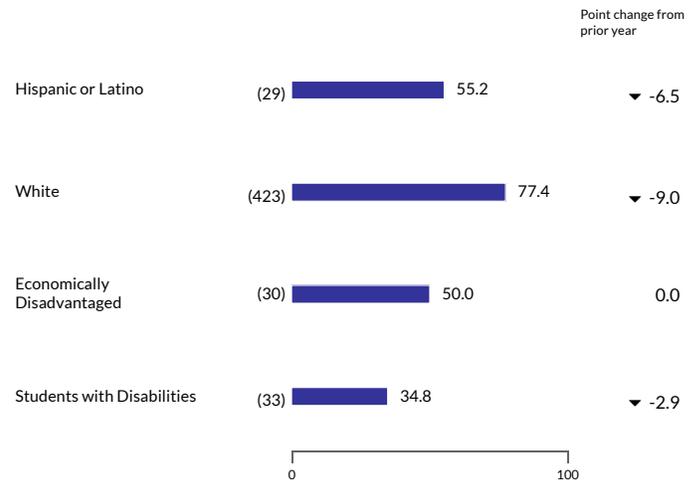
Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS



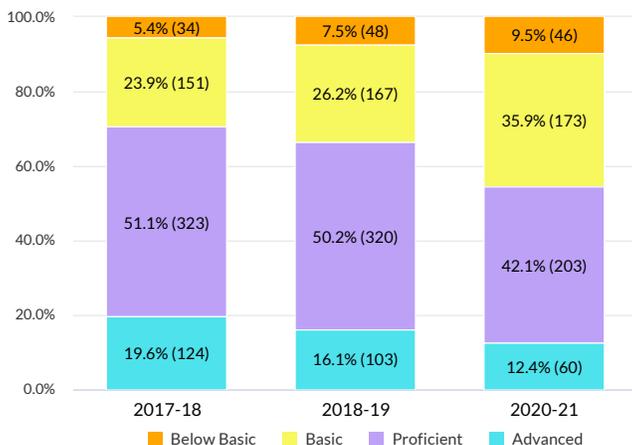
MATHEMATICS



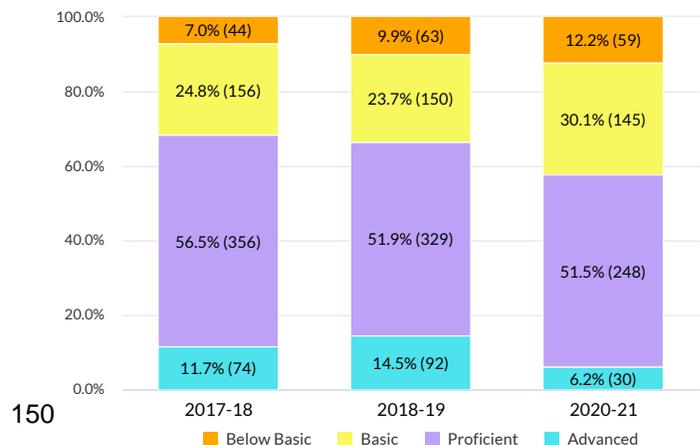
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2020-21

ENGLISH LANGUAGE ARTS

All students: 81.5%
Lowest-participating group: Students with Disabilities: 63.6%

MATHEMATICS

All students: 81.5%
Lowest-participating group: Students with Disabilities: 63.6%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-8 State	190,517	9.6%	32.0%	35.5%	22.9%	192,400	8.9%	31.8%	35.2%	24.1%	167,493	8.0%	30.7%	36.2%	25.1%
All Students	632	19.6%	51.1%	23.9%	5.4%	638	16.1%	50.2%	26.2%	7.5%	482	12.4%	42.1%	35.9%	9.5%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	< 20	*	*	*	*	30	13.3%	36.7%	40.0%	10.0%	29	3.4%	34.5%	34.5%	27.6%
White	580	20.2%	51.7%	23.6%	4.5%	571	16.1%	50.6%	25.7%	7.5%	423	12.3%	42.6%	36.9%	8.3%
Two or More Races	< 20	*	*	*	*	21	23.8%	61.9%	14.3%	0.0%	< 20	*	*	*	*
Economically Disadvantaged	34	5.9%	44.1%	38.2%	11.8%	34	5.9%	35.3%	26.5%	32.4%	30	0.0%	23.3%	50.0%	26.7%
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Students with Disabilities	51	3.9%	17.6%	41.2%	37.3%	59	1.7%	16.9%	37.3%	44.1%	33	3.0%	27.3%	36.4%	33.3%

MATHEMATICS

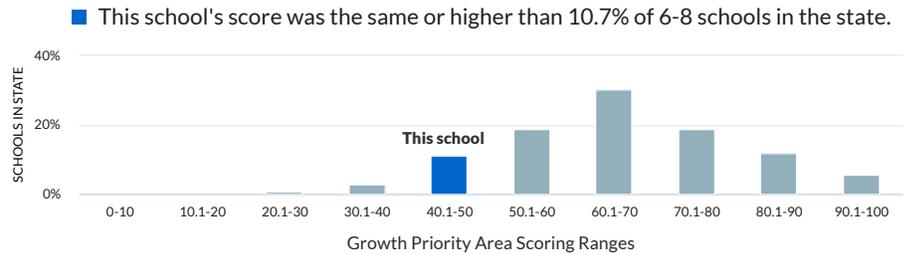
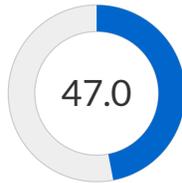
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-8 State	190,739	6.2%	33.3%	32.1%	28.4%	192,634	6.5%	32.3%	31.7%	29.5%	167,370	4.8%	28.3%	33.1%	33.8%
All Students	630	11.7%	56.5%	24.8%	7.0%	634	14.5%	51.9%	23.7%	9.9%	482	6.2%	51.5%	30.1%	12.2%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	20	5.0%	35.0%	25.0%	35.0%	30	10.0%	30.0%	33.3%	26.7%	29	6.9%	24.1%	41.4%	27.6%
White	577	12.5%	57.2%	24.6%	5.7%	567	14.6%	52.7%	23.5%	9.2%	423	6.1%	53.4%	29.6%	10.9%
Two or More Races	< 20	*	*	*	*	21	19.0%	71.4%	9.5%	0.0%	< 20	*	*	*	*
Economically Disadvantaged	35	2.9%	34.3%	37.1%	25.7%	32	3.1%	31.3%	28.1%	37.5%	30	3.3%	26.7%	36.7%	33.3%
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Students with Disabilities	51	3.9%	15.7%	39.2%	41.2%	57	1.8%	17.5%	35.1%	45.6%	33	0.0%	18.2%	33.3%	48.5%



GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score



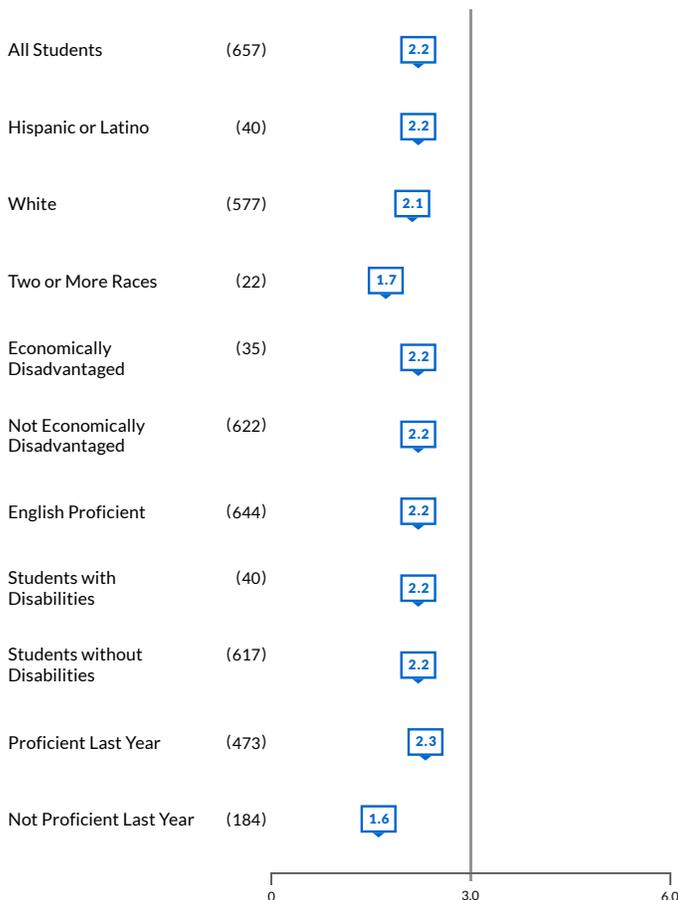
English Language Arts Score: 50.8

Mathematics Score: 43.2

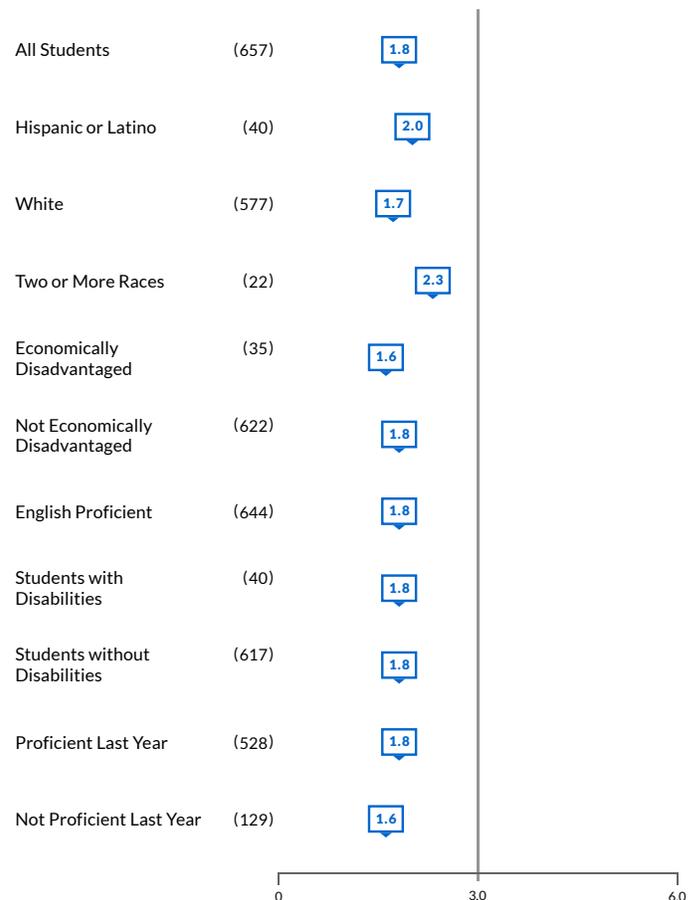
Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS

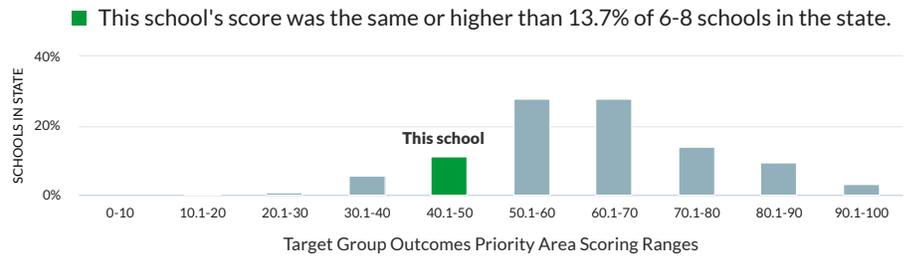
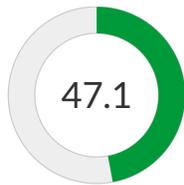




TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores – the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score



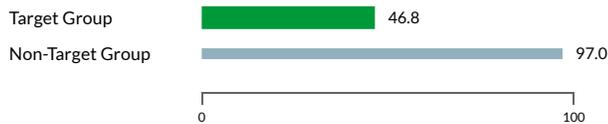
Component Scores

ACHIEVEMENT

Score: 44.3

Average points-based proficiency rates.

English Language Arts



Mathematics

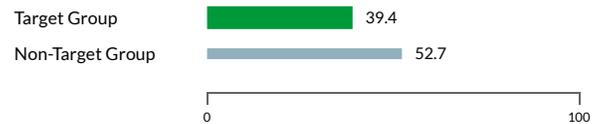


GROWTH

Score: 38.5

Value-added scores converted onto a 0-100 growth scale.

English Language Arts



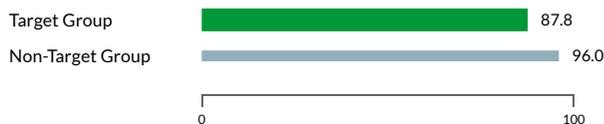
Mathematics



CHRONIC ABSENTEEISM

Score: 87.8

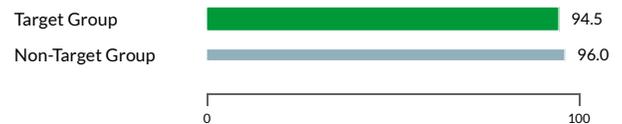
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



ATTENDANCE

Score: 94.5

This score is the overall attendance rate for the Target Group in 2019-20.





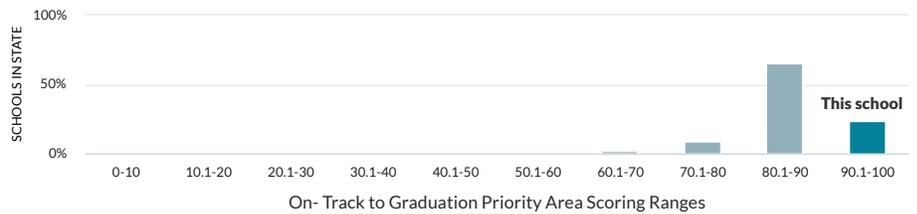
ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score



■ This school's score was the same or higher than 89.8% of 6-8 schools in the state.

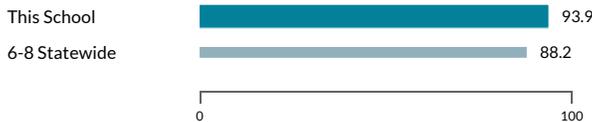


Component Scores

CHRONIC ABSENTEEISM

Score: 93.9

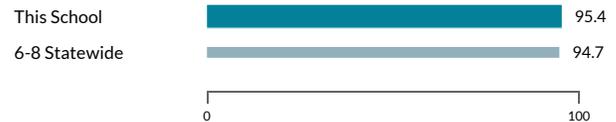
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 95.4

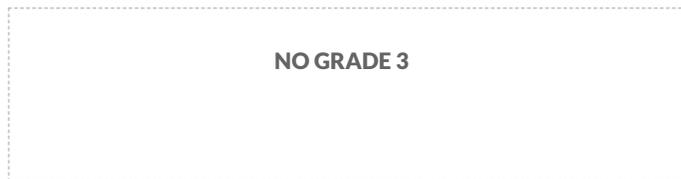
This score is the overall attendance rate for the school in 2019-20.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

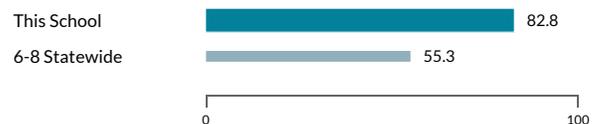
Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 82.8

Average points-based proficiency rates.





ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-8 State	192,724	11.6%	194,612	11.9%	196,299	11.9%
All Students	658	6.7%	655	6.0%	639	5.9%
Asian	< 20	*	< 20	*	< 20	*
Black or African American	< 20	*	< 20	*	< 20	*
Hispanic or Latino	21	19.0%	30	16.7%	39	5.1%
White	601	5.8%	588	5.3%	561	6.2%
Two or More Races	< 20	*	21	0.0%	22	4.5%
Economically Disadvantaged	39	35.9%	34	23.5%	38	18.4%
English Learners	< 20	*	< 20	*	21	9.5%
Students with Disabilities	53	15.1%	60	11.7%	50	16.0%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

This school does not have a 12th grade





OVERVIEW

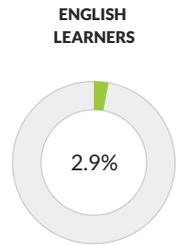
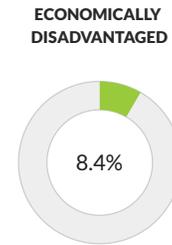
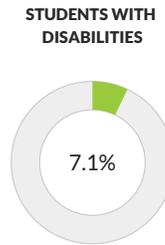
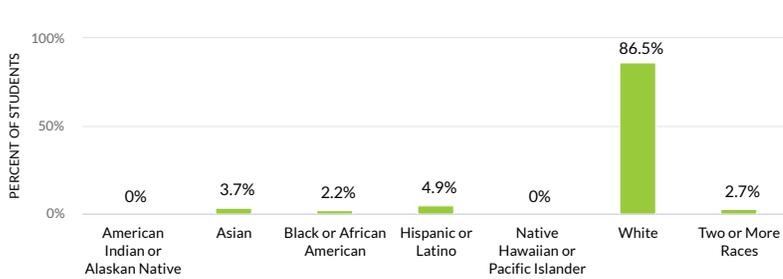
School Details

Grades : PK-4
Enrollment : 510
Percent open enrollment : 5.7%

Our Prairie Elementary students, staff, and families are our greatest asset as we build the foundation of our community. Together we collaboratively embody our Prairie mission - "Learning together, growing together." Our commitment to nurturing the individualized needs of each child in an equitable environment frames up the success for our children. <https://www.waukeee.k12.wi.us/prairie/index.cfm>

The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



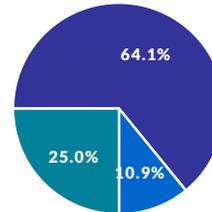
Score Summary

! Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Significantly Exceeds Expectations
★★★★★

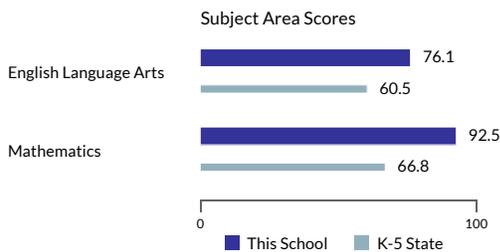
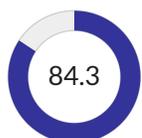
PRIORITY AREA WEIGHTS



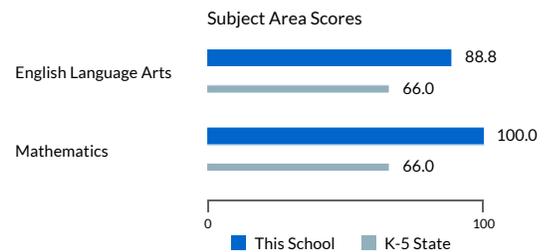
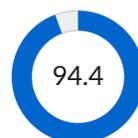
- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

Priority Area Scores

ACHIEVEMENT



GROWTH



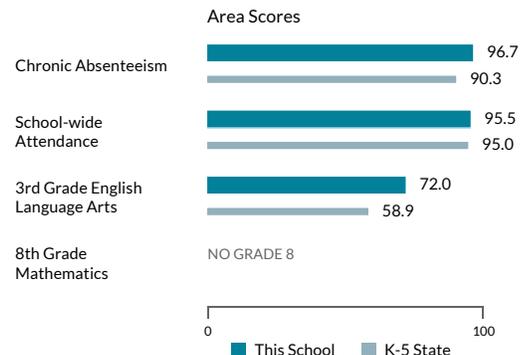
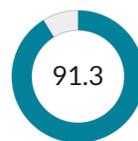
TARGET GROUP OUTCOMES



NO DATA TO DISPLAY

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ON-TRACK TO GRADUATION

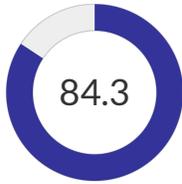




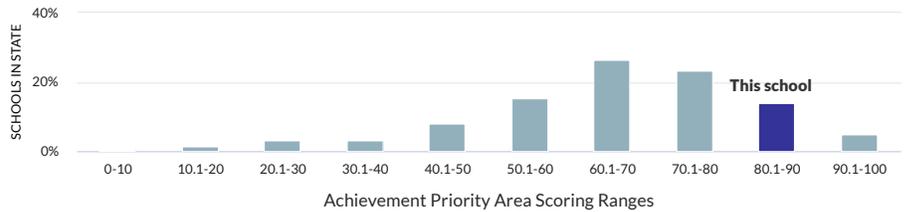
ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



■ This school's score was the same or higher than 89.0% of K-5 schools in the state.



English Language Arts Score: 76.1

Mathematics Score: 92.5

Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS

MATHEMATICS

Point change from prior year

Point change from prior year

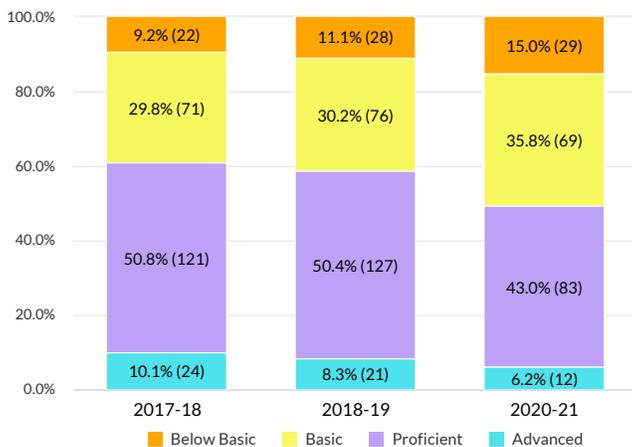


Performance Levels by Year

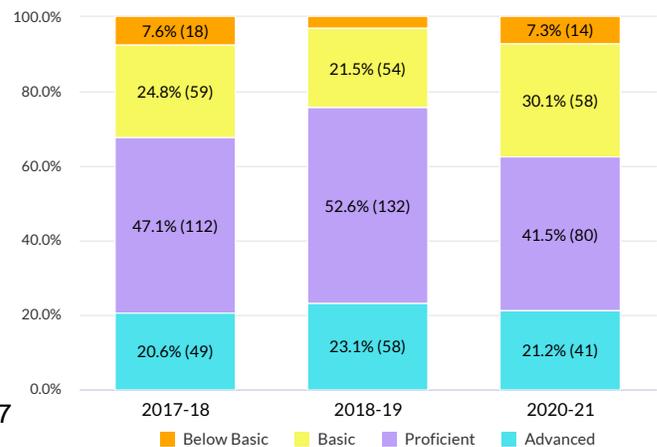
These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS

MATHEMATICS



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ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2020-21

ENGLISH LANGUAGE ARTS

All students: 88.7%
Lowest-participating group: Students with Disabilities: 61.9%

MATHEMATICS

All students: 88.7%
Lowest-participating group: Students with Disabilities: 61.9%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	192,784	7.3%	35.1%	34.5%	23.2%	189,032	6.7%	33.7%	34.8%	24.8%	158,545	5.8%	31.3%	35.0%	27.9%
All Students	238	10.1%	50.8%	29.8%	9.2%	252	8.3%	50.4%	30.2%	11.1%	193	6.2%	43.0%	35.8%	15.0%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	213	11.3%	49.8%	29.6%	9.4%	216	8.3%	50.5%	31.0%	10.2%	167	6.0%	42.5%	35.3%	16.2%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	26	3.8%	46.2%	38.5%	11.5%	27	0.0%	37.0%	29.6%	33.3%	< 20	*	*	*	*
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Students with Disabilities	< 20	*	*	*	*	26	0.0%	23.1%	34.6%	42.3%	< 20	*	*	*	*

MATHEMATICS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	193,134	11.3%	35.2%	32.5%	21.0%	189,328	12.0%	34.8%	32.0%	21.2%	158,380	10.1%	32.3%	32.1%	25.6%
All Students	238	20.6%	47.1%	24.8%	7.6%	251	23.1%	52.6%	21.5%	2.8%	193	21.2%	41.5%	30.1%	7.3%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	213	20.7%	47.9%	24.9%	6.6%	215	25.6%	51.6%	20.9%	1.9%	167	21.6%	39.5%	32.3%	6.6%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	26	7.7%	34.6%	38.5%	19.2%	27	7.4%	44.4%	29.6%	18.5%	< 20	*	*	*	*
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Students with Disabilities	< 20	*	*	*	*	25	16.0%	36.0%	44.0%	4.0%	< 20	*	*	*	*



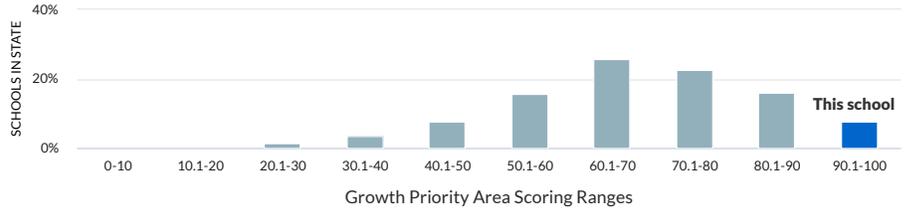
GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score



■ This school's score was the same or higher than 95.7% of K-5 schools in the state.



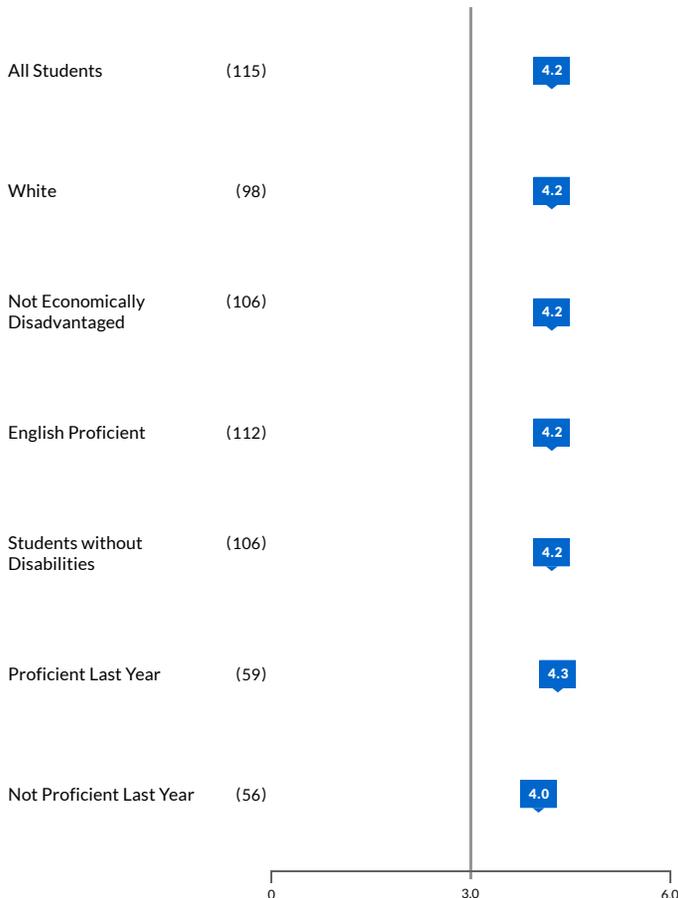
English Language Arts Score: 88.8

Mathematics Score: 100.0

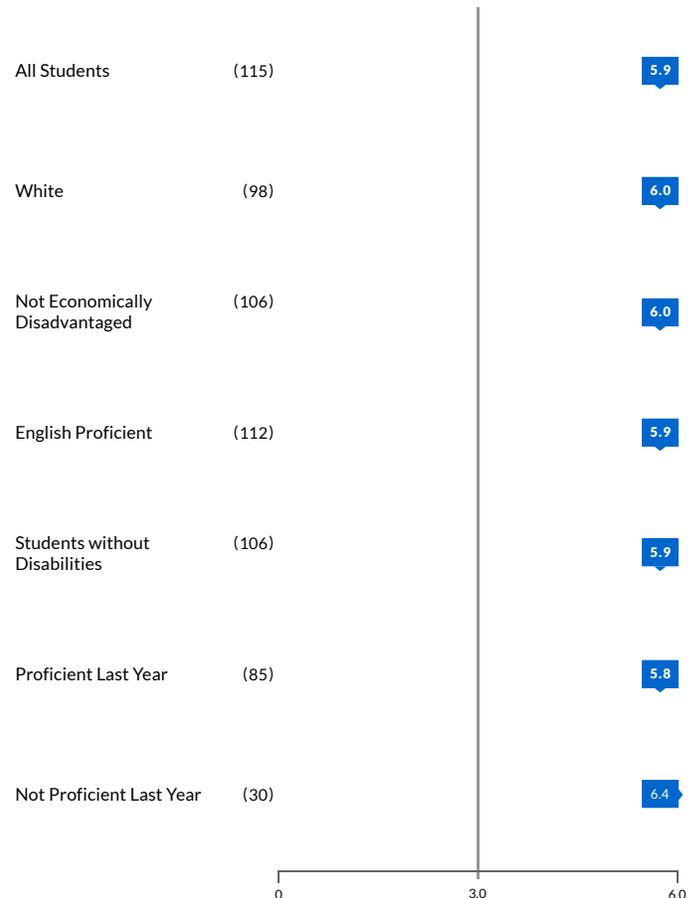
Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS





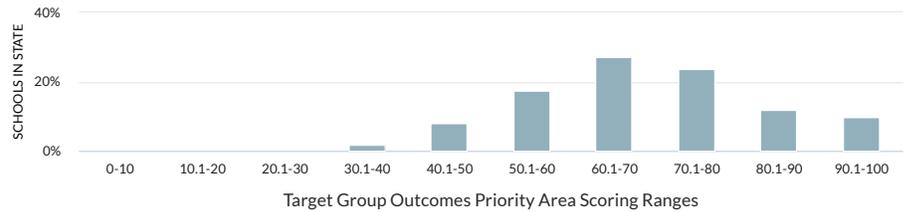
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score



This is the distribution of scores for K-5 schools in the state.



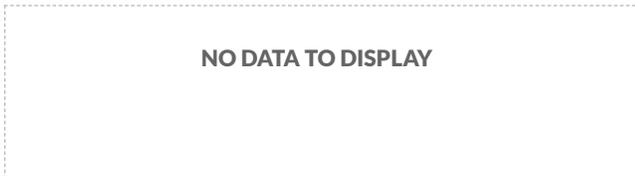
Component Scores

ACHIEVEMENT

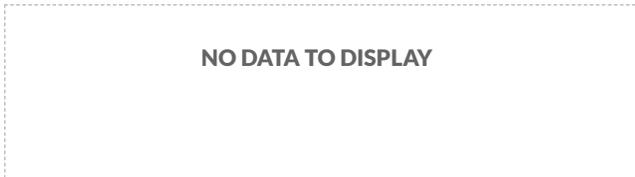
Score: NA

Average points-based proficiency rates.

English Language Arts



Mathematics

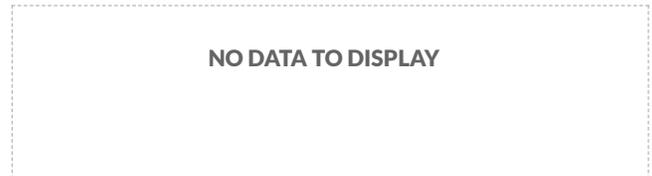


GROWTH

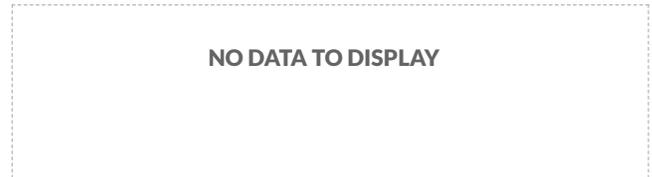
Score: NA

Value-added scores converted onto a 0-100 growth scale.

English Language Arts



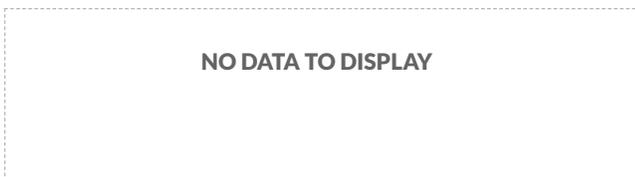
Mathematics



CHRONIC ABSENTEEISM

Score: NA

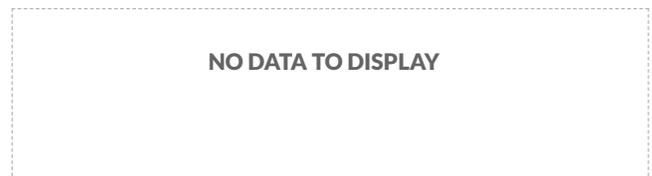
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: NA

This score is the overall attendance rate for the Target Group in 2019-20.

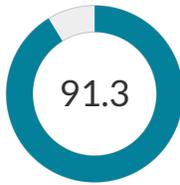




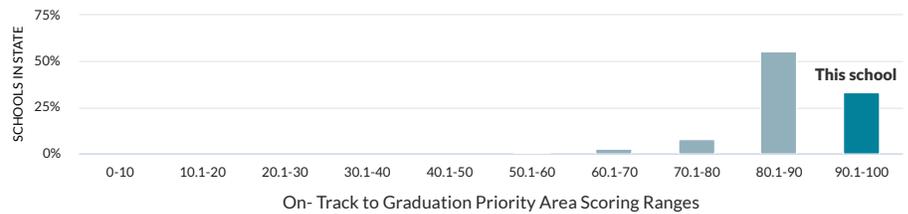
ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score



■ This school's score was the same or higher than 78.4% of K-5 schools in the state.

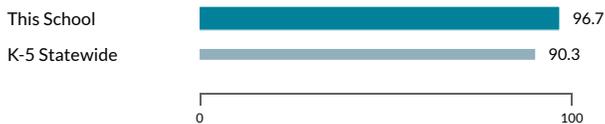


Component Scores

CHRONIC ABSENTEEISM

Score: 96.7

Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 95.5

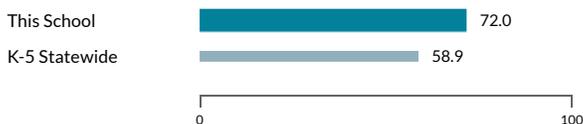
This score is the overall attendance rate for the school in 2019-20.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 72.0

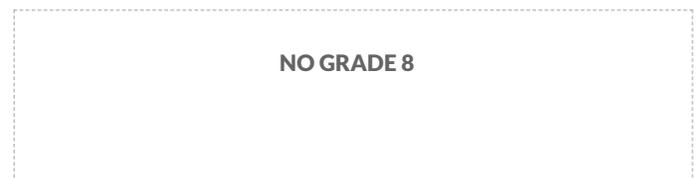
Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Average points-based proficiency rates.





ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	374,858	9.2%	371,583	9.6%	365,626	10.2%
All Students	587	2.7%	593	2.9%	562	4.1%
Asian	< 20	*	23	8.7%	22	18.2%
Black or African American	< 20	*	< 20	*	< 20	*
Hispanic or Latino	27	0.0%	26	0.0%	22	4.5%
White	512	2.9%	503	2.6%	483	3.3%
Two or More Races	25	0.0%	31	6.5%	25	8.0%
Economically Disadvantaged	53	11.3%	64	12.5%	53	20.8%
English Learners	24	0.0%	21	0.0%	< 20	*
Students with Disabilities	48	8.3%	51	7.8%	44	4.5%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

This school does not have a 12th grade



Minutes of Co-Curricular Committee Meeting

The Board of Education Waunakee Community School District

A Co-Curricular Committee Meeting of the Board of Education of Waunakee Community School District was held Tuesday, November 30, 2021, beginning at 4:30 PM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

Chairperson Hoefer called the meeting to order at 4:28PM

II. ROLL CALL

Present: Hoefer, Boetcher, Hetzel

Also present: Randy Guttenberg, Aaron May, Brian Borowski, and Jeff Kenas (Virtual)

III. APPROVE THE AGENDA

A motion was made by Hetzel, second by Boetcher, to approve the agenda as posted.

Motion carried 3-0.

IV. PUBLIC COMMENTS

There were no public comments received via email.

Public comments made in person were from:

Emily Meier – Information regarding the Mountain Bike Club

Henry Whyte – In favor of the Mountain Bike Club

Henry Whyte Jr. – In favor of the Mountain Bike Club

V. CHANGES/ADDITIONS TO CO-CURRICULAR OFFERINGS

Aaron May presented and answered questions regarding changes/additions for Co-Curriculars. These changes involve Drama, Mountain Bike Club, MS Cheer and MS Dance, Winter Cheer, HS ESports, & a Livestream Coordinator.

Drama – Have 3 seasons of Drama (Fall One Act, Winter Play, Spring Musical) In the past every other year would either be the play or the musical. As a result, additional paid positions would be needed to not burn out one person. These positions and the cost are outlined in the memo attached in the Extras section of the agenda. These changes would be effective for the 2022-2023 school year, depending on budgetary availability.

After much discussion a motion was made by Hoefer, second by Hetzel, to bring this proposal to the full board for consideration. Motion carried 3-0.

Mt. Bike Club – Change from a Category C activity to a Category A activity. The recommendation is to change the Mt. Bike Club from a category C to a category A for the High School Team only and to allow for a Superintendent approval of Sunday competitions for this team. This remains consistent with similar opportunities that have both MS and HS level clubs/teams and have competitions on days that WCSD policy indicate should not allow competition. A motion was made by Boetcher, second by Hetzel to forward this recommendation as presented to the full board for consideration with the addition of having the policy committee review of policy 370 Rule 4 regarding the change in positions for

Category A activities. Motion carried 3-0.

MS Cheer & MS Dance Coach paid – MS Dance and MS Cheer have been successful with voluntary leadership for 3 years. The recommendation is to consider for paid positions for the 22-23 school year if the budget allows. These positions are outlined in the memo attached to the extras section of the agenda. A motion was made by Hetzel, second by Boetcher, to move this recommendation to the full board for consideration. Motion carried 3-0.

Winter HS Cheer and HS ESports – The recommendation for Winter Cheer is to allow for the offering of winter cheer beginning in the 2022-23 school year. The recommendation for ESports is to allow them to continue to organize and bring their request back this year at a later Co-Curricular meeting. A motion was made by Boetcher, second by Hetzel, to recommend both as proposed to the full board for consideration. Motion carried 3-0.

Live Stream Coordinator – As a result of the pandemic the Digital Communications Class took on the tasks to livestreaming many events. This livestreaming has become very popular. The instructor for the Digital Communications class has taken on the responsibilities for these livestreaming events. This has required much more time than anticipated. The request is to add a livestream coordinator position to be paid out of the Fund 80 Budget. The cost for this position is outlined in the memo found in the extras tab of the agenda. Boetcher made a motion, second by Hetzel, to bring this request as presented to the

VI. FALL 2021 PARTICIPATION REPORT

Aaron May presented and answered questions regarding the Fall 2021 participation report. Details of this report may be found in the memo attached to the extras section of the agenda.

VII. EMPLOYMENT REQUIREMENTS FOR CO-CURRICULAR STAFF

Aaron May explained what is currently required each year for WCSD coaches. These requirements are listed in the memo that is included in the extras tab of the agenda. After much discussion the committee asked if the coaches could also be asked to sign a statement that they have read the coach's handbook as well as the student's handbook. They have also asked if the coaches could have some level of harassment training/awareness.

VIII. REVIEW BOARD POLICY 370 RULE 2

Aaron May presented and answered questions regarding WCSD policy 370 Rule 2. Per this policy Middle school athletes are prevented from being part of a club team and school team at the same time. This has caused the participation for several MS teams to be very light. Due to the lack in numbers it has been challenging for the Athletic Department to schedule competitions. The recommendation is to ask the board to consider amending this policy to allow for MS athletes to participate in both club activities and school activities at the same time. If there is a conflict, the athlete will be asked to give the school activity preference. After much discussion a motion was made by Boetcher, second by Hoefer, to recommend this proposal to the full board for consideration. The motion carried 2=Y -1= Abstain

IX. WIAA CONFERENCE SHIFT

Aaron May presented and answered questions regarding the proposed WIAA shift which proposes that WCSD become part of the Big 8. Aaron explained what this move would mean for Waunakee. He also explained the steps and timeline Waunakee would have to follow to submit a position statement in opposition of this shift. This statement would need to be signed by the Superintendent and Board President. Aaron will have this drafted for

the full board to review at the December regular meeting if time allows. The WIAA December meeting has not been scheduled yet. If the WIAA meeting is scheduled prior to the December board meeting, Aaron and Randy will make sure the full board is able to review the position statement.

X. **FUTURE MEETINGS**

No future meetings were discussed.

XI. **ADJOURN**

A motion was made by Boetcher, second by Hetzel, to adjourn the meeting at 6:11PM.
Motion carried 3-0.

TO: Co-curricular Subcommittee Members, Randy Guttenberg, Steve Summers, Brian Grabarski, Brian Borowski, & Jeff Kenas

FROM: Aaron May, Activities Director

RE: Co-curricular Offerings, Fall Participation Summary, Potential Policy Change, Conference Realignment, & Pre-Employment Requirements.

DATE: November 21st, 2021

Per Board Policy 370, additions, reductions, and changes to our co-curricular offerings are submitted to the Co-curricular subcommittee by October 31st. At this time we have two potential additions to our high school co-curricular offerings and several potential changes to our current offerings. Below is a summary of those changes followed by the Fall Sports participation and grade report.

CHANGES

Drama Reorganization Proposal

The Drama Department’s structure has been in place since 1975 with little to no changes in our offerings and staffing. In the 1990’s we added a paid Assistant Director position. That position had been a volunteer position previously. The high school enrollment has increased in size dramatically since 1975 and the offerings we provide to our Drama students need to increase to meet the demands and desires of those students. The High School is proposing the addition of a Winter Play, giving students performing arts options three times per school year: Fall One Act, Winter Play, and a Spring Musical. In addition to the Winter Play, the Drama Department is proposing the addition of the following positions: Technical Director, Costume Director, Accompanist, and Dance Director. Currently, these positions are either volunteer positions or paid for out of the box office gate money.

Proposed Changes (New Positions in Bold)

<u>Fall One Act</u>		<u>Winter Play</u>		<u>Spring Musical</u>	
Director	9-13%	Director	9-13%	Drama Director	9-13%
Asst Director	5-7%	Asst Director	5-7%	Vocal Director	9-13%
Tech Director	4-8%	Tech Director	4-8%	Pit Director	4-8%
Costume Director	4-8%	Costume Director	4-8%	Dance Director	4-8%
				Tech Director	4-8%
				Costume Director	4-8%
				Accompanist	2.5-4.5%

The budget impact of the proposed changes ranges from \$25,810.17-\$37,915.51 depending on the years of experience credited to the individuals filling the new positions. This figure does not include the costs of the current positions.

Position: Recommend for approval provided budgetary dollars are available.

Mountain Biking Club Moved from Category C to a Category A Activity

This change is being brought forward based on the request of John Cramer and Emily Meier and has been supported by School Board Member, Dave Boetcher, who stated in a school board meeting that in a future meeting he would request the Mountain Bike Team be moved from Category C to Category A. There are currently 40 members on the Waunakee Mountain Biking Team from multiple grades, demonstrating a strong desire among Waunakee students to participate in the sport of mountain biking.

Mr. May met with coaches Emily Meier and John Cramer to review the additional oversight and requirements and they are prepared to meet those expectations.

Position: Recommend for approval with the following two conditions: 1) create a carve-out in school board policy to allow for competition on Sundays, similar to the carve-out for Ski & Snowboard competing on Wednesday nights. 2) Stay consistent with the Equestrian Team and support the proposal at the high school level only.

MS Cheer and MS Dance Coach Paid Position

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The ESports Team is currently searching for an advisor but there appears to be sufficient interest among the students. Until we are able to find an advisor we are unable to move forward with this student club.

RECOMMENDATION

Winter Cheer

As long as there is student interest we should explore offering winter cheer beginning in the 2022-23 school year.

High School ESports

Reserve the right to allow them to continue to organize and bring this request back at a later meeting of the Co-curricular Subcommittee meeting.

ADDITION

Livestream Coordinator

We added live streaming last year when athletic events returned and there were strict attendance limits for mass gatherings. The district was looking for a way to stream games so the community that could not attend games because of the Covid restrictions would still be able to enjoy the games. Mr. McConnell’s Digital Communications class was originally created to maximize and create content for the Daktronics video board took on this challenge and as part of the addition, we paid our student workers out of Fund 80. Our live stream feed has been very successful and popular with Warrior fans and community members. This fall the Warrior Media stream had over 28,159 and over 58,000 since March 2020. While this has been wildly successful, we have underestimated the amount of time and effort that is needed to coordinate and supervise this project. Often Mr. McConnell is the last person in the building at night to upload videos and secure equipment. He is often called to campus to help troubleshoot when the live stream is experiencing troubles.

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9.0	10.0	11.0	12.0	13.0
\$3,899.88	\$4,333.20	\$4,766.52	\$5,199.84	\$5,633.16

Addition to Fund 80 Budget: \$3,899.88 - \$5,633.16

FALL SPORTS PARTICIPATION AND GPA SUMMARY

Middle School & High School Participation

After a school year of instability, our participation rates and student-athlete GPA's remain strong.

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Equestrian 3	Football 100
Football 170	Football Cheer 7
Football Cheer 10	Volleyball 96
Girls Golf 21	
Boys Soccer 89	
Girls Swim 19	
Girls Tennis 46	
Volleyball 69	

HIGH SCHOOL FALL SPORTS AVERAGE GPA
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Football 3.36
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Girls Tennis 3.84
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RECOMMENDED CHANGE TO POLICY 370.2

The Athletic Department is proposing the following change to Board Policy 370 Rule 2, strike the section titled: Middle School Eligibility - Club Sports. This section prevents middle school students from participating concurrently in the same sport in the club and the middle school. This policy is a remnant of when Waunakee Middle School athletics ended its membership in the WIAA. This language is preventing students from participating in our middle school sports seasons because they also want to remain loyal to their club team. It is also a rule that is difficult to enforce as club membership is not necessarily easily accessible knowledge. Finally, the middle school sports season, with the exception of football, is only six weeks long and practices are over by 5:30 pm each night giving ample time for students to participate in both teams. In its place, the Activities Department would add language to the Middle School Co-curricular code that during their middle school sports season, the middle school team will take precedence and student choosing to participate in both can not miss middle school practice or games to attend club practices or games.

WIAA CONFERENCE REALIGNMENT PROCESS & PROPOSAL

Monroe has submitted a request to the WIAA to move to the Rock Valley Conference. Monroe is asking for this relief based on the declining enrollment projections. Below you will find the summary of both proposals Monroe is submitting to the WIAA.

Proposal 1:

- Monroe to Rock Valley
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- Beloit Memorial to Southern Lakes
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- Delevan-Darien to the Rock Valley

At this time the Athletic Department is opposed to moving to the Big 8 as we are almost one thousand students less than the largest school in that Big 8 conference and if the move for Monroe is enrollment based it simply shifts the enrollment issue from Monroe to Waunakee. Also, the Big 8 does not offer the same academic activities and honors that are offered in the Badger, and finally, the Big 8 schedules events on Wednesday nights creating a conflict with District Policy but also a conflict with our local ecumenical community leaders.

The Waunakee School District will have to provide a position statement, in writing, prior to the WIAA Conference Realignment Task Force meeting in December (exact date TBD). The WIAA has informed the Waunakee Activities Department that when reviewing proposals any impacted school that does not submit a statement, will be seen as support for the proposal. Last week the Badger Conference ADs voted

on both proposals and since the vote was not unanimous the conference has decided it will not be taking a position on either proposal.

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PRE-EMPLOYMENT REQUIRED PAPERWORK AND EDUCATION FOR COACHES

Current pre-employment requirements for WCSD and WIAA:

WCSD Pre-Employment Paperwork

- Application
- Background Check
- Employee payroll paperwork
- Concussion Acknowledgement Form

Sport Governing Body Requirements

- WIAA, WLF - All Coaches (Volunteer or Paid) must watch the WIAA rules video and pass the rules exam
- WIAA - All Paid Coaches must be certified in CPR, AED, and First Aid
- WLF - Safe Sport Training: The US Center for Safe Sport produces abuse awareness and prevention courses. Designed to prevent, recognize, and respond to abuse.

TO: Co-curricular Subcommittee Members, Randy Guttenberg, Steve Summers, Brian Grabarski, Brian Borowski, & Jeff Kenas

FROM: Aaron May, Activities Director

RE: Co-curricular Offerings, Fall Participation Summary, Potential Policy Change, Conference Realignment, & Pre-Employment Requirements.

DATE: November 21st, 2021

Per Board Policy 370, additions, reductions, and changes to our co-curricular offerings are submitted to the Co-curricular subcommittee by October 31st. At this time we have two potential additions to our high school co-curricular offerings and several potential changes to our current offerings. Below is a summary of those changes followed by the Fall Sports participation and grade report.

CHANGES

Drama Reorganization Proposal

The Drama Department’s structure has been in place since 1975 with little to no changes in our offerings and staffing. In the 1990’s we added a paid Assistant Director position. That position had been a volunteer position previously. The high school enrollment has increased in size dramatically since 1975 and the offerings we provide to our Drama students need to increase to meet the demands and desires of those students. The High School is proposing the addition of a Winter Play, giving students performing arts options three times per school year: Fall One Act, Winter Play, and a Spring Musical. In addition to the Winter Play, the Drama Department is proposing the addition of the following positions: Technical Director, Costume Director, Accompanist, and Dance Director. Currently, these positions are either volunteer positions or paid for out of the box office gate money.

Proposed Changes (New Positions in Bold)

<u>Fall One Act</u>		<u>Winter Play</u>		<u>Spring Musical</u>	
Director	9-13%	Director	9-13%	Drama Director	9-13%
Asst Director	5-7%	Asst Director	5-7%	Vocal Director	9-13%
Tech Director	4-8%	Tech Director	4-8%	Pit Director	4-8%
Costume Director	4-8%	Costume Director	4-8%	Dance Director	4-8%
				Tech Director	4-8%
				Costume Director	4-8%
				Accompanist	2.5-4.5%

The budget impact of the proposed changes ranges from \$25,810.17-\$37,915.51 depending on the years of experience credited to the individuals filling the new positions. This figure does not include the costs of the current positions.

Position: Recommend for approval provided budgetary dollars are available.

Mountain Biking Club Moved from Category C to a Category A Activity

This change is being brought forward based on the request of John Cramer and Emily Meier and has been supported by School Board Member, Dave Boetcher, who stated in a school board meeting that in a future meeting he would request the Mountain Bike Team be moved from Category C to Category A. There are currently 40 members on the Waunakee Mountain Biking Team from multiple grades, demonstrating a strong desire among Waunakee students to participate in the sport of mountain biking.

Mr. May met with coaches Emily Meier and John Cramer to review the additional oversight and requirements and they are prepared to meet those expectations.

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Waunakee Community High School Co-Curricular Handbook



Statement of Philosophy

Co-curricular activities are an integral and valuable part of a student's high school experience, and Waunakee High School is committed to sponsoring a wide variety of such activities. Waunakee High School recognizes that participation in a co-curricular activity is a privilege offered to its students. While difficult to measure, the educational value of co-curricular participation is extensive. Students not only develop physical, mental, and social skills, but also positive values and attitudes that they will take with them into their adult life.

All organized activities in life – be they work, play, or school-related – place expectations upon participants. This handbook details these expectations as they pertain to all co-curricular participation at Waunakee High School. Participation in activities is a privilege earned, in part, by accepting and following the regulations contained in this co-curricular handbook.

The primary enforcement and responsibility of this code rests not only with the students, as they should be self-disciplined, but also with their parents/guardians. This policy will be enforced all twelve months of the year.

Definition of Co-Curricular Activities

Co-curricular activities at Waunakee High School are defined as those activities in which students serve, perform, or compete as representatives of Waunakee High School. All students who participate in the various categories of activities or any additions are required to abide by this co-curricular handbook.

The Goals of Co-Curricular Programs

Mere participation in co-curricular programs does not guarantee the following goals will be achieved. Students must participate in a manner so as to make the activity a beneficial influence in their lives. What the participant realizes from the activity depends on the positive effort he/she puts into it.

- To teach attitudes of responsibility and cooperation and to help students realize that participation in co-curricular activities is a privilege with accompanying responsibilities.
- To provide activities for learning self-discipline, loyalty, team play, personal pride, pride in the organization, respect for the rights of others, and the will to be successful.
- To provide the opportunity and to encourage all students to participate in order to meet the healthy need for competition, which is a basic American tradition.
- To encourage all students who participate in co-curricular activities to reach new potential(s).
- To provide a “whole school;” interest and activity for all students to rally around thereby developing school spirit and commitment.
- To place the unit, team, squad, class, and school above personal desires.

Responsibilities of Co-Curricular Participants

- All students desiring to participate in school sponsored co-curricular programs must be willing to assume the following responsibilities:
- Be a credit to yourself, your parents, your school and community.
- Respect the rules of competition.
- Display respect to those in authority, including coaches, director, teachers and officials.
- Display a strong spirit of cooperation and sportsmanship.
- Use language that is not offensive to others.
- All members of co-curricular groups are expected to display high standards of social behavior, (IE: Lawful Behavior), outstanding sportsmanship and proper respect for those in authority in school and within the community as a participant or spectator.
- All members of the co-curricular squads shall be neatly dressed and well-groomed as directed by their coach/director while representing Waunakee High School at events.
- Student athletes have a responsibility to be role models to other students and younger children.

Purpose of the Handbook

The purpose of this handbook is to acquaint students and parents of students in co-curricular programs at Waunakee High School with the regulations and procedures of the WIAA and the Waunakee Community School District. It is very important that both the student and parent/guardian read and understand this handbook before signing the student pledge and parent/guardian permission section of the handbook.

Non-Discrimination Statement

The Waunakee Community School District is committed to equal educational opportunity for all students in the district.

It is the policy of the Waunakee Community School District, pursuant to s.19.13, WI Stats., and PI 9 that no person, on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability, may be denied admission to any school in this District or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreation, or other program. This policy also prohibits discrimination as defined by Title IX of the Educational Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin), and Section 504 of the Rehabilitation Act of 1973.

The Waunakee Community School District has adopted a policy and procedure on nondiscrimination. If you believe the District is discriminating against one of the protected classes listed above, please obtain a copy of the policy, procedure and complaint form from the District Administrative Office by contacting the Director of Human Resources.

Individuals requiring the assistance of auxiliary aids or special accommodations because of a disability are asked to contact the school office at 849-2100 at least twenty-four hours prior to the event to arrange for appropriate accommodations.

Categories of Participation

There are three categories for co-curricular participation: A, B, & C. Each category is outlined below. The various sections identified under each category outline specific expectations for each category and are described in detail after this listing.

Category A - Competes

Follows Sections 1, 2, 3, 4 of the Co-Curricular Code

All WIAA Athletics, Dance, Equestrian, Cheer, Lacrosse, Ski, Snowboard, Forensics, One-Act, Musical, & School Play

Category B - Performs

Follows Sections 1, 2, 3 of the Co-Curricular Code

Jazz Ensemble/Combo, Pep Band, Special Music Groups, A Capella Singers, Fiddle Band, Chamber Orchestra, Vocal Jazz, Madrigal, Solo-Ensemble, Men's Choir, Math Team, Mock Trial, & NACL

Category C - Service

Follows Sections 1 & 2 of the Co-Curricular Code

Above the Influence (ATI)	Law Club
Art Club	Leo Club
Aviation Club	Manga and Anime Club
Badminton Club	Math Team
Black Student Union (BSU)	Mindfulness Club
Bowling Club	Mock Trial
Chess Club	Model UN
Chinese Club	Mountain Biking Team
Class Officers	National Alliance on Mental Illness (NAMI):
Computer Science Club	National Art Honor Society (NAHS)
Debate Team	National Honor Society (NHS)
DECA	Non-Athletic Competition League (NACL or "Salt")
Drama Club/Thespians	Pay It Forward (PIF)
Dreamers/Soñadores	Poetry Club
ECO (Environmentally Compassionate Organization)	Principal's Council
FFA Organization (FFA)	Purple Sage
Family, Career, and Community Leaders of America (FCCLA)	Relay for Life
Fellowship of Christian Athletes (FCA)	Science Club
Fishing Club	Science Olympiad
Forensics	Sheepshead Club
French Club	SkillsUSA Organization
Friends of Schmidt's Woods	Spanish Club
Future Business Leaders of America (FBLA)	Spanish Honor Society (Sociedad Honoraria Hispánica)
Future Problem Solvers (FPS)	Student Book Club
Genders and Sexualities Alliance (GSA)	Student Council
Global Dance and Fitness	Students Modeling A Research Topic (SMART):
GROW (formerly Garden of Dreams)	Table Tennis Club
HOSA Future Health Professionals:	Thespan Troupe
	Wisconsin Civics Games
	Yearbook

Insight into Science, Engineering, and Medical Professions: Justice League Knitting Klub	Yosemite National Park Trip Young Conservatives Yoga and Meditation Young Progressive
------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------

Co-Curricular Fees

Paid by participants in Category A only. These fees are typically paid at Registration, at the beginning of the season, or on-line. \$75/Activity with a maximum of \$225 per student. Football will have an additional \$35 equipment fee. No refunds will be provided after fees are paid.

Note: Students eligible for free/reduced priced meals are not charged any school district fees

Insurance

Our school provides accident coverage for all students. Only accidents that occur in school sponsored and supervised activities EXCLUDING participants in interscholastic sports are covered. A voluntary, parent paid insurance program is available that INCLUDES participants in interscholastic sports. If interested, please contact the WCSD Athletic Office at (608) 849-2103.

Co-Curricular Expectations

Section 1 – School Behavior Applies to ALL Categories (A, B, C)

Student participants are expected to meet the expectation for school behavior described in the Waunakee High School Student Handbook and Board of Education Policies.

All students suspended out of school during a season of activity will be ineligible to participate in practices, performances, competitions, or activities during the period of suspension. In addition, if the student does not miss a game, performance, event or activity during the suspension the student will miss the next scheduled competition, performance, event or activity.

Out of school suspensions that end on Friday, the student will be eligible to play on Saturday. If the out of school suspension is carried over until Monday, the student will be ineligible to participate on Saturday.

Participants are urged to do their best in the classroom. Strive to get the highest grades possible and displaying a common service attitude in their conduct throughout the school and community.

Section 2 – Attendance (School, Practices, and Events) Applies to ALL Categories (A, B, C)

When Waunakee Schools are closed due to inclement weather or other emergency, all co-curricular practices and contests are also canceled or postponed to a later date. Saturday events will be determined by the Principal, Activities Director and the Transportation Supervisor with input from the other school(s) involved.

All practice sessions will be made on time unless there is some valid reasonable excuse for missing. For unexcused absences disciplinary action will be administered by the coach/director. Students who need academic help after school WILL NOT be penalized if they contact the coach beforehand or present a pass from the instructor when arriving late to practice.

In order to practice or participate, a participant must be in attendance at school by 11:55 am. If a participant cannot be in school for reasons other than illness, the absence must be pre-planned and approved by the principal, activities director, or assistant principal for the participant to practice or participate that day. We ask the cooperation of parents to see that students miss as little as possible.

Seniors with 18 year old sign-out privileges must be in attendance at school by 11:55 am to practice or participate in a game, match or meet.

There will be no practices held at the high school on Wednesdays after 6:30pm. Special practice needs shall be given consideration by the Activities Director and/or Superintendent.

No practice will be started or held without a qualified coach/director being present. No school facilities and/or equipment will be used by group members without a coach/director being present.

SKIPPING A CLASS, STUDY HALL OR SCHOOL DURING A SEASON OF ACTIVITY WILL CAUSE THE STUDENT/ATHLETE TO MISS THE NEXT SCHEDULED CO-CURRICULAR EVENT (ONE CONTEST) THAT HE/SHE WOULD PARTICIPATE IN

Travel to/from events – each student must ride and return from practices, contests, performances, events with their team/group unless proper arrangements are made before leaving on the trip. The arrangements are as follows:

- Completion of the WCSD Student Transportation Agreement must be given to the principal/activities director prior to each date/event. (no other notes, phone calls or emails will be accepted)
- A copy of the WCSD Student Transportation Agreement is available on the Co-curricular website
- Permission from the principal/activities director must be given to the coach/director.
- The parents must pick up the student in the presence of the coach/director.

WIAA Rules for Residency

In addition to the attendance expectations listed above, for WIAA Sanctioned activities, a student-athlete is eligible for interscholastic competition at a member school if he/she is carried on the attendance rolls as a duly enrolled full-time Grade 9, 10, 11 or 12 student in that member school. (Subject to satisfying all other eligibility requirements.) Note: a full-time student is further defined as one where the member school is responsible for programming 100% of the students' school day. The student is eligible for like or similar awards, privileges and services as all the other students and meets all obligations and responsibilities as other students, without exception.

A student must complete eligibility in the four consecutive years starting with Grade 9 and the three consecutive years starting with Grade 10, unless there are documented extenuating circumstances and a waiver has been provided.

A student is ineligible if he/she has graduated from a school offering studies through Grade 12 or its equivalent.

A student who graduated in May or June retains eligibility for (a) any portion of a spring athletic schedule not completed by the end of the academic year and (b) the school's summer athletic schedule.

A student is ineligible if he/she has not been enrolled in some school by the 17th day of a semester or trimester, except upon request of a school in special cases involving sickness, accident, military service, social services assignment, e.g.

A student-athlete may not participate in school sports in more than four different years, and a student-athlete may not participate in the same sport more than one season each school year.

Determining Residency for Public School Students

A full-time student, whether an adult or not, is eligible for varsity interscholastic competition only at the school within whose attendance boundaries his/her parents reside, within a given school district, with these additional provisions:

Board of Education approved full-time student(s), paying their own tuition and residing full time with parents in their primary residence shall be afforded eligibility. Transfer students are subject to provisions outlined in the transfers section of this document and in the Senior High Handbook.

The residence of a student's guardians shall determine eligibility in cases where both parents of a student are deceased. The execution of guardianship papers in situations where one or both parents are living does not by itself make a student eligible.

In the event of a divorce or legal separation, whether pending or final, a student's residence at the beginning of the school year shall determine eligibility, except in situations involving transfer after the fourth consecutive semester following entry into grade 9. For the purpose of this rule, attendance at one day of school and/or attendance at one athletic practice shall determine 'beginning of school year.' Under this rule, a student who transfers after the beginning of the school year shall be ineligible at the new school unless approval is granted by the Board of Control in accordance with the transfer and/or waiver provisions as described in the WIAA HS Handbook.

A student whose tuition is paid by the school within whose attendance boundaries parents reside or by the state and is enrolled in a district approved program may be eligible at either school (first priority to

school of residence) but (a) may not participate at both schools in the same year and (b) academic ineligibility accompanies student upon transfer. Transfer restrictions may also apply.

A student whose tuition is paid by the school within whose attendance boundaries parents reside or by the state or who is participating full time in a legislated open enrollment option must meet all statutory timeline requirements. This provision extends the opportunity to decline attendance at the new school and continue at his/her school of residence. If the student begins the school year at the new school and then transfers back to school of residence after attending one or more days of school or one or more athletic practices, he/she shall be subject to transfer provisions as outlined in the transfer Section of this document.

A student may continue being eligible in the same school even though parent(s) and/or student move from within that school's attendance boundaries, provided enrollment is continuous (unbroken in that school).

After a student-athlete has not participated and/or has had their eligibility restricted for one calendar year due to reasons relating to residence and/or transfer, he/she becomes eligible.

A student-athlete will not be eligible if his/her attendance at a particular school resulted from undue influence (special consideration because of athletic ability) on the part of any person.

A student-athlete who has been declared ineligible at a school for disciplinary reasons, academic reasons or due to another State Association's provision retains that ineligibility status if he/she transfers to another school.

Except in situations involving transfer after a student's fourth consecutive semester, a full-time student whose residence in a given district and attendance at a member school does not conform with any of the provisions outlined above shall be eligible for non-varsity competition only, for one calendar year, unless a waiver is provided as outlined in the WIAA HS Handbook under Waivers. Transfer students are subject to transfer provisions as outlined in the transfer section of this document and in the Senior High Handbook.

Determining Residency for Nonpublic School Students

A full-time student, whether an adult or not, is eligible for varsity interscholastic competition only if the student is residing full time with parents in their primary residence with these additional provisions:

In the event of a divorce or legal separation, whether pending or final, a student's residence at the beginning of the school year shall determine eligibility except in situations involving transfer after a student's fourth consecutive semester. For the purpose of this rule, attendance at one day of school and/or attendance at one athletic practice shall determine 'beginning of school year'. Under this rule, a student who transfers after the beginning of the school year shall be ineligible at the new school unless approval is granted by the Board of Control in accordance with the waiver provisions as described in the WIAA HS Handbook under Waivers. Transfer restrictions may also apply.

Residing full time with guardians shall determine eligibility in cases where both parents of a student are deceased. The execution of guardianship papers in situations where one or both parents are living does not by itself make a student eligible.

A student may continue being eligible in the same school even though parent(s) and/or student move from within that school's traditional attendance area, provided enrollment is continuous (unbroken in that school).

Except in situations involving mid-year transfer and/or transfer after the fourth consecutive semester students attending member residential schools shall be eligible at the member school provided they reside at the school or reside full time with parents in their primary residence.

Except in situations involving transfer after a student's fourth consecutive semester, a full-time student attending a nonpublic school but not residing in accordance with any of the provisions outlined above shall be eligible for non-varsity competition only, for one calendar year, unless a waiver is provided as outlined in the WIAA HS Handbook under Waivers.

Transfers

A full-time student may be afforded up to eight consecutive semesters of interscholastic eligibility upon entry into Grade 9. Transferring schools at any time may result in restrictions being imposed on eligibility or in some cases a denial of eligibility. For the purpose of this rule, attendance at one day of school and/or attendance at one athletic practice shall determine 'beginning of school year.' These additional provisions relate to transfer cases:

A student who transfers from any school into a member school after the fourth consecutive semester following entry into Grade 9 shall be ineligible for practice and competition for one calendar year, unless the transfer is made necessary by a total change in residence by parent(s). The calendar year (365 days) will be determined from a student's first day of attendance at the new school.

Open enrolled and/or tuition paying students entering 9th and/or 10th grade at the beginning of the school year and who are within the first four consecutive semesters of high school will be afforded unrestricted eligibility provided all other rules governing student eligibility are met.

Open enrolled and/or tuition paying students 11th grade as transfer students are restricted to non-varsity competition for one calendar year.

Open enrolled and/or tuition paying students 12th grade as transfer students are ineligible to practice and/or compete for one calendar year.

9th grade students who transfer after the beginning of the school year and with written consent from both schools directly involved may be provided non-varsity opportunities for the remainder of the school year. Restrictions are removed upon entering 10th grade.

10th grade students who transfer after the beginning of the school year and with written consent from both schools directly involved may be provided non-varsity opportunities for one calendar year (365 days beginning with first day of attendance at the new school).

In the event of divorce or legal separation, whether pending or final, residence at the beginning of the school year shall determine eligibility for students entering 9th and/or 10th grade. In situations involving transfer after the fourth consecutive semester following entry into grade 9 the student is ineligible to practice and compete for one calendar year.

District Policies with respect to intra-district transfer do not supersede WIAA transfer rules in situations involving post 4th semester transfers. Intra-district transfers occurring after the fourth consecutive

semester following entry into grade 9 result in the student being ineligible from competition at any level for one calendar year (365 days beginning with the first day of attendance at the new school), but may practice.

Unless transfer, including an accompanying change of parent's residence, is effective at the outset of a semester, a student cannot establish eligibility at his/her new school until the fifth calendar day of such transfer.

If within the first four consecutive semesters following entry into grade 9, a student who transfers more than once in any given school year shall be ineligible for all interscholastic competition for the remainder of that current school year and will be eligible for non-varsity opportunities only for the balance of the calendar year. In situations involving transfer after the fourth consecutive semester following entry into grade 9 the student is ineligible to compete at any level for one calendar year, but may practice.

A student may not have eligibility in more than one member school at the same time. A parent or parents who move from a primary residence within one school's attendance boundaries, to a secondary residence within another school's boundaries may be required by the Board of Control to provide evidence of total move. A student who transfers from any school, whether or not a member school, with a status of ineligibility for disciplinary reasons, academic reasons and/or as a result of another State Association's regulations or, retains such status at his/her new school for the same period of time as decreed by the former school.

No eligibility will be granted for a student whose residence within a school's attendance boundaries, with or without parents, or whose attendance at a school has been the result of undue influence (special consideration due to athletic ability or potential) on the part of any persons, whether or not connected with the school.

Section 3 – Academic Eligibility Applies to Categories A & B

By WIAA Rule, a student-athlete must meet school and DPI requirements defining a full-time student and have received no more than one failing grade (including incompletes) in the most recent school issued grade reporting period.

Note: Some member schools adopt code and academic policies and other participation requirements which are more stringent than WIAA minimum requirements. In those instances the school requirements prevail and must be applied as written.

A student who is carrying six academic subjects may receive an "F" grade and will still be eligible if he/she as a "C" grade to compensate for the failure.

However, if a student with six academic subjects receives two or more failures, he/she will be ruled ineligible for competition for the next nine-week grade reporting period. A student who is declared scholastically ineligible for co-curricular participation may regain probationary eligibility after a period of 15 school days and is doing passing work in all classes. Passing academic achievement will be determined by individual classroom teachers through reports filed with the high school activities director each week for the remainder of the grading period. A week of eligibility will be lost by the student/athlete if any of his/her teachers report failing grades. The weekly progress form will be picked up by the student in the main office for the remainder of the entire grading period. The student must

have each of his/her teachers check and sign the form and the student must return the form to the activities director's office. The student may practice during the ineligibility period with the approval of his/her parents and coach/director. Eligibility will be determined by the FIRST and THIRD quarter 9 week progress reports. Semester grades will be used during the SECOND and FOURTH grading periods to determine eligibility. Summer school can be used to make-up eligibility. An Incomplete "I" is considered a failing mark until all work is completed and a grade is issued to replace the "I".

Note: Incoming Freshman who received a failing grade during the fourth quarter are ineligible for the first three weeks of any fall co- curricular activity in 9th grade.

2021-22 Ineligibility Dates

First 9 Weeks	Second 9 Weeks	Third 9 Weeks	Fourth 9 Weeks
Varies	11/8/21-12/1/21	1/21/22-2/14/22	4/4/22-4/26/22
WIAA Rule, (p.36, sect 7a WIAA Handbook)	May begin play on 12/2/21	May begin play on 2/15/22	May begin play on 4/27/22

Section 4 – Conduct Code Applies to Category A

Physical Exam Requirement

A student may not participate in interscholastic athletics (practice or competition) until the school has a W.I.A.A. Examination or Alternate Year Permit Card that attests to the student's physical fitness (as determined by a licensed physician). All freshmen and juniors MUST have a physical exam before participating in a sport at WAUNAKEE HIGH SCHOOL. Any sophomore or senior without a physical card on file will also need a physical. If a W.I.A.A. physical card is on file from their previous year (freshmen or Junior), the W.I.A.A. Parent Permission Card needs to be filled out and signed by a parent or guardian.

A physical examination taken April 1 and thereafter is valid for the following two school years; a physical examination taken before April 1 is only valid for the remainder of that school year and the following school year.

The student may get a W.I.A.A. Physical Examination Permit card for a coach or the activity director's office.

Complete the physical exam and return the card to the activity director's office with all of the information properly filled in and signed by your parent or guardian.

Co-Curricular Code Requirement

A student may not participate (Practice or competition) until a signed co- curricular code is on file in the office every school year. *NOTE: Once a code has been signed it is enforceable and valid until the student graduates.

Concussion Agreement

Students & parents must, on an annual basis, receive the Wisconsin Fact Sheet on Concussions and sign the Parent & Athlete Agreement form.

Age

A student shall be ineligible for interscholastic competition if he/she reaches his/her 19th birthday before August 1 of any given school year.

Early Graduation

Any student that graduates early is NOT eligible to participate in Category A activities that begin after the student has graduated. Students who graduate at the end of the 1st semester of a school year will be permitted to complete their season with the team, except with the rules of the governing body prohibit such participation. For example: Per WIAA regulations a student that graduates at the end of 1st semester is ineligible to participate in WIAA sponsored sports after the last bell of the last day of the 1st semester. (WIAA Rules of Eligibility Art V, Section 1, A8, A9)

Amateur Status

WIAA RULE: A student-athlete must be an amateur in all recognized sports of his association in order to compete in any WIAA sport.

A student-athlete may not accept, receive or direct to another, reimbursement in any form of cash or merchandise such as shirts, jackets, sweaters, sweatshirts, jerseys, warm-ups, equipment, balls, duffle bags, backpacks, watches, rings, billfolds, coupons, gift certificates, regardless of their value for athletic accomplishments, such as being on a winning team, being selected for the school varsity team, or being a place winner in an individual tournament, e.g.

A student-athlete may receive awards for school achievement which are symbolic (non-utilitarian) in nature – badges, certificates, trophies, medals, banners, ribbons, pictures, plaques, event t-shirts, event hats, game balls, unattached emblems, letters, season highlight DVD or video, e.g.

A student-athlete may not receive compensation or benefit, directly or indirectly, for the use of name, picture, and/or personal appearance, as an athlete. This includes receiving free and/or reduced rates on equipment, apparel, camps/clinics/instruction and competitive opportunities that are not identical for all other participants.

A student-athlete may not be identified (with or without permission) as an athlete, provide endorsement as an athlete or appear as an athlete in the promotion of a commercial/advertisement and/or profit-making event, item, plan or service.

A student-athlete may not participate in school athletics or in sports activities outside the school under a name other than his/her own name.

Use of Student Name & Image

The participation of student-athletes in school and WIAA tournaments will result in the use of student-athlete images, name, likeness, statistics in programs and promotion of school and WIAA events. By participating in high school activities you agree to allow WCSD, WIAA, other governing bodies to use such images, names, and likeness in programs, broadcasts, and promotion of events.

Code of Conduct

Top performances come from those individuals who prepare themselves mentally and physically to the best of their ability. It is reasonable to assume that each student should take care of his/her body in such a manner that would enhance peak performance at all times. It has been substantially documented medically that certain substances (i.e., alcohol, tobacco, controlled substances, street drugs, and performance enhancing substances) can be detrimental to your health and performances. Abstinence from these substances along with proper rest, diet and the observance of good health practices can enhance the mental and physical performance of all individuals. Adherence to these training rules is a matter of self-discipline and is the responsibility of the students and their parent(s)/guardian(s) on a year-round (12 month) basis.

WIAA Rules: Conduct

A student-athlete must follow his/her school's code of conduct (training rules) on a year-round basis.

A student-athlete who violates his/her school's code of conduct during the season of a sport (start of practice to final game) must be suspended from competition for a period of time specified in the code (minimum of one meet) if the violation involves (a) possession and/or use of alcohol, (b) possession and/or use of tobacco, including chewing tobacco and (c) use, possession, buying or selling of controlled substances, street drugs and performance enhancing substances (PES).

The member school will determine minimum penalties for violation of any other provisions of its code of conduct, including out of season offenses and for any other unacceptable conduct contrary to the ideals, principals and standards of the school and this Association including but not limited to criminal behavior.

A student-athlete who violates his/her school's code of conduct at times other than during the actual season of a sport must be disciplined by the school, the nature of such discipline to be determined by the school as indicated in its code of conduct.

A student-athlete who violates any part of the school or WIAA's code of conduct resulting in suspension of WIAA- sponsored tournament competition must be immediately declared ineligible for the remainder of tournament series in that sport.

A student-athlete, disqualified from a contest for flagrant or unsportsmanlike conduct, is also suspended from the next competitive event.

Any player who spits on, strikes, slaps, kicks, pushes, or intentionally and aggressively physically contacts an official at any time shall be immediately ineligible from competition for a minimum of 90 calendar days from the date of the confrontation. In addition, the player is ineligible to compete for the first 25% of the next season in that same sport.

A school must provide an opportunity for the student to be heard prior to a penalty being enforced. If a student appeals a suspension, according to the schools appeal procedure, the student is ineligible during the appeal process.

Schools/individuals are prohibited during the regular season and the WIAA tournament series from practicing for regional, sectional, and state tournament preparation at sites and facilities hosting WIAA tournaments.

Use of Alcohol, Tobacco, Controlled Substances, or Performance Enhancing Substances

Any student using or possessing alcohol or tobacco or using, possessing, buying or selling illegal controlled substances (street drugs, and performance enhancing substances) shall be suspended from participation in co-curricular activities.

Any student, unsupervised by their parent or legal guardian, present where alcohol and/or drugs are being served/consumed to underage individuals, that does not leave in a reasonable amount of time (10-15 minutes), will be subject to the penalties stated under Co-curricular Code violations.

This rule is to be in effect and enforced for twelve months of the year.

First Violation

Restriction from co-curricular participation (competition) for a period of 33.3% of the participating student's co-curricular contests which the violating student would choose to participate in for one season (fall, winter or spring). If the student is not involved in any co-curricular activities at the time of the violation the penalty will apply to the next season of participation. Note: WIAA regulations require a minimum penalty in the next WIAA sport if a student is not involved in a WIAA sport at the time of the violation. A student could not serve the entire penalty in a non-athletic activity or a non-WIAA sport/activity during one season and participate in a WIAA sport another season without a one game/event penalty being imposed in the next WIAA sport season.

If a student is found to be in violation of the co-curricular code and agrees to complete an AODA/Tobacco assessment and to follow the assessment recommendations, there shall be a 20% suspension for each co-curricular activity, the next season of participation. If a student fails to complete the assessment or follow the recommendations of the assessment then he/she shall serve the 33.3% suspension as outlined above.

Second Violation

Suspension from co-curricular participation (practice and competition) for one full calendar year from the date on which the penalty for the co-curricular code violation was implemented by administrative action.

If a student is found to have violated the co-curricular code a second time and agrees to complete an AODA/Tobacco assessment and to follow through with the assessment recommendations his/her period of suspension will be reduced to 33.3% of each co-curricular activity the student participates in for one calendar year from the date on which the penalty for the co-curricular code violation was implemented by administrative action. If a student fails to complete the AODA/Tobacco assessment or fails to follow the recommendations of the assessment he/she will be suspended from co-curricular participation for one full calendar year from the date the penalty for violation of the co-curricular code is implemented by administrative action.

Third Violation

If a student is found to have violated the co-curricular code for a third time, the student will be indefinitely suspended from participation (practice and competition) in co-curricular activities for the duration of their high school career. However, after one full calendar year from the date the penalty for the co-curricular code violation was implemented by administrative action the student may appeal to the high school principal for reinstatement of their co-curricular eligibility. The request for reinstatement will be considered if the student can provide evidence that he/she followed the co-curricular code guidelines during the year they were suspended from co-curricular participation. The Principal will make the determination of re-instatement after a third violation.

A violation of the co-curricular code after reinstatement will result in permanent suspension of participation in co-curricular activities.

*In order for the suspension to be considered served the Athlete must finish the season 'In good standing' with the team. For the purposes of the code suspension, the Athlete must be actively meeting the attendance, participation, and behavior expectations of the sport coach. If an Athletes fails to finish the season 'in good standing' the penalty will reset in the next sports season the Athlete participates in.

**During the period of the suspension for a first or second violation, the student is allowed to practice with the team or group, but they may not participate in a game, contest, or performance. However, the student must be with the team or group during the event and travel to the event. They may not participate or be in uniform.

***Effective March 25th, 2016, the Wisconsin Sexual Assault Victim Amnesty Law is applied to Waunakee Co-curricular Code

(NOTE: Nothing in this policy shall prohibit or limit the application of the District's or the WIAA regular student disciplinary rules and regulations to the student participants. The provisions of this policy are considered an addition to all other rules and regulations governing student conduct and discipline.)

Look-Alike Substances, Products, & Other Items

Any student who provides, buys or sells either alcohol, non-alcohol "look alikes" or malt beverages, and/or a controlled substance including "look alike" drugs, tobacco products, will be subject to the sanctions stipulated in the violation sections of the co-curricular code. This shall include e- cigarettes, vaporizers, juuls, or any other products containing or products used to deliver nicotine, tobacco, or other chemicals.

Expulsions

Any student expelled by the school is ineligible to practice or compete in co-curricular activities during the period of expulsion.

Suspension

Any student suspended in or out of school is ineligible to participate during the suspended time. All students suspended out of school during a season of activity will be ineligible to participate in practices, performances, competitions, or activities during the period of suspension. In addition, if the student

does not miss a game, performance, event or activity during the suspension the student will miss the next scheduled competition, performance, event or activity.

Incarceration and Legal Sanction

A student who is charged/cited for serious unlawful activities (felonies) will be suspended indefinitely until such time that the outcome of the case is decided. For the purposes of the Co-curricular handbook a student will be considered 'charged' when law enforcement has made their recommendation to the district/county attorney.

A student who is released from incarceration (under the Huber Law or through an electronic monitoring program or any other legally related program that releases a student from incarceration to attend school) may not participate in co-curricular activities.

When a student is released from his/her incarceration, he/she will not be eligible to participate in co-curricular activity for a full calendar year from the date of their conviction.

A student who is charged/sited for unlawful activities of a less serious nature (misdemeanors) will be, in each individual case, subject to the sanctions stipulated in the 1st violations section of the co-curricular code. (This excludes traffic violations). If a student participates in an educational program with a police liaison officer, the penalty will be reduced according to the 1st violation section of the co-curricular code.

Waunakee Community School District reserves the right to random drug test.

Random Drug Tests & Co-Curricular Participation

The Waunakee Community School District has a strong and long-standing commitment to discouraging and preventing the use of illegal drugs and alcohol among its student population. The School District recognizes that the problem of illegal drug and alcohol abuse presents a continuing challenge in its schools and a clear danger to the student population. Students, by virtue of their voluntary decision to pursue co/extracurricular opportunities, and because of their position as leaders and role models in the school community, have a heightened responsibility to be drug and alcohol free. Consistent with these principles and in accordance with the guidance of the United States Supreme Court, it is the policy of the Waunakee Board of Education to help "prevent students involved in co-curricular activities from using drugs, to protect their health and safety, and to provide drug users with assistance programs." See *Verona School Dist.47 Jv Acton*, 115 S.Ct.2386 (1995). Accordingly, the board directs the District Administrator to implement and conduct a program of random drug testing of student "participants" meaning those involved in co/extracurricular activities.

Guidelines for random drug testing of student "participants" are set forth in administrative rule. More specific procedures, necessary to implement these Guidelines, may be developed by the District Administrator or designee. This Policy and Procedures shall be overseen and implemented by the District Administrator or designee.

Adopted: June 2000 Waunakee Community School District

Random Drug Test

Definitions

Student Participant: Any student who is trying out for or participating in any school-sponsored co or extracurricular activity, as outlined in the student handbook.

Alcohol: Any liquor, wine, beer, or other drink containing alcohol.

Drugs: Phencyclidine (PCP), marijuana (THC), cocaine, methamphetamine, morphine, alcohol, nicotine, and anabolic steroids, except when taken pursuant to a legal prescription issued and any other substance determined by the United States Department of Transportation to be a controlled substance.

Positive Results: A test result which indicates the presence of illegal drugs or alcohol.

Administrative Failure: Is a failure to follow the drug testing procedures in an effort to deceive or pass the random drug test. This would include all/any attempts to provide a false sample, assist in providing a false sample, or in any other manner refuse to or not comply with the testing procedures. An administrative failure will be treated the same as a failed drug test and the appropriate co-curricular penalties will be applied.

ADMINISTRATIVE FAILURE EXAMPLES

A student who is present at school and has been selected for the random drug test but refuses to provide a sample.

A student provides a false and/or diluted sample.

A student requests/attempts to pass off someone else's urine as his/her own.

A student attempts or provides a clean sample to a student that has not been selected for the random drug test.

*This list should not be construed to be a complete list and if events or circumstances indicate that a test has been falsified or that an attempt to falsify a test has occurred. School administration will apply co-curricular penalties in the same manner as a failed test.

Consent Form

Students signing up for co/extracurricular activities shall be given a consent form, the execution of which by the student and, if the student is a minor, his/her parents/guardians, constitutes express permission and agreement that the student will submit to periodic random drug testing. Signing the consent form, and adherence to its conditions thereafter, shall be a condition of participation in the co/extracurricular activity.

Random Selection of Students for Drug Testing

Each student participant shall be assigned a number by the District Administrator or his or her designee.

Random draws will be done by the drug screen technician. Random selection of numbers will not occur on the same day each week. A designated number of participants will be determined at the beginning of each quarter.

Notifications of Students Selected

Students selected to be tested will be called to the office. If a student participant has not been tested by the end of the test day, the District Administrator or designee will determine if the participant is absent from school. If the absence is due to truancy, the student participant will be ineligible for participation, practice, or competition/performance until the next testing date and then will automatically be tested on that date. If the absence is excused, the student participant will remain eligible for participation, practice, and competition/performance but will automatically be tested the next date. If a student participant has a second excused absence, he or she will then be declared ineligible until the next test date at which time the student participant will be tested. Ineligibility may be waived upon review by building and/or district administrator.

Testing Procedures

A licensed medical facility selected by the District Administrator shall take every reasonable precaution to collect an unadulterated specimen during the collection process and will provide an accurate chain of custody for each and every specimen. Student participants submitting an adulterated specimen will be re-tested, at the expense of the student or his/her parents or legal guardians, in an observed setting.

Testing Negative

The medical review officer will contact the District Administrator or designee within two (2) days of the testing date if results are negative. The parents or legal guardians of a student participant who tests negative will be notified by mail within three (3) days of the district's receipt of the information.

Testing Positive

The medical review officer will contact the District Administrator or designee within four (4) days of the testing date if the results are positive. The parents or legal guardians of a student participant who tests positive will be notified within twenty-four (24) hours of the district's receipt of the information. The student/athlete immediately becomes ineligible for participation in the student activity.

Re-Testing

The student participant will have an opportunity within twenty-four (24) hours of the notification of the first positive test results to have the specimen re-tested in the certified facility of the family's choice and at its expense. The District Administrator or his or her designee may consult with medical professionals to evaluate the results of the re-test, taking into consideration any evidence offered by the student.

Should the re-test confirm a positive result, and there is not a satisfactory explanation for the positive results, all conditions set forth in Section VIII and XI will apply.

Consequences
In the event of a positive test
First Violation

Restriction from co-curricular participation (competition/performance) for a period of 33.3% of the participating student's co-curricular competitions/performances which the violating student would choose to participate in for one season (fall, winter or spring). If the student is not involved in any co-curricular activities at the time of the violation the penalty will apply to the next season of participation. Note: WIAA regulations require a minimum penalty in the next sport if a student is not involved in a sport at the time of the violation. A student could not serve a penalty in a non-athletic event in the fall and participate in a winter athletic activity without the penalty being imposed in that winter sport.

If a student is found to be in violation of the co-curricular code and agrees to complete an AODA/Tobacco assessment and to follow the assessment recommendations, there shall be a 20% suspension for each co-curricular activity, the next season of participation. If a student fails to complete the assessment or follow the recommendations of the assessment then he/she shall serve the 33.3% suspension as outlined above.

A second confirmed positive test will result in
Second Violation

Suspension from co-curricular participation (practice and competition) for one full calendar year from the date on which the penalty for the co-curricular code violation was implemented by administrative action.

If a student is found to have violated the co-curricular code a second time and agrees to complete an AODA/Tobacco assessment and to follow through with the assessment recommendations his/her period of suspension will be reduced to 33.3% of each co-curricular activity the student participates in for one calendar year from the date on which the penalty for the co-curricular code violation was implemented by administrative action. If a student fails to complete the AODA/Tobacco assessment or fails to follow the recommendations of the assessment he/she will be suspended from co-curricular participation for one full calendar year from the date the penalty for violation of the co-curricular code is implemented by administrative action.

A third confirmed positive test will result in
Third Violation

If a student is found to have violated the co-curricular code for a third time, the student will be indefinitely suspended from participation (practice and competition) in co-curricular activities for the duration of their high school career.

(NOTE: Nothing in this policy shall prohibit or limit the application of the District's or the WIAA regular student disciplinary rules and regulations to the student participants. The provisions of this policy are considered an addition to all other rules and regulations governing student conduct and discipline.)

Regaining Eligibility

After the conclusion of the period of exclusion from participation in the co/extracurricular activity the student participant will again be eligible to participate.

The results of any test administered under the terms of this policy shall be kept confidential and disclosed only to the student, his or her parents or legal guardians, and school officials designated by the District Administrator. The results of the testing shall not be used as a basis for any disciplinary action other than disqualification as provided for in this policy, the District's or the WIAA rules and regulations. The test results will not be part of the student's permanent record but will be kept in a secure file in the Activities Director's Office.

Adopted: June 2000 Waunakee Community School District

*In order for the suspension to be considered served the Athlete must finish the season 'In good standing' with the team. For the purposes of the code suspension, the Athlete must be actively meeting the attendance, participation, and behavior expectations of the sport coach. If an Athletes fails to finish the season 'in good standing' the penalty will reset in the next sports season the Athlete participates in.

**During the period of the suspension for a first or second violation, the student is allowed to practice with the team or group, but they may not participate in a game, contest, or performance. However, the student must be with the team or group during the event and travel to the event. They may not participate or be in uniform.

***Effective March 25th, 2016, the Wisconsin Sexual Assault Victim Amnesty Law is applied to Waunakee Co-curricular Code

Appeal Procedure for Code Violations

If a student and/or parent(s) or guardian(s) wishes to appeal a decision regarding a Co-Curricular code violation sanction, the following appeal procedure must be followed:

After a ruling resulting in a suspension from co-curricular eligibility, the student and/or his/her parent(s) or guardian(s) may formally appeal the decision by submitting a written request for a hearing and stating the reasons why they believe a hearing is warranted. This request must be received by the Principal within seven calendar days of the date on the suspension letter.

After the appeal has been received, a hearing date will be set by the Principal within seven calendar days of receipt of the appeal letter.

First violation penalties may be appealed to the Superintendent for review.

The Superintendent will hear the Principal's rationale for imposing the Co-Curricular Code penalty.

The Superintendent will also hear the student and/or parent's or guardian's rationale as to why the Co-Curricular Code penalty should not be imposed.

The Superintendent's decision is final.

Appeals of second and third violations will be heard by the Principal's Council. Present at the hearing with the council will be the student and his/her parent(s) or guardian(s).

The student will be provided with an opportunity to testify and present other evidence on his/her behalf.

The Principal's Council members will have an opportunity to question the student before the student and parents/guardians leave the meeting. The council will discuss the situation and end with a ballot vote to uphold or reverse the decision being appealed. Penalties may not be modified or reduced upon appeal.

The decision will be put in writing and mailed to the appealing party (ies) within five school days after the closing of the hearing. The student will remain on suspension during the appeal process.

The Principal's Council will be selected by the Principal as follows:

Chairperson: Principal or designee (votes only to break a tie)

Athletic Director (non-voting)

One Guidance Counselor or faculty member

Two persons representing advisors/coaches/director (If the student involved is part of the group controlled by the above council member, an alternate will be selected by the Principal)

One Student Council member (The President or a designee – must be a junior or senior)

Two student representatives involved in co-curricular activities.

One parent representative.

Three parents will be appointed to serve in this capacity at the beginning of the school year. One parent will be chosen to serve on the Principal's Council when an appeal is heard.

The purpose of the Principal's Council is to hear and consider all appeals by a suspended participant. Members of the council shall be appointed by the Principal or designee at the beginning of the school year and will serve on the council for one school year. The Principal or designee will appoint alternates for members unable to attend or serve. The council can act when a majority of its members are present.

If the student and his/her parent(s) or guardian(s) are not satisfied with the council's decision, a second hearing may be requested before the district Superintendent. The Superintendent must receive, in writing, a request for such a hearing within seven calendar days of the date the decision by the council was mailed. The procedures outlined in #3 above, including items (A) through (C) will be applicable relating to the second hearing. This appeal will be heard by two district office administrators appointed by the Superintendent and the Superintendent.

This appeal procedure shall be the sole and exclusive means for appealing co-curricular eligibility decisions. (Within the School District). For any appeal, the power of the appeal is to uphold or reverse the decision regarding if a code violation occurred. Penalties for code violations as outlined in the code of conduct cannot be modified or reduced as a result of an appeal.

Social Media and Online Representation

This section is currently under review by The District's attorneys to ensure it complies with the US Supreme Court's student speech decision in Mahoney Area School District vs. B.L. (2021). Below is the language used in previous iterations of the Co-curricular Handbook any changes/updates to this language will be communicated at a later date.

The same rules of appropriate, respectful behavior which apply to Waunakee High School Student-athletes, also applies in on-line environments such as Twitter, Facebook, YouTube, Instagram, message boards, and any other social media site. WHS student-athletes are to conduct themselves in a manner that is representative of their pride and respect for themselves, their families, their school, and their community at all times, whether in person or online.

Unacceptable behavior includes, but is not limited to: indecent language, racism, sexism, homophobia, indecent pictures or videos, bullying, trash talking, and criticism of opponents, coaches, teammates, or game officials. Student-athletes who re-post inappropriate material originally written by others are subject to the same consequences as if they had posted it themselves. Student-athletes who fail to meet this expectation and who violate the code of conduct on-line are subject to the same consequences as if they did them in person.

WIAA In-Season Non-Competition Rules

During their particular high school season Waunakee Student-Athletes are not allowed to compete in non-school sponsored competitions in that same sport (i.e.: Wrestler competing in a tournament that is not part of the high school's schedule) Waunakee Activities Department will consider exemptions on a case-by-case basis for exceptional athletes.

The Activities Department reserve the right to deny a request if nature or timing of the event would cause an undue burden on the high school team, such as but not limited to conflicting with conference events, playoffs, and/or granting the exemption would violate WIAA Bylaws regulating participation and competition.

WHS Lettering Requirements

The head coach of each sport determines the requirements for an athletic letter. Requirements are based on a student athlete's value to the team, honors won, time played, and performance, loyalty to the team, dedication and commitment to the goals of the co-curricular program. The student must *be in good standing at the end of the season*.

Criteria for lettering for music and forensics will be established by the advisors and reviewed with the participants at the start of their activities.

“IN GOOD STANDING AT THE END OF THE SEASON”

For purposes of awarding a letter in all varsity sports shall be defined as: The athlete is eligible to participate in the final regular season contest (team or individual) and retains his/her eligibility throughout the state tournament series as long as the team or any team member continues in the series.

Sportsmanship

The Waunakee Community School District believes emphasizing good sportsmanship is one of the most important missions of education for both students and adults. The school district realizes that many people have not had good sportsmanship explained to them. Hopefully the following guidelines will help everyone better understand their responsibilities at any school contest.

The necessity to be well informed is essential. Know the rules and stay apprised of rule changes. If you are uninformed, refrain from expressing your opinions to or about coaches and officials.

Recognize and appreciate skilled performances regardless of officiating. This not only represents good sportsmanship, but, reflects a true awareness of the game by recognizing and acknowledging quality.

Opponents are guests and should be treated cordially, provided with the best accommodations possible and with accorded tolerance at all times. Be a positive representative for your community, school, team and family. This fundamental is the Golden Rule in action.

The officials of any contest are impartial arbitrators who are trained and perform to the best of their abilities. They should be shown respect at all times. Mistakes by all those involved in the contest are a part of that contest. We should not rationalize our own poor or unsuccessful performance or behavior by placing responsibility on an official. The rule of Good Sportsmanship is to accept and abide by the decision made. This value is critical for students to learn for later application in life.

The prerequisite to Good Sportsmanship requires one to understand his/her own prejudices that may become a factor in his/her behavior. The true value of interscholastic competition relies upon everyone exhibiting behavior, which is representative of a sound value base. A proper perspective must be maintained if the educational values are to be realized. Your behavior influences others whether you are aware of it or not.

Never allow your ego to interfere with good judgement and your responsibility as an adult or a school representative. Regardless of whether you are an adult, student, player, coach, or official, this value is paramount since it suggests that you care about yourself and how others perceive.

Monday, Nov. 22, 2021

To Brian Hoefer, Dave Boetcher, & Mark Hetzel (WCSD School Board Co-Curricular Committee) -

We are writing to respectfully request that the co-curricular committee ask the WCSD School Board to support a paid coaching position for the Waunakee Mountain Biking team for the 2022 season.

As you know, the WCSD school board unanimously supported the addition of mountain biking as a Category C co-curricular opportunity for Waunakee students last spring. Waunakee MTB completed its first season as a school-sponsored activity this fall, with 43 student athletes from grades 6-12 participating on the team.

Waunakee MTB quickly became a popular co-curricular offering in its first year as a school sponsored activity. What other offering has gained 43 enthusiastic student participants in its first season? We expect between 60-80 participants next year, based on team growth in previous years and youth mountain biking growth trends across the state.

As requested by the board at our original meeting discussing the mountain biking team, myself and John Cramer (team co-directors and head coaches) recently approached Aaron May to inquire about moving the team from a "Category C" activity to a "Category A" activity for the 2022 season and beyond. There is broad support for this change from the community and families of our student athletes. The promotion to a Category A activity will solidify mountain biking as a valued, respected school sport. It will provide dozens of students with the opportunity to earn a varsity letter in an activity that they love, and will likely increase visibility of the sport in the district and recruit even more athletes in return. That said, this change brings multiple additional responsibilities and administrative tasks for our head coach(es) for athletes at both the high school *and* the middle school. It also will include a new collection of a co-curricular fee from our athletes (\$40 for middle school athletes, \$75 for high school athletes).

The mountain biking team is unique among school sports in that it does not have overhead costs for the district; the team does not use district athletic facilities, transportation, or equipment. Student athletes are covered under National Interscholastic Cycling Association insurance and liability, another cost savings for the district. But far beyond simple dollars, this sport is a *great* value for our district: the inclusive, all-gender, no-cut team offers an invaluable opportunity for our students: the chance to build confidence and community, and learn to love a lifelong outdoor sport.

We are aware that a board policy exists which states that a co-curricular cannot have a paid advisor/coach until 3 years have passed. We are respectfully asking the committee and board to consider an exception to this policy.

After reviewing the teacher employment guidelines and co-curricular salary schedule, we are proposing a paid head coach position for the mountain biking team at the starting rate of 5% of the base salary for 1-2 years of experience, with an increase as the coach gains experience.

Because the team exists at no cost to the district, but will be collecting co-curricular fees from MTB athletes if moved to Category A, we ask that the board strongly consider this paid coaching position. With projected growth, we expect the position will "pay for itself" within the first year (see below)

Base salary at \$43,332 x 5% = \$2166 for paid coaching position

Estimated high school (9-12) participation: 15 student athletes x \$75 co-curricular fee = \$1225

Estimated middle school (7-8) participation: 40 student athletes x \$40 co-curricular fee = \$1600

TOTAL CO-CURRICULAR FEES COLLECTED: \$2825

Total fees (\$2825) less coaching position stipend (\$2166) = \$695 left over

If the board does not recommend a paid coaching position for the mountain biking team, we kindly request that the board also refrain from voting to move the team from Category C to Category A, as it would add responsibilities and duties to the role that would exceed reasonable expectations for a volunteer coach (i.e. management of 60 athletes and athlete paperwork across three school buildings).

Thank you for your consideration. If you require more details or have any questions whatsoever, please do not hesitate to reach out to us.

Em Meier
emilymeier@waunakee.k12.wi.us

John Cramer
johncramer@waunakee.k12.wi.us

Co-directors, Head Coaches
Waunakee Mountain Biking



2021 Waunakee MTB athletes with their Driftless MTB teammates.

TO: Co-curricular Subcommittee Members, Randy Guttenberg, Steve Summers, Brian Grabarski, Brian Borowski, & Jeff Kenas

FROM: Aaron May, Activities Director

RE: Co-curricular Offerings, Fall Participation Summary, Potential Policy Change, Conference Realignment, & Pre-Employment Requirements.

DATE: November 21st, 2021

Per Board Policy 370, additions, reductions, and changes to our co-curricular offerings are submitted to the Co-curricular subcommittee by October 31st. At this time we have two potential additions to our high school co-curricular offerings and several potential changes to our current offerings. Below is a summary of those changes followed by the Fall Sports participation and grade report.

CHANGES

Drama Reorganization Proposal

The Drama Department’s structure has been in place since 1975 with little to no changes in our offerings and staffing. In the 1990’s we added a paid Assistant Director position. That position had been a volunteer position previously. The high school enrollment has increased in size dramatically since 1975 and the offerings we provide to our Drama students need to increase to meet the demands and desires of those students. The High School is proposing the addition of a Winter Play, giving students performing arts options three times per school year: Fall One Act, Winter Play, and a Spring Musical. In addition to the Winter Play, the Drama Department is proposing the addition of the following positions: Technical Director, Costume Director, Accompanist, and Dance Director. Currently, these positions are either volunteer positions or paid for out of the box office gate money.

Proposed Changes (New Positions in Bold)

<u>Fall One Act</u>		<u>Winter Play</u>		<u>Spring Musical</u>	
Director	9-13%	Director	9-13%	Drama Director	9-13%
Asst Director	5-7%	Asst Director	5-7%	Vocal Director	9-13%
Tech Director	4-8%	Tech Director	4-8%	Pit Director	4-8%
Costume Director	4-8%	Costume Director	4-8%	Dance Director	4-8%
				Tech Director	4-8%
				Costume Director	4-8%
				Accompanist	2.5-4.5%

The budget impact of the proposed changes ranges from \$25,810.17-\$37,915.51 depending on the years of experience credited to the individuals filling the new positions. This figure does not include the costs of the current positions.

Position: Recommend for approval provided budgetary dollars are available.

Mountain Biking Club Moved from Category C to a Category A Activity

This change is being brought forward based on the request of John Cramer and Emily Meier and has been supported by School Board Member, Dave Boetcher, who stated in a school board meeting that in a future meeting he would request the Mountain Bike Team be moved from Category C to Category A. There are currently 40 members on the Waunakee Mountain Biking Team from multiple grades, demonstrating a strong desire among Waunakee students to participate in the sport of mountain biking.

Mr. May met with coaches Emily Meier and John Cramer to review the additional oversight and requirements and they are prepared to meet those expectations.

Position: Recommend for approval with the following two conditions: 1) create a carve-out in school board policy to allow for competition on Sundays, similar to the carve-out for Ski & Snowboard competing on Wednesday nights. 2) Stay consistent with the Equestrian Team and support the proposal at the high school level only.

MS Cheer and MS Dance Coach Paid Position

Middle school dance and cheer have existed for three years and are now eligible for a paid coach position. The Activities Department is requesting to add 2 paid positions: Middle School Cheer Coach and Middle School Dance Team Coach. The Activities Department is proposing a salary range of 3%-6.5% which is one percentage point less than the Middle School Cross-country position. The salary range corresponds to the high school dance and cheers positions which are both one percentage point less than the high school cross-country position.

<u>Participation Numbers</u>	<u>Cheer</u>	<u>Dance</u>
<u>2019-20</u>	6	10
<u>2020-21</u>	1	8
<u>2021-22</u>	7	25

Proposed Addition of Paid Middle School Dance and Cheer Coach Positions

	<u>0-1 YR</u>	<u>2-3 YRS</u>	<u>4-6 YRS</u>	<u>7-8 YRS</u>	<u>9+ YRS</u>
<u>MS FB Cheer Head Coach</u>	3% \$1,299.96	4% \$1,733.28	5% \$2,166.60	6% \$2,599.92	6.5% \$2,816.58
<u>MS Dance Head Coach</u>	3% \$1,299.96	4% \$1,733.28	5% \$2, 166.60	6% \$2,599.92	6.5% \$2,816.58

Position: Recommend for approval provided the budgetary dollars are available.

ADDITION

Winter Cheer Offering & High School ESports

Approximately 15 years ago Waunakee offered cheer in the Winter but the program was ended due to a lack of interest from the students. This new iteration of Winter Cheer would focus on boys basketball, girls basketball, and cheer competitions. This group is not asking for funds and had approximately twelve students interested in participating.

The ESports Team is currently searching for an advisor but there appears to be sufficient interest among the students. Until we are able to find an advisor we are unable to move forward with this student club.

RECOMMENDATION

Winter Cheer

As long as there is student interest we should explore offering winter cheer beginning in the 2022-23 school year.

High School ESports

Reserve the right to allow them to continue to organize and bring this request back at a later meeting of the Co-curricular Subcommittee meeting.

ADDITION

Livestream Coordinator

We added live streaming last year when athletic events returned and there were strict attendance limits for mass gatherings. The district was looking for a way to stream games so the community that could not attend games because of the Covid restrictions would still be able to enjoy the games. Mr. McConnell’s Digital Communications class was originally created to maximize and create content for the Daktronics video board took on this challenge and as part of the addition, we paid our student workers out of Fund 80. Our live stream feed has been very successful and popular with Warrior fans and community members. This fall the Warrior Media stream had over 28,159 and over 58,000 since March 2020. While this has been wildly successful, we have underestimated the amount of time and effort that is needed to coordinate and supervise this project. Often Mr. McConnell is the last person in the building at night to upload videos and secure equipment. He is often called to campus to help troubleshoot when the live stream is experiencing troubles.

RECOMMENDATION

Add a Livestream Coordinator Position

The Activities Department would like to add a live stream position to be paid out of the Fund 80 budget.

Proposed Pay Schedule

0-1	2-3	4-6	7-8	9+
9.0	10.0	11.0	12.0	13.0
\$3,899.88	\$4,333.20	\$4,766.52	\$5,199.84	\$5,633.16

Addition to Fund 80 Budget: \$3,899.88 - \$5,633.16

FALL SPORTS PARTICIPATION AND GPA SUMMARY

Middle School & High School Participation

After a school year of instability, our participation rates and student-athlete GPA's remain strong.

HIGH SCHOOL FALL SPORTS	MIDDLE SCHOOL FALL SPORTS
Cross-Country 76	Cross-Country 93
Equestrian 3	Football 100
Football 170	Football Cheer 7
Football Cheer 10	Volleyball 96
Girls Golf 21	
Boys Soccer 89	
Girls Swim 19	
Girls Tennis 46	
Volleyball 69	

HIGH SCHOOL FALL SPORTS AVERAGE GPA
Cross-Country 3.79
Equestrian 3.48
Football 3.36
Football Cheer 3.28
Girls Golf 3.75
Boys Soccer 3.42
Girls Swim 3.60
Girls Tennis 3.84
Volleyball 3.80
All Sports 3.50

RECOMMENDED CHANGE TO POLICY 370.2

The Athletic Department is proposing the following change to Board Policy 370 Rule 2, strike the section titled: Middle School Eligibility - Club Sports. This section prevents middle school students from participating concurrently in the same sport in the club and the middle school. This policy is a remnant of when Waunakee Middle School athletics ended its membership in the WIAA. This language is preventing students from participating in our middle school sports seasons because they also want to remain loyal to their club team. It is also a rule that is difficult to enforce as club membership is not necessarily easily accessible knowledge. Finally, the middle school sports season, with the exception of football, is only six weeks long and practices are over by 5:30 pm each night giving ample time for students to participate in both teams. In its place, the Activities Department would add language to the Middle School Co-curricular code that during their middle school sports season, the middle school team will take precedence and student choosing to participate in both can not miss middle school practice or games to attend club practices or games.

WIAA CONFERENCE REALIGNMENT PROCESS & PROPOSAL

Monroe has submitted a request to the WIAA to move to the Rock Valley Conference. Monroe is asking for this relief based on the declining enrollment projections. Below you will find the summary of both proposals Monroe is submitting to the WIAA.

Proposal 1:

- Monroe to Rock Valley
- Stoughton to Badger West
- Waunakee to Big 8
- Beloit Memorial to Southern Lakes
- Clinton & Brodhead to the Capitol South
- Delevan-Darien to the Rock Valley

At this time the Athletic Department is opposed to moving to the Big 8 as we are almost one thousand students less than the largest school in that Big 8 conference and if the move for Monroe is enrollment based it simply shifts the enrollment issue from Monroe to Waunakee. Also, the Big 8 does not offer the same academic activities and honors that are offered in the Badger, and finally, the Big 8 schedules events on Wednesday nights creating a conflict with District Policy but also a conflict with our local ecumenical community leaders.

The Waunakee School District will have to provide a position statement, in writing, prior to the WIAA Conference Realignment Task Force meeting in December (exact date TBD). The WIAA has informed the Waunakee Activities Department that when reviewing proposals any impacted school that does not submit a statement, will be seen as support for the proposal. Last week the Badger Conference ADs voted

on both proposals and since the vote was not unanimous the conference has decided it will not be taking a position on either proposal.

WIAA CONFERENCE REALIGNMENT TIMELINE

November 1st - Submit the application for review

November 15th - Final deadline for application

November 16th - Realignment requests published

December TBD - Realignment Task Force Meeting

January TBD - Amendments, changes published

March TBD - Board of Control Meets and potentially approvals proposals

RECOMMENDATION

The recommendation from the Activities Department is to oppose any proposal moving Waunakee out of the Badger Conference.

PRE-EMPLOYMENT REQUIRED PAPERWORK AND EDUCATION FOR COACHES

Current pre-employment requirements for WCSD and WIAA:

WCSD Pre-Employment Paperwork

- Application
- Background Check
- Employee payroll paperwork
- Concussion Acknowledgement Form

Sport Governing Body Requirements

- WIAA, WLF - All Coaches (Volunteer or Paid) must watch the WIAA rules video and pass the rules exam
- WIAA - All Paid Coaches must be certified in CPR, AED, and First Aid
- WLF - Safe Sport Training: The US Center for Safe Sport produces abuse awareness and prevention courses. Designed to prevent, recognize, and respond to abuse.

TO: Co-curricular Subcommittee Members, Randy Guttenberg, Steve Summers, Brian Grabarski, Brian Borowski, & Jeff Kenas

FROM: Aaron May, Activities Director

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RECOMMENDED CHANGE TO POLICY 370.2

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RECOMMENDATION

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TO: Co-curricular Subcommittee Members, Randy Guttenberg, Steve Summers, Brian Grabarski, Brian Borowski, & Jeff Kenas

FROM: Aaron May, Activities Director

RE: Co-curricular Offerings, Fall Participation Summary, Potential Policy Change, Conference Realignment, & Pre-Employment Requirements.

DATE: November 21st, 2021

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CHANGES

Drama Reorganization Proposal

The Drama Department’s structure has been in place since 1975 with little to no changes in our offerings and staffing. In the 1990’s we added a paid Assistant Director position. That position had been a volunteer position previously. The high school enrollment has increased in size dramatically since 1975 and the offerings we provide to our Drama students need to increase to meet the demands and desires of those students. The High School is proposing the addition of a Winter Play, giving students performing arts options three times per school year: Fall One Act, Winter Play, and a Spring Musical. In addition to the Winter Play, the Drama Department is proposing the addition of the following positions: Technical Director, Costume Director, Accompanist, and Dance Director. Currently, these positions are either volunteer positions or paid for out of the box office gate money.

Proposed Changes (New Positions in Bold)

<u>Fall One Act</u>		<u>Winter Play</u>		<u>Spring Musical</u>	
Director	9-13%	Director	9-13%	Drama Director	9-13%
Asst Director	5-7%	Asst Director	5-7%	Vocal Director	9-13%
Tech Director	4-8%	Tech Director	4-8%	Pit Director	4-8%
Costume Director	4-8%	Costume Director	4-8%	Dance Director	4-8%
				Tech Director	4-8%
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				Accompanist	2.5-4.5%

The budget impact of the proposed changes ranges from \$25,810.17-\$37,915.51 depending on the years of experience credited to the individuals filling the new positions. This figure does not include the costs of the current positions.

Position: Recommend for approval provided budgetary dollars are available.

Mountain Biking Club Moved from Category C to a Category A Activity

This change is being brought forward based on the request of John Cramer and Emily Meier and has been supported by School Board Member, Dave Boetcher, who stated in a school board meeting that in a future meeting he would request the Mountain Bike Team be moved from Category C to Category A. There are currently 40 members on the Waunakee Mountain Biking Team from multiple grades, demonstrating a strong desire among Waunakee students to participate in the sport of mountain biking.

Mr. May met with coaches Emily Meier and John Cramer to review the additional oversight and requirements and they are prepared to meet those expectations.

Position: Recommend for approval with the following two conditions: 1) create a carve-out in school board policy to allow for competition on Sundays, similar to the carve-out for Ski & Snowboard competing on Wednesday nights. 2) Stay consistent with the Equestrian Team and support the proposal at the high school level only.

MS Cheer and MS Dance Coach Paid Position

Middle school dance and cheer have existed for three years and are now eligible for a paid coach position. The Activities Department is requesting to add 2 paid positions: Middle School Cheer Coach and Middle School Dance Team Coach. The Activities Department is proposing a salary range of 3%-6.5% which is one percentage point less than the Middle School Cross-country position. The salary range corresponds to the high school dance and cheers positions which are both one percentage point less than the high school cross-country position.

<u>Participation Numbers</u>	<u>Cheer</u>	<u>Dance</u>
<u>2019-20</u>	6	10
<u>2020-21</u>	1	8
<u>2021-22</u>	7	25

Proposed Addition of Paid Middle School Dance and Cheer Coach Positions

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<u>MS FB Cheer Head Coach</u>	3% \$1,299.96	4% \$1,733.28	5% \$2,166.60	6% \$2,599.92	6.5% \$2,816.58
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ADDITION

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Approximately 15 years ago Waunakee offered cheer in the Winter but the program was ended due to a lack of interest from the students. This new iteration of Winter Cheer would focus on boys basketball, girls basketball, and cheer competitions. This group is not asking for funds and had approximately twelve students interested in participating.

The ESports Team is currently searching for an advisor but there appears to be sufficient interest among the students. Until we are able to find an advisor we are unable to move forward with this student club.

RECOMMENDATION

Winter Cheer

As long as there is student interest we should explore offering winter cheer beginning in the 2022-23 school year.

High School ESports

Reserve the right to allow them to continue to organize and bring this request back at a later meeting of the Co-curricular Subcommittee meeting.

ADDITION

Livestream Coordinator

We added live streaming last year when athletic events returned and there were strict attendance limits for mass gatherings. The district was looking for a way to stream games so the community that could not attend games because of the Covid restrictions would still be able to enjoy the games. Mr. McConnell’s Digital Communications class was originally created to maximize and create content for the Daktronics video board took on this challenge and as part of the addition, we paid our student workers out of Fund 80. Our live stream feed has been very successful and popular with Warrior fans and community members. This fall the Warrior Media stream had over 28,159 and over 58,000 since March 2020. While this has been wildly successful, we have underestimated the amount of time and effort that is needed to coordinate and supervise this project. Often Mr. McConnell is the last person in the building at night to upload videos and secure equipment. He is often called to campus to help troubleshoot when the live stream is experiencing troubles.

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0-1	2-3	4-6	7-8	9+
9.0	10.0	11.0	12.0	13.0
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Middle School & High School Participation

After a school year of instability, our participation rates and student-athlete GPA's remain strong.

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Equestrian 3	Football 100
Football 170	Football Cheer 7
Football Cheer 10	Volleyball 96
Girls Golf 21	
Boys Soccer 89	
Girls Swim 19	
Girls Tennis 46	
Volleyball 69	

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CO-CURRICULAR PROGRAM ELIGIBILITY

370-Rule (2)

Activities governed by eligibility are:

1. Forensics
2. Drama (1-Act, All School Play)
3. Musical
4. Athletics
5. All Music Groups
6. Dance Team
7. Cheerleaders

Academic Eligibility - High School

Students participating in the co-curricular programs are responsible for maintaining scholastic eligibility. Students in all co-curricular activities must take a minimum of six courses each semester. Eligibility is computed each nine-week grading period. In order to maintain scholastic eligibility, a student taking six academic courses must receive a minimum of five passing marks. If a student has one failing mark, he/she must have a “C” or above in one of the remaining five courses. If a student receives two failing marks, he/she will be ruled ineligible. Incompletes are considered failing marks until all work is completed and a grade has been issued.

A student declared scholastically ineligible may regain probationary eligibility after a period of 15 school days and is doing passing work in all classes. The student must have each teacher fill out the “Student Weekly Eligibility Report”, which can be obtained in the school office, and turn it in each school week for the remainder of the nine week grading period.

During the 15 school days of the ineligibility period, he/she may practice but is not allowed to participate in any extra-curricular game or activity. During all succeeding weeks, he/she can participate in all games and activities provided ALL grades received are passing and the form has been returned to the office.

Eligibility is determined by the 1st and 3rd nine-week progress grades and the 1st and 2nd semester grades. INELIGIBILITY may be made up during the summer. Students ineligible at the end of the 2nd semester grading period will follow the procedure outlined above for the first nine weeks of the following school year.

Academic Eligibility - Middle School

Students participating in co-curricular programs are to maintain a passing grade in all classes. A student receiving an “F” shall continue to practice with his group or team but cannot participate in games, concerts, or meets. Eligibility is determined at the end of four weeks into each progress grading period, and at the end of each nine weeks grading period. This eligibility provision carries over to the beginning of the first quarter of a student’s freshman year (fall activities). Students can regain eligibility at the end of their first three weeks of classes in the high school under the provisions in the second paragraph in the high school eligibility section. A student can regain eligibility during an activity season by raising his/her level of work above failing in the affected classes.

Tuition Student Participation in Interscholastic Athletics

Tuition paying students who are paying their own tuition to attend Waunakee Community School District and are residing full-time with their parents in their primary residence are eligible to participate on interscholastic athletic teams in the school in which they are paying tuition to attend.

Attendance Requirement

The district requires students participating in or attending the co-curricular program to be in attendance at school on the days that specific activities will be practicing or participating in a concert, game, etc. A student must be in attendance at school by 11:30 a.m. on a day in which he/she participates in an after school activity. If a participant cannot be in school for reasons other than illness, the absence must be pre-planned and pre-approved by the principal, activities director, or assistant principal for the student to practice or participate that day.

Foreign Exchange Student Participation in Interscholastic Athletics

All foreign exchange students must apply for admission to Waunakee Community High School. Applications for admittance must be received by July 15th if the applications are to be considered for the start of the fall semester of the upcoming year. All applications must be from exchange programs approved by the Board of Education and that have received a “Full” listing status by the Council on Standards for International Education Travel (CSIET). The individual applicants are subject to acceptance or rejection as determined by the high school principal. Subsequent to approval for attendance the district will waive, for one year, upon request, the residence requirement for eligibility and participation in interscholastic athletic competition.

Middle School Eligibility — Club Sports

~~Middle School Students who are participating in a non-school sponsored athletic program (i.e. club basketball) are not eligible to concurrently play in the same school sponsored sport. For example — A student cannot play MS basketball at the same time they are part of a club basketball team~~

Adopted: 11/8/82
Revised: 4/22/91
March 1994
April 1997
June 8, 1998
July 2001
May 2005
August 2013
September 2015

Waunakee Community School District

Waunakee's Response to the Monroe Plan

Waunakee Community School District is opposed to Monroe's realignment proposal that moves Waunakee to the Big 8 Conference. Waunakee Community School District would not object to Monroe's realignment plan which would move McFarland into the Badger Conference and Monroe to the Rock Valley Conference.

Our first objection to moving to the Big 8 is based on enrollment. Using the enrollment numbers found in the WIAA's October Bulletin, Waunakee has the largest school in the Badger East at 1336 students and Stoughton is the smallest with an enrollment of 905. A difference in enrollment of 405 students. If Waunakee was to move to the Big 8 conference Waunakee would be the smallest school in enrollment compared to the largest school Middleton. Middleton's enrollment is 2378 students which leads to a difference in enrollment between Waunakee and Middleton of 942 students. The difference between Waunakee and Middleton is more than double the difference between Waunakee and Stoughton who currently are both members of the Badger East Conference. The average enrollment of the Badger East schools is 1113 Waunakee is only 223 students greater than the mean enrollment of the Badger East. The average enrollment of the Big 8 schools in Monroe's proposal is 1822. Waunakee's enrollment is 486 students less than the average Big 8 enrollment, more than double the difference found in the current Badger East enrollments.

Our second objection at this time Waunakee does not sponsor the same levels and number of teams as found at Big 8 schools. In many sports, Waunakee only sponsors a JV2, JV, and Varsity team. Big 8 Schools will have several sub-varsity teams that we can not provide a comparable team. A review of Middleton's rSchool account shows that in Boys Soccer they have schedules for Freshman, JV2, JV, Varsity Reserve, and Varsity. Also in the soccer schedules, Middleton has several teams listed for each level: Freshman Red, Freshman White, JV Red, JV White, and JV Black. Waunakee does not match up with the levels of competition for schools and programs as large as those found in the Big 8 conference.

Our School Board and Administration believe moving Waunakee into the Big 8 at this time is NOT in the best interest of Waunakee and NOT in the best interest of the current Big 8 member schools. Waunakee would support Monroe's second plan of McFarland moving to the Badger and Monroe moving to the Rock Valley Conference.

TO: Co-curricular Subcommittee Members, Randy Guttenberg, Steve Summers, Brian Grabarski, Brian Borowski, & Jeff Kenas

FROM: Aaron May, Activities Director

RE: Co-curricular Offerings, Fall Participation Summary, Potential Policy Change, Conference Realignment, & Pre-Employment Requirements.

DATE: November 21st, 2021

Per Board Policy 370, additions, reductions, and changes to our co-curricular offerings are submitted to the Co-curricular subcommittee by October 31st. At this time we have two potential additions to our high school co-curricular offerings and several potential changes to our current offerings. Below is a summary of those changes followed by the Fall Sports participation and grade report.

CHANGES

Drama Reorganization Proposal

The Drama Department’s structure has been in place since 1975 with little to no changes in our offerings and staffing. In the 1990’s we added a paid Assistant Director position. That position had been a volunteer position previously. The high school enrollment has increased in size dramatically since 1975 and the offerings we provide to our Drama students need to increase to meet the demands and desires of those students. The High School is proposing the addition of a Winter Play, giving students performing arts options three times per school year: Fall One Act, Winter Play, and a Spring Musical. In addition to the Winter Play, the Drama Department is proposing the addition of the following positions: Technical Director, Costume Director, Accompanist, and Dance Director. Currently, these positions are either volunteer positions or paid for out of the box office gate money.

Proposed Changes (New Positions in Bold)

<u>Fall One Act</u>		<u>Winter Play</u>		<u>Spring Musical</u>	
Director	9-13%	Director	9-13%	Drama Director	9-13%
Asst Director	5-7%	Asst Director	5-7%	Vocal Director	9-13%
Tech Director	4-8%	Tech Director	4-8%	Pit Director	4-8%
Costume Director	4-8%	Costume Director	4-8%	Dance Director	4-8%
				Tech Director	4-8%
				Costume Director	4-8%
				Accompanist	2.5-4.5%

The budget impact of the proposed changes ranges from \$25,810.17-\$37,915.51 depending on the years of experience credited to the individuals filling the new positions. This figure does not include the costs of the current positions.

Position: Recommend for approval provided budgetary dollars are available.

Mountain Biking Club Moved from Category C to a Category A Activity

This change is being brought forward based on the request of John Cramer and Emily Meier and has been supported by School Board Member, Dave Boetcher, who stated in a school board meeting that in a future meeting he would request the Mountain Bike Team be moved from Category C to Category A. There are currently 40 members on the Waunakee Mountain Biking Team from multiple grades, demonstrating a strong desire among Waunakee students to participate in the sport of mountain biking.

Mr. May met with coaches Emily Meier and John Cramer to review the additional oversight and requirements and they are prepared to meet those expectations.

Position: Recommend for approval with the following two conditions: 1) create a carve-out in school board policy to allow for competition on Sundays, similar to the carve-out for Ski & Snowboard competing on Wednesday nights. 2) Stay consistent with the Equestrian Team and support the proposal at the high school level only.

MS Cheer and MS Dance Coach Paid Position

Middle school dance and cheer have existed for three years and are now eligible for a paid coach position. The Activities Department is requesting to add 2 paid positions: Middle School Cheer Coach and Middle School Dance Team Coach. The Activities Department is proposing a salary range of 3%-6.5% which is one percentage point less than the Middle School Cross-country position. The salary range corresponds to the high school dance and cheers positions which are both one percentage point less than the high school cross-country position.

<u>Participation Numbers</u>	<u>Cheer</u>	<u>Dance</u>
<u>2019-20</u>	6	10
<u>2020-21</u>	1	8
<u>2021-22</u>	7	25

Proposed Addition of Paid Middle School Dance and Cheer Coach Positions

	<u>0-1 YR</u>	<u>2-3 YRS</u>	<u>4-6 YRS</u>	<u>7-8 YRS</u>	<u>9+ YRS</u>
<u>MS FB Cheer Head Coach</u>	3% \$1,299.96	4% \$1,733.28	5% \$2,166.60	6% \$2,599.92	6.5% \$2,816.58
<u>MS Dance Head Coach</u>	3% \$1,299.96	4% \$1,733.28	5% \$2, 166.60	6% \$2,599.92	6.5% \$2,816.58

Position: Recommend for approval provided the budgetary dollars are available.

ADDITION

Winter Cheer Offering & High School ESports

Approximately 15 years ago Waunakee offered cheer in the Winter but the program was ended due to a lack of interest from the students. This new iteration of Winter Cheer would focus on boys basketball, girls basketball, and cheer competitions. This group is not asking for funds and had approximately twelve students interested in participating.

The ESports Team is currently searching for an advisor but there appears to be sufficient interest among the students. Until we are able to find an advisor we are unable to move forward with this student club.

RECOMMENDATION

Winter Cheer

As long as there is student interest we should explore offering winter cheer beginning in the 2022-23 school year.

High School ESports

Reserve the right to allow them to continue to organize and bring this request back at a later meeting of the Co-curricular Subcommittee meeting.

ADDITION

Livestream Coordinator

We added live streaming last year when athletic events returned and there were strict attendance limits for mass gatherings. The district was looking for a way to stream games so the community that could not attend games because of the Covid restrictions would still be able to enjoy the games. Mr. McConnell’s Digital Communications class was originally created to maximize and create content for the Daktronics video board took on this challenge and as part of the addition, we paid our student workers out of Fund 80. Our live stream feed has been very successful and popular with Warrior fans and community members. This fall the Warrior Media stream had over 28,159 and over 58,000 since March 2020. While this has been wildly successful, we have underestimated the amount of time and effort that is needed to coordinate and supervise this project. Often Mr. McConnell is the last person in the building at night to upload videos and secure equipment. He is often called to campus to help troubleshoot when the live stream is experiencing troubles.

RECOMMENDATION

Add a Livestream Coordinator Position

The Activities Department would like to add a live stream position to be paid out of the Fund 80 budget.

Proposed Pay Schedule

0-1	2-3	4-6	7-8	9+
9.0	10.0	11.0	12.0	13.0
\$3,899.88	\$4,333.20	\$4,766.52	\$5,199.84	\$5,633.16

Addition to Fund 80 Budget: \$3,899.88 - \$5,633.16

FALL SPORTS PARTICIPATION AND GPA SUMMARY
Middle School & High School Participation

After a school year of instability, our participation rates and student-athlete GPA's remain strong.

HIGH SCHOOL FALL SPORTS	MIDDLE SCHOOL FALL SPORTS
Cross-Country 76	Cross-Country 93
Equestrian 3	Football 100
Football 170	Football Cheer 7
Football Cheer 10	Volleyball 96
Girls Golf 21	
Boys Soccer 89	
Girls Swim 19	
Girls Tennis 46	
Volleyball 69	

HIGH SCHOOL FALL SPORTS AVERAGE GPA
Cross-Country 3.79
Equestrian 3.48
Football 3.36
Football Cheer 3.28
Girls Golf 3.75
Boys Soccer 3.42
Girls Swim 3.60
Girls Tennis 3.84
Volleyball 3.80
All Sports 3.50

RECOMMENDED CHANGE TO POLICY 370.2

The Athletic Department is proposing the following change to Board Policy 370 Rule 2, strike the section titled: Middle School Eligibility - Club Sports. This section prevents middle school students from participating concurrently in the same sport in the club and the middle school. This policy is a remnant of when Waunakee Middle School athletics ended its membership in the WIAA. This language is preventing students from participating in our middle school sports seasons because they also want to remain loyal to their club team. It is also a rule that is difficult to enforce as club membership is not necessarily easily accessible knowledge. Finally, the middle school sports season, with the exception of football, is only six weeks long and practices are over by 5:30 pm each night giving ample time for students to participate in both teams. In its place, the Activities Department would add language to the Middle School Co-curricular code that during their middle school sports season, the middle school team will take precedence and student choosing to participate in both can not miss middle school practice or games to attend club practices or games.

WIAA CONFERENCE REALIGNMENT PROCESS & PROPOSAL

Monroe has submitted a request to the WIAA to move to the Rock Valley Conference. Monroe is asking for this relief based on the declining enrollment projections. Below you will find the summary of both proposals Monroe is submitting to the WIAA.

Proposal 1:

- Monroe to Rock Valley
- Stoughton to Badger West
- Waunakee to Big 8
- Beloit Memorial to Southern Lakes
- Clinton & Brodhead to the Capitol South
- Delevan-Darien to the Rock Valley

At this time the Athletic Department is opposed to moving to the Big 8 as we are almost one thousand students less than the largest school in that Big 8 conference and if the move for Monroe is enrollment based it simply shifts the enrollment issue from Monroe to Waunakee. Also, the Big 8 does not offer the same academic activities and honors that are offered in the Badger, and finally, the Big 8 schedules events on Wednesday nights creating a conflict with District Policy but also a conflict with our local ecumenical community leaders.

The Waunakee School District will have to provide a position statement, in writing, prior to the WIAA Conference Realignment Task Force meeting in December (exact date TBD). The WIAA has informed the Waunakee Activities Department that when reviewing proposals any impacted school that does not submit a statement, will be seen as support for the proposal. Last week the Badger Conference ADs voted

on both proposals and since the vote was not unanimous the conference has decided it will not be taking a position on either proposal.

WIAA CONFERENCE REALIGNMENT TIMELINE

November 1st - Submit the application for review

November 15th - Final deadline for application

November 16th - Realignment requests published

December TBD - Realignment Task Force Meeting

January TBD - Amendments, changes published

March TBD - Board of Control Meets and potentially approvals proposals

RECOMMENDATION

The recommendation from the Activities Department is to oppose any proposal moving Waunakee out of the Badger Conference.

PRE-EMPLOYMENT REQUIRED PAPERWORK AND EDUCATION FOR COACHES

Current pre-employment requirements for WCSD and WIAA:

WCSD Pre-Employment Paperwork

- Application
- Background Check
- Employee payroll paperwork
- Concussion Acknowledgement Form

Sport Governing Body Requirements

- WIAA, WLF - All Coaches (Volunteer or Paid) must watch the WIAA rules video and pass the rules exam
- WIAA - All Paid Coaches must be certified in CPR, AED, and First Aid
- WLF - Safe Sport Training: The US Center for Safe Sport produces abuse awareness and prevention courses. Designed to prevent, recognize, and respond to abuse.

Minutes of Policy Committee Meeting

The Board of Education Waunakee Community School District

A Policy Committee Meeting of the Board of Education of Waunakee Community School District was held Monday, December 6, 2021, beginning at 4:00 PM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

Chairman Frey called the policy committee meeting to order at 4:02PM

Present: David Boetcher, Judy Engebretson, and Ted Frey

Also present: Randy Guttenberg, Tiffany Loken

II. APPROVE AGENDA

A motion was made by Engebretson, second by Boetcher, to approve the agenda as posted.

III. PUBLIC COMMENTS

There were no public comments.

IV. REVIEW POLICY 370 RULE 4 CO-CURRICULAR REDUCTIONS/ADDITIONS TO GUIDELINES

Guttenberg explained and answered questions regarding the Co-Curricular committee's request to have the policy committee review Policy 370 Rule #4 regarding Co-Curricular Reductions and Revisions. The Co-Curricular Committee met on November 30th and per their review of co-curricular programs, they are asking that any Category A program (program that competes) should have a paid advisor/coach. The change to this policy is highlighted in yellow as part of the application form. A motion was made by Boetcher, second by Engebretson, to bring this recommendation to the full board for consideration. Motion carried 3-0.

V. REVIEW PUBLIC COMMENTS POLICY 187

Guttenberg explained, per the full board's request, the policy committee has been asked to review the current policy and discuss if comments should be allowed on any topic or only posted agenda items with any topic comments allowed on a quarterly basis.

After some discussion, a motion was made by Engebretson, second by Boetchers to have administration review accommodations for email comments per the policy and draft language to reflect that, otherwise the leave the current policy as is and then bring this to the full board for discussion. Motion carried 3-0.

VI. REVIEW AND CONSIDER POLICY 447.6 REVISIONS

Guttenberg summarized the revisions to Policy 447.6 regarding Restraint and Seclusion of students. Tiffany Loken, Director of Special Education, was able to explain the changes, the rationale, need for these policy modifications and answer any questions. The committee

asked that this language be reviewed by the District attorney and brought back for consideration at the next policy committee.

VII. FLAG POLICY DISCUSSION/INPUT

Guttenberg presented the request from the full board for the policy committee to review a policy/process for adopting additional flags to be flown from our flagpoles. Dan Mallin from WASB did a search for options for us to consider and pulled samples from other states, college settings, and from Canada. . Also attached is a document regarding the Key Aspects of a Flag Policy and the Village of Waunakee Flag policy.

After much discussion, the committee asked administration to draft a policy that allowed the focus of any flag to be related to the student population. They also want the request to be brought by students or by a board member. There should be levels to go through, for example a student group would bring it to administration, who would bring it to a committee, and then to the full board. Also included in the policy should be flag etiquette and how long would the approval for any flag be for, would it be limited or indefinite.

This draft will be brought to the next policy committee for review.

VIII. FUTURE MEETINGS

The next meeting will be December 20, 2021 @ 4:00 PM

IX. ADJOURN

A motion was made by Boetcher, second by Engebretson, to adjourn the meeting at 5:02PM. Motion carried 3-0.

Policies of the Board of Education

Series 300: Instruction

CO-CURRICULAR REDUCTION/ADDITION GUIDELINES

370-Rule (4)

Reduction/Addition of Program Offerings Guidelines

Reduction in Offerings:

In assessing the need to reduce or cut co-curricular programs in the following “priority criteria” will be used to formulate the recommendations(s):

1. The total net cost of the program to district.
2. The total number of participants in the program.
3. The cost per participant within the program.
4. The socialization/spectator value of the co-curricular program to students.
5. The combination of a program offering both a girls and boys option (equity).

Other considerations may include:

1. The number of spectators who pay to view the program (revenue).
2. Increasing fees to offset the cost of maintaining a/all programs.
3. The program is offered by a majority of other conference schools.
4. Booster Club funding/support.
5. The Board of Education retains the right to consider the “academic” value of a program in making final budget cut decisions.

New Offerings: (Initial Requests due by October 31st to Co-Curricular Committee)

In assessing the need to add a new co-curricular activity, including the resumption of an inactive activity, the following criteria will be use to evaluate the request:

1. Sufficient demonstrated interest by the student body.
 - a. Written registration and certification with the principal/activities director of the required minimum number of students who wish to participate.
 - b. A student/parent meeting to discuss the activity.
 - c. Prospects for long-term participation and student involvement.
2. Description of the group’s proposed activities including total district budget implications.
3. Availability of funds within budget guidelines as established by Board of Education.
4. Booster Club funding/support.
5. Availability of necessary facilities within which to conduct the activity.
6. Availability of a qualified advisor/coach approved by the administration.
7. Safety/liability factors for students/District.
8. Final approval of the Board of Education.

**NEW CO-CURRICULAR PROGRAM
Guidelines/Proposal
BOE Policy 370-Rule (4)**

****Initial Request are due by October 31st to the BOE Co-Curricular Committee****

Name of Organization: _____

Contact Person: _____ Phone: _____

Date of Request: _____

I.) Students & Staffing

- a. Demonstration of interest by student body.
1. Please attach a written list of students who have signed up or are interested.
 2. Date of student/parent meeting: _____
 3. Prospect of long term participation and student involvement:

- b. Coach/Advisor/Director: _____
(or Names of potential coach/advisor/director)

- c. Description of Group Activities:

II.) Budget Implications

- a. Are district funds being requested? Yes No
- b. If yes: approximately how much is being requested? _____

- c. Are you requesting a paid advisor position after a three-year review period? (Applies to Category B & C Activities. Category A activities will have a paid advisor)

Yes No

- d. Is there Booster Club support/funding? Yes No

III.) Facilities

a. What District Facilities are needed for this program?

b. Are there any safety/liability factors for the student/district? Yes No

If Yes, please explain:

Principal/Activities Director

Signature: _____ Date: _____

District Administrator

Signature: _____ Date: _____

Approval by BOE:

Signature: _____ Date: _____

Adopted: July 2004

Waunakee Community School District

Revised: August 2009

PUBLIC COMMENT PERIODS DURING BOARD MEETINGS

Policy 187

Waunakee Community School District

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While the public has the right to attend meetings of the Board of Education that have not been convened in a closed session, individuals or groups generally do not have a right to be included on a Board meeting agenda or a right to enter into the discussions or deliberations of the Board. However, without affecting the Board's discretion to authorize other forms of input or participation during Board meetings from persons who are not Board members, the Board expressly authorizes and directs limited public participation during duly-noticed public comment periods as follows:

1. The Superintendent and Board President shall ensure that the agenda and public notice of the Board's primary regular business meeting each month includes a period for public comment. During a public comment period noticed under this paragraph, interested persons may briefly address the Board on topics that are reasonably germane to some aspect of the District's policies, practices, programs, or operations, regardless of whether the speaker's topic is otherwise noticed as a specific subject matter of the meeting in question.
2. Subject to any more specific decision or directive of the Board, the Board President has discretion to include a period of public comment on the agenda and public notice of additional Board meetings. In exercising such discretion, the President may specify on the public notice of the meeting that speaker comments during the public comment period will be limited to topics that are sufficiently germane to the noticed subject matter of the meeting.

When a public comment period is expressly included on the public notice of a Board meeting and there is sufficient interest in addressing the Board, the period shall either include at least 10 individual speakers or extend for 30 actual minutes, whichever limitation permits the greater total number of speakers. However, the Board may extend the total duration of a noticed public comment period at any meeting by a majority vote.

The Superintendent, or his/her designee, will implement a viewpoint-neutral speaker registration process that establishes an order for speaking in the event that the interest in appearing before the Board at any meeting may exceed the time that is allocated for the public comment period. Each speaker, upon being recognized by the presiding officer, will state his/her name and identify his/her connection to the District (if any) and to any group they are representing in connection with their remarks.

Each speaker's presentation is normally limited to a maximum of 3 minutes. However, at a meeting the Board may vote to reduce the time limit to no shorter than 2 minutes per speaker in order to accommodate a greater total number of speakers. In addition, at the Board's discretion, a speaker's time may be briefly extended provided that, upon request, a similar extension shall be granted to other speakers at the same meeting. Any individual may speak only once during the public comment period at any meeting.

Speakers generally should not expect an immediate response or reaction to their comments from the Board. Further:

1. If, at applicable meetings, a speaker raises a topic during a public comment period that was not among the publicly-noticed subject matter of the meeting, the extent of any response to

PUBLIC COMMENT PERIODS DURING BOARD MEETINGS

Policy 187

Waunakee Community School District

Page 2 of 3

the speaker and his/her remarks shall be limited in accordance with applicable law.

2. During a public comment period, Board members will not engage in a substantive discussion of or otherwise attempt to materially investigate or reach a Board resolution of either (a) complaints or grievances regarding the conduct of individual staff members or individual students; or (b) attempts to appeal staff or administrative decisions relating to individual District employees or students. A public comment period during a Board meeting is not the preferred or established means of processing such issues or bringing such matters to the Board's attention.
3. If time or other limitations preclude an interested person from addressing the Board at a specific meeting, the person may submit written information to the Board and/or attempt to utilize a public comment period at a future meeting.
4. Public comments may be sent to the administrative assistant to the superintendent at district_administrator@waunakee.k12.wi.us up to one hour before the start of the Board meeting. All comments will be reviewed by the Board members but not read out loud. Electronic submitted comments sent during any part of the Board meeting (Board development, Closed session, Open Session) will be forwarded to the Board but may not be reviewed by the Board until after the Board adjourns. Electronically submitted comments must include the commentator's name, address and must identify their connection to the District (if any) and any group they are representing in order to be considered by the Board. All public comments for a meeting submitted electronically will also be included in the official minutes for the given meeting.

Subject to an appeal to the Board that is made by a Board member, the presiding officer of the Board meeting shall have the authority to conduct and maintain proper order in connection with any authorized public comment period, including the authority to (1) recognize speakers; (2) enforce established time limits; (3) interject and request that speakers voluntarily redirect specific complaints, grievances, or attempted appeals to more appropriate District procedures; and (4) terminate the remarks of any individual who does not adhere to established rules and procedures for public participation, who speaks in a threatening or profane manner, whose comments are repetitive of that person's previous comments, or whose conduct is disruptive and impedes the Board's ability to conduct its business in an orderly and timely fashion.

Individuals who are permitted to address the Board during a meeting are responsible for the content of their comments. The forum represented by a public comment period does not exempt a speaker from any liability arising from his/her comments (e.g., for defamation or for any breach of legally-protected confidentiality).

This policy and any rules and/or procedures that may be adopted related to the administration of public comment periods under this policy are not intended to apply to the following:

1. A meeting or any portion of a meeting that constitutes a formal public hearing on a particular topic or issue.
2. Instances where the Board seeks or agrees, by majority vote, to accept input that is relevant to a noticed agenda item from a person who is not a Board member in order to (for

PUBLIC COMMENT PERIODS DURING BOARD MEETINGS

Policy 187

Waunakee Community School District

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example) resolve a formal or informal point of information that arises during the Board's discussion of an agenda item.

3. Meetings of any standing or ad hoc committee that may be established by the Board.

Legal References:

Wisconsin Statutes

Section 19.81	[state policy on open meetings]
Section 19.83(2)	[discussion during period of public comment]
Section 19.84(2)	[public notice of board meetings, including public comment period]
Section 19.85	[exemptions to open meetings]

Cross References:

WASB PRG 187 Sample Policy 4 (with substantial local adaptation)

Adoption/Revision Date(s):

October 1989
March 1994
September 1994
January 2000
February 2002
May 2020
December 2021

Minutes of Facility Committee Meeting

The Board of Education Waunakee Community School District

A Facility Committee Meeting of the Board of Education of Waunakee Community School District was held Monday, December 6, 2021, beginning at 5:30 PM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

Chairman Boetcher called the meeting to order at 5:27 PM

II. ROLL CALL

Present: David Boetcher, Ted Frey, Jack Heinemann

Also Present: Randy Guttenberg, Steve Summers, John Cramer, Audrey Venske

III. APPROVE AGENDA

A motion was made by Heinemann, second by Frey, to approve the agenda as posted.

Motion carried 3-0.

IV. PUBLIC COMMENTS

There were no public comments.

V. 2021-22 PROJECTS REPORT

A. CAPITAL PROJECTS

Steve Summers and John Cramer explained and answered questions regarding the most recent report on the Capital Projects that were approved by the School Board for the 2021-22 school year. Projects that are completed are shaded at the top of the spreadsheet.

Administration is recommending delaying the Prairie Playground Project and replacing it with a High School Electrical Infrastructure Project.

After discussion on this project, a motion was made by Heinemann, second by Frey to approve delaying the Prairie Playground project and replacing it with the HS electrical infrastructure project. Motion carried 3-0.

VI. CUSTODIAL/MAINTENANCE STAFFING UPDATE

Steve Summers and John Cramer reviewed and answered questions regarding the short-term goals and the longer term goals for the custodial/maintenance department. Summers and Cramer shared that all custodial positions, with the exception of a 16 hour weekend custodian, has been filled. Summers reviewed the concept of the district internally managing some of the potential referendum maintenance projects instead of hiring our selected architectural and construction management team. This topic was a focus of the interview process before our partners were selected. Administration is requesting confirmation as to whether or not this is still a goal of the School Board. If this is still the goal, the district will need to have the internal capacity to manage additional projects.

Summers and Cramer provided a Custodial Maintenance supervisor as an example path to

managing maintenance projects internally. The committee discussed and asked questions regarding this proposal at length. As a result of this discussion, administration will bring back to the next meeting specific details that the committee asked about, including a range of options available in increase the number of projects that the district can internally manage. Summers indicated this topic was brought to prompt the discussion and now they know more details about what the committee members are interested in.

VII. FUTURE MEETINGS

The next facility meeting will be held on 1/4/22 @ 5:00PM

VIII. ADJOURN

A motion was made by Heinemann, second by Frey, to adjourn the meeting at 6:13PM

2021/2022 Capital Projects									
Item No.	Location	Description	Original Funds Requested	Funds Adjustments	Revised Funds Requested	Estimated Project Cost	Year-to-Date Actual	Funds Balance	Status
4	AES	Snow tractor	\$15,000	\$11,200	\$26,200	\$26,200	\$26,200	\$0	Complete
11	District	Truck Mounted Leaf Vac	\$5,000		\$5,000	\$3,915	\$3,915	\$1,085	Complete
19	WMS	Snow tractor	\$35,000	\$7,000	\$42,000	\$42,000	\$42,000	\$0	Complete
2	AES	Music Room Carpeting	\$7,000		\$7,000	\$4,990	\$4,990	\$2,010	Complete
5	AES or PES	Radon Mitigation	\$25,000	-\$25,000	\$0	\$0	\$0	\$0	Complete
6	football stadium	Press Box Carpet	\$5,000	-\$825	\$4,175	\$4,175	\$0	\$4,175	Complete - waiting for invoice
9	Bethel	repair parking lot	\$32,000	-\$32,000	\$0	\$0	\$0	\$0	Remodel or referendum
16	District	Playground Crack Fill	\$30,000	-\$10,000	\$20,000	\$19,600	\$19,600	\$400	Complete
21	PES	Classroom Carpet	\$33,000	-\$12,000	\$21,000	\$21,000	\$20,648	\$352	Complete
23	WHS	Old Gym BB Safety straps/motors	\$15,000		\$15,000	\$15,257	\$15,257	-\$257	complete
24	WHS	Classroom carpet replacement	\$3,000	-\$1,500	\$1,500	\$1,692	\$1,692	-\$192	Complete
25	District	6 walk behind snow blowers			\$0	\$0	\$0	\$0	Complete
26	WMS	upstairs hallway carpet	\$0	\$22,000	\$22,000	\$22,000	\$21,967	\$33	Complete
27	WMS	Remodel classroom 223 for science	\$22,000	\$3,125	\$25,125	\$31,903	\$31,903	-\$6,778	Complete
1	AES	Water Heater	\$15,000	\$12,000	\$27,000	\$27,000	\$0	\$27,000	WIP
3	AES	Exterior fiberglass double-door on storage closet	\$7,000		\$7,000	\$9,244	\$0	\$7,000	WIP
7	Bethel	HVAC engineer/reconfigure/replace	\$30,000		\$30,000	\$30,000	\$0	\$30,000	Not yet started
8	Bethel	Generator	\$50,000	\$25,000	\$75,000	\$75,000	\$0	\$75,000	WIP
10	District	Playground maintenance & upkeep	\$25,000		\$25,000	\$25,000	\$9,540	\$15,460	WIP
12	District	HVAC Repairs	\$30,000		\$30,000	\$30,000	\$7,019	\$22,981	WIP
13	District	Roof Repairs	\$25,000		\$25,000	\$25,000	\$1,485	\$23,515	WIP
14	District	Re-key exterior doors	\$7,000		\$7,000	\$7,000	\$0	\$7,000	WIP
15	District	Door and Building Repairs	\$20,000		\$20,000	\$20,000	\$11,348	\$8,652	WIP
17	District	Kitchen Equipment replacement	\$31,000	-\$9,000	\$22,000	\$22,000	\$8,108	\$13,892	WIP
18	District	Plumbing Repairs	\$22,000		\$22,000	\$22,000	\$5,433	\$16,567	WIP
22	Pool	Replace Men's lockers	\$20,000		\$20,000	\$14,900	\$0	\$20,000	WIP
28	Pool	Repairs	\$0	\$10,000	\$10,000	\$10,460	\$10,460	-\$460	WIP
29	WMS	Fire Panel	\$0	\$0	\$15,000	\$17,388.80	\$17,389	-\$17,389	WIP
30	WIS	ADA Door	\$8,455			\$8,455		\$8,455	WIP
20	PES	Playground Drainage	\$16,000		\$0	\$0	\$0	\$16,000	DEFER to 22/23
31	WHS	Emergency Infrastructure			\$16,000	\$16,000	\$0	\$0	NEW REQUEST
			\$533,455	\$0	\$540,000	\$552,179	\$258,954	\$274,501	



14 Marsh Court • Madison, WI 53718-8805 • Phone 608-222-0105

P.O. Box 7428 • Madison, WI 53707-7428 • Fax 608-222-0230

PROPOSAL

CUSTOMER

PROJECT

Proposal Number

SCOPE OF WORK

We appreciate the opportunity to submit a proposal on this project and look forward to discussing it with you further. Please feel free to contact us with any questions or clarifications you may have regarding this proposal.

Proposal Prepared By

Signature _____

Name / Date _____

Total \$

We accept Visa & Mastercard, along with bank ACH or PayPal payment options on our website: www.westphalec.com.

The accounting department at Westphal & Co. can be reached at (608) 222-0105, during normal business hours.

Price is valid for 30 days • Fees and expenses will be billed as incurred • Payment of our progress and final billings is expected within 30 days of invoice date • Additional work, that is outside of the agreed-upon scope of this proposal, will require authorization to proceed • Price is based on straight time labor rates, unless otherwise noted • All work to be performed in a neat and workmanlike manner • All work to be performed in accordance with all national and local electrical codes • The scope of work is based on our knowledge of the current requirements and project goals • This proposal is based on current commodity pricing • Westphal & Co., Inc reserves the right to modify this proposal in the event there is a significant pricing increase or decrease prior work beginning • Warranties other than those offered by manufactures are not offered or implied, unless otherwise noted

As required by the Wisconsin construction lien law, claimant hereby notifies owner that persons or companies performing, furnishing, or procuring labor, services, materials, plans, or specifications for the construction on owner's land may have lien rights on owner's land and buildings if not paid. Those entitled to lien rights, in addition to the undersigned claimant, are those who contract directly with the owner or those who give the owner notice within 60 days after they first perform, furnish, or procure labor, services, materials, plans or specifications for the construction. Accordingly, owner probably will receive notices from those who perform, furnish, or procure labor, services, materials, plans, or specifications for the construction, and should give a copy of each notice received to the mortgage lender, if any. Claimant agrees to cooperate with the owner and the owner's lender, if any, to see that all potential lien claimants are duly paid

Minutes of Budget Committee Meeting

The Board of Education Waunakee Community School District

A Budget Committee Meeting of the Board of Education of Waunakee Community School District was held Monday, December 6, 2021, beginning at 6:00 PM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

Chairperson Heinemann called the meeting to order at 6:18 PM

II. ROLL CALL

Present: Ensign, Heinemann, Hetzel (arrived via zoom @ 6:21 PM)

Also Present: Randy Guttenberg, Steve Summers, Brian Grabarski

III. APPROVAL OF AGENDA

A motion was made by Ensign, second by Heinemann, to approve the agenda as posted.

Motion carried 2-0 (Hetzel not in attendance yet)

IV. PUBLIC COMMENTS

There were no public comments

V. 2021-2022 BUDGET UPDATE

A. Discussion of Federal Funding

Summers reviewed and answered questions regarding the Federal funding opportunities available to the District, as a result of the various Federal stimulus packages. The funding opportunities are listed in the agenda discussion section for this meeting.

Summers reminded the committee that part of the Special Education Flow-Through PreSchool Esser3 funds were used for AES special education paraeducators and there are funds still unspent. Summers explained the administration recommendation to utilize the ESSER2 funds in 21-22 on existing expenditures for HVAC service and the math and reading interventionist positions approved by the School Board in May of 2021. Also recommends utilizing the ESSER3 funds in 22-23 on existing expenditures for HVAC service and the math and reading interventionist positions approved by the School Board in May of 2021. Summers reminded the committee that we are required to begin the application process for ESSER3 during the 21-22 school year but we are able to spend the funds in 22-23.

The committee was in agreement with these recommendations

B. End of the Year Balance Projection

Summers reviewed and answered questions regarding the projected end of the year balance. The contingency fund remains at \$100,000 as of early December. Summers will review at future meetings options that exist with 2021-22 funds to carry them over to the 2022-23 fiscal year through the general fund balance. An example would be the annual district payment into the post-employment benefit trust fund, Fund 73.

VI. 2022-2023 BUDGET PLANNING

A. Timeline

Summers explained changes to the draft of the 2022-2023 timeline of the budget process. These changes will allow for some long term (3 year) planning. The committee is in agreement with this plan and asked that the teachers would be able to have input in the budget process.

B. Budget Planning Process Template

Summers shared and answered questions regarding the draft template for a budget planning process. This will allow for consistent submission of the 3 year planning process. The committee agreed with the template and the process. This will be helpful when analyzing for equity of resources across the buildings, and to analyze the planning process at a glance.

C. Review Enrollment Projection Scenarios

Summers reviewed and answered questions regarding enrollment projection scenarios. Administration recommended a budget planning process utilizing Scenario #3 for enrollment planning and will also review the revenue planning scenarios that are associated with each enrollment projection scenario. The committee consensus was to move forward with budget planning utilizing scenario #3.

D. Review Open Enrollment Policy

Summers explained and answered questions regarding the District open enrollment policy. Summers asked the committee if the School Board would consider additional capacity for open enrollment students in the 2022-23 school year as an option for increasing revenues. The committee asked administration to show the various enrollment planning scenarios and bring back to the next budget committee meeting. They also asked Summers to find out the number of students from the new neighborhoods, such as Heritage Hills.

E. 2022-23 Budget Planning/November 2022 Referendum Planning

Summers explained and answered questions regarding the connection between our 2022-23 budget planning process and the November 2022 referendum planning process. The administration will begin this planning using the feedback from the committee as a guide.

VII. DISCUSSION/ACTION ON PROPOSALS

There are no proposals for review this month.

VIII. OTHER ITEMS FOR DISCUSSION

None.

IX. FUTURE AGENDA ITEMS

The next budget committee meeting will be 1/4/22 @ 6:00 PM

X. ADJOURN

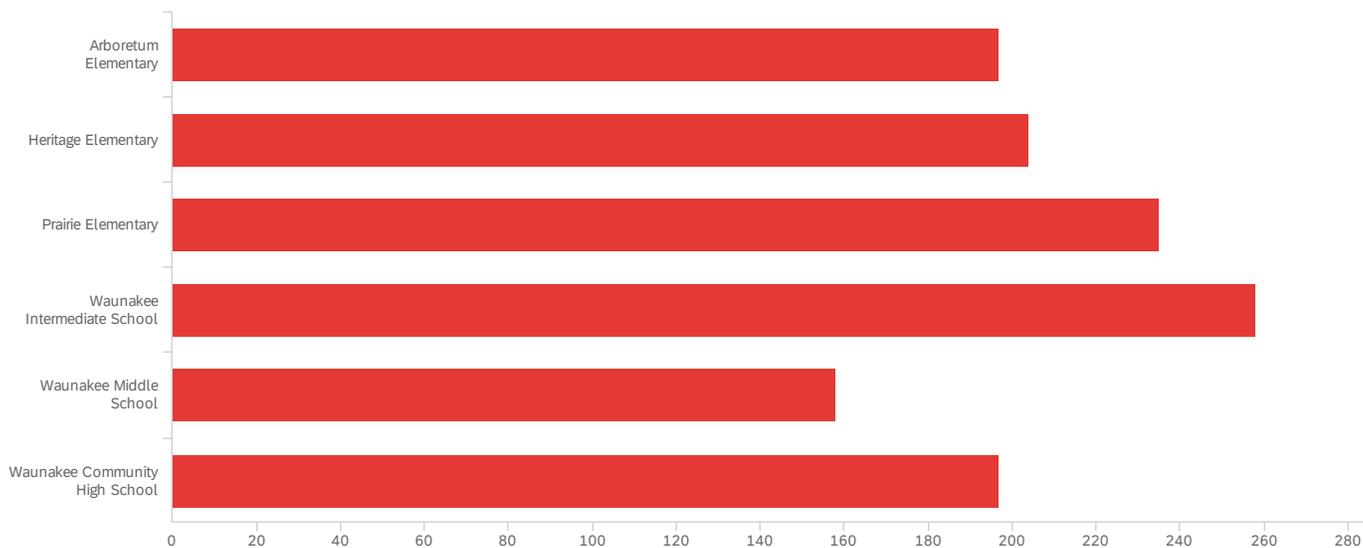
A motion was made by Ensign, second by Hetzel to adjourn at 7:13PM. Motion carried 3-0.

Default Report

Families - Fall 2021 Parent Teacher Conference Survey

October 29, 2021 8:46 AM MDT

Q1 - What school does your child attend?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What school does your child attend?	1.00	6.00	3.45	1.65	2.72	1,249

#	Field	Choice Count
1	Arboretum Elementary	15.77% 197
2	Heritage Elementary	16.33% 204
3	Prairie Elementary	18.82% 235
4	Waunakee Intermediate School	20.66% 258
5	Waunakee Middle School	12.65% 158
6	Waunakee Community High School	15.77% 197

1249

Showing rows 1 - 7 of 7

Q2 - In which grade is your child enrolled in?



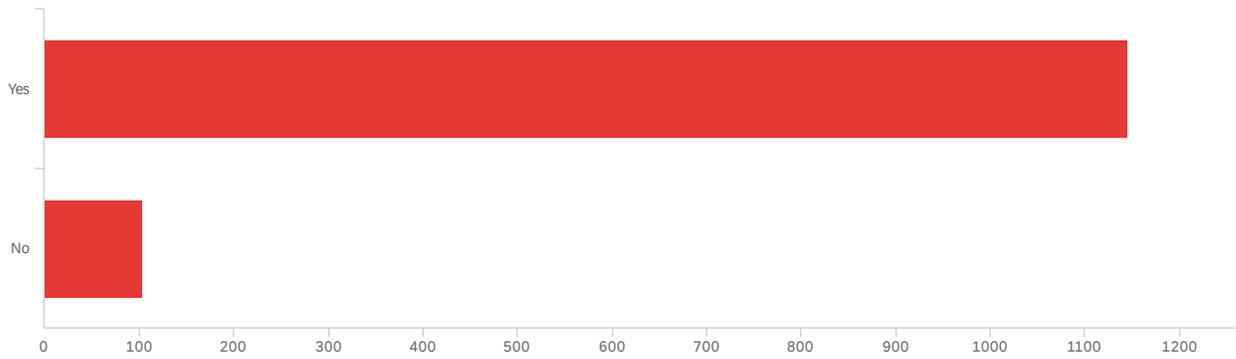
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In which grade is your child enrolled in?	1.00	13.00	5.71	3.33	11.06	1,248

#	Field	Choice Count
1	Kindergarten	9.94% 124
2	First Grade	10.26% 128
3	Second Grade	11.14% 139
4	Third Grade	10.18% 127
5	Fourth Grade	9.46% 118

#	Field	Choice Count
6	Fifth Grade	9.86% 123
7	Sixth Grade	10.82% 135
8	Seventh Grade	7.13% 89
9	Eighth Grade	5.45% 68
10	Ninth Grade	5.21% 65
11	Tenth Grade	3.69% 46
12	Eleventh Grade	3.85% 48
13	Twelfth Grade	3.04% 38
		1248

Showing rows 1 - 14 of 14

Q3 - Did you participate in fall parent teacher conferences?



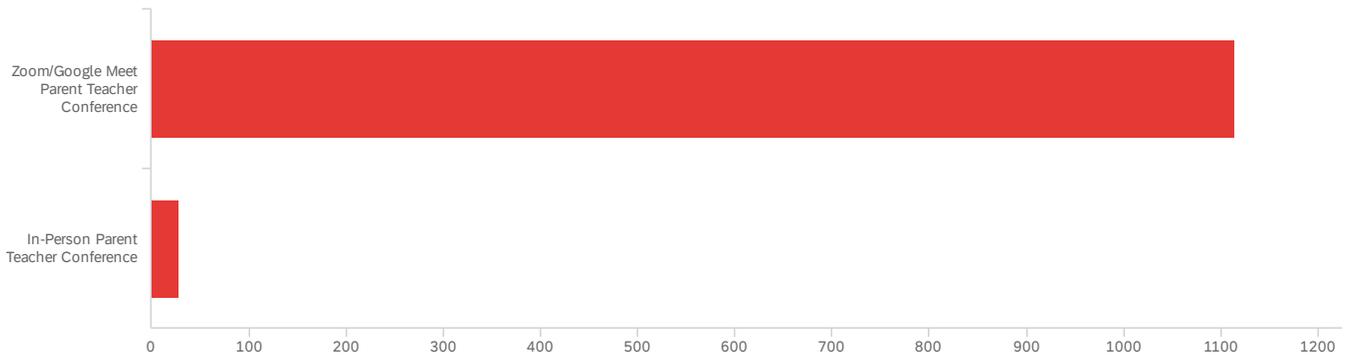
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you participate in fall parent teacher conferences?	1.00	2.00	1.08	0.28	0.08	1,249

#	Field	Choice Count
1	Yes	91.67% 1145
2	No	8.33% 104

1249

Showing rows 1 - 3 of 3

Q4 - If yes, what type of parent teacher conference did you participate in?



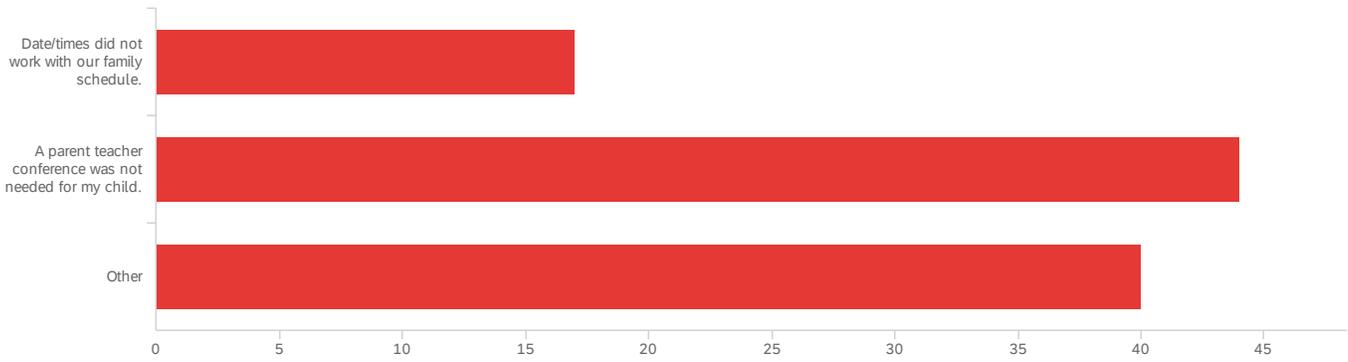
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If yes, what type of parent teacher conference did you participate in?	1.00	2.00	1.02	0.15	0.02	1,142

#	Field	Choice Count
1	Zoom/Google Meet Parent Teacher Conference	97.55% 1114
2	In-Person Parent Teacher Conference	2.45% 28

1142

Showing rows 1 - 3 of 3

Q5 - If not, what is your reason for not participating in our fall parent teacher conferences?

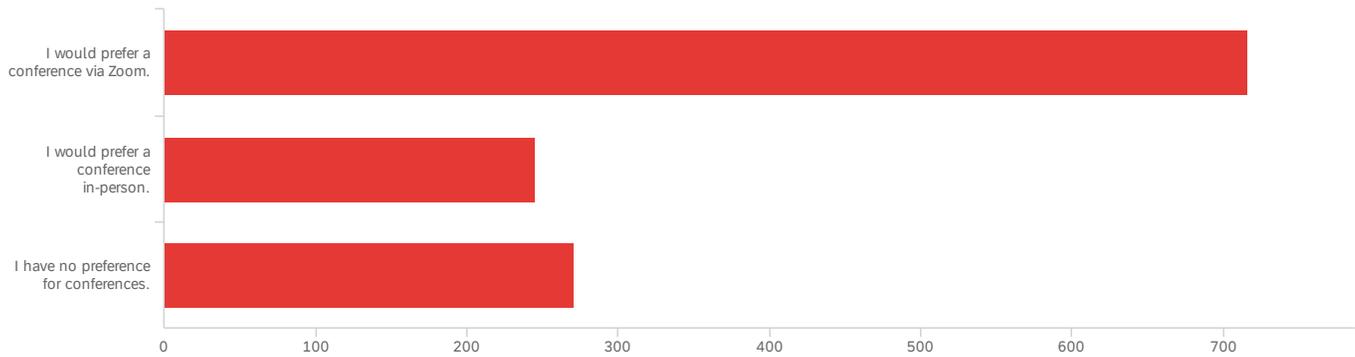


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If not, what is your reason for not participating in our fall parent teacher conferences?	1.00	3.00	2.23	0.72	0.51	101

#	Field	Choice	Count
1	Date/times did not work with our family schedule.	16.83%	17
2	A parent teacher conference was not needed for my child.	43.56%	44
3	Other	39.60%	40
			101

Showing rows 1 - 4 of 4

Q6 - For spring of 2022, what is your preference for parent teacher conferences?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	For spring of 2022, what is your preference for parent teacher conferences?	1.00	3.00	1.64	0.82	0.67	1,232

#	Field	Choice Count
1	I would prefer a conference via Zoom.	58.12% 716
2	I would prefer a conference in-person.	19.89% 245
3	I have no preference for conferences.	22.00% 271
		1232

Showing rows 1 - 4 of 4

Q7 - Additional comments

Additional comments

I like in person conferences but not having to travel , leave work to be there is really great too.

Zoom is incredibly convenient, but there can also be benefits to that in-person connection and seeing the space.

Overall, I like the zoom conference. Time slots should be at least 15 min.

Overall, I liked the zoom conference, but I would prefer 15 min time slots vs. 10 min. One drawback was not being able to review any current schoolwork together.

We appreciated the opportunity to use Zoom for conferences! It allowed us to schedule slots with 4 different teachers over a short period of time.

Very convenient

Having conferences on Zoom was such an easy and efficient process!

This format is especially efficient for middle and high school families who want to meet with multiple teachers. The virtual format allows for conferences to remain on time and eliminates the need to move throughout the building, especially if they can't schedule meetings back to back for different teachers. This is much more convenient to do from home and allows more families to connect with teachers to learn about their student's progress.

This is an excellent and safe way for families to connect with teachers. It is efficient and allows for conferences to stay on track and on time.

So much more convenient than in-person! I really value in person communications, however logistically it was not possible to get to all of my kids' teachers in the past. MUCH prefer zoom/virtual conferences as it is much more efficient.

The one teacher I wanted to meet with didn't have any times available

Zoom is much more convenient and time saving

With so many teachers it was easier and more efficient to jump from zoom to zoom vs physically attending

My daughter's teacher (Mrs. Minter) was very prepared and sent paperwork home ahead of the Zoom conference so it worked very well to do the conference via Zoom, but it is always nice to talk with teachers in person.

The High School zoom conferences allow us to meet all of my student's teachers without searching for classrooms or waiting in lines

Didn't attend as didn't want to do via zoom

I have never met the teacher in person, as we missed the supply drop off. I didn't know that in-person was an option for the fall. I feel there is something missed by never meeting in person. However, the teacher is extremely nice.

I like having the option for either in-person or virtual visits with the teachers. I ultimately think the opinion of the teachers along with current pandemic conditions should drive the final decision on this matter.

Additional comments

Each teacher had to send multiple messages to me and that was very confusing. First was the confirmation from Sign Up Genius. Then, on the day of the conference, I got another confirmation for each teacher from Sign Up Genius. And then, each teacher sent out another email via Sign up genius, or some through their own account, with the Zoom link. This was very difficult to wade through and inefficient. I suggest that in the future, when a parent signs up via Sign up Genius, the Zoom link is sent with the confirmation email. Change the settings to only have the ONE confirmation email. Thanks!

Zoom is just as effective and so much more efficient! I LOVE having that option. When we had to go to the middle school and wander around the school and then wait in line out in the hallway to talk to our kid's teacher, it was a total pain in the neck and wasted so much time. ZOOM is so much better!

I Would prefer to pop in a class that she may need a conference or want a conference rather than figuring out zoom for a particular class....more like an open house style

did allow the parent at work to join which was nice (zoom)

Zoom did work well but it is nice to see people face-to-face. This way we can interact with our child and they can talk show us and tell us about what they do.

Didn't receive emails from school or any teachers about middle school conferences.

The convenience is really nice but if you really need to discuss something with your child's teacher in person feels more comfortable. Would have loved the option

It was great!

I frankly just missed the email. I thought older kids conferences were later

I did not receive any communications other than the dates and a sign up to bring meals for the teachers. I did not receive middle school invitations or sign ups.

I prefer in person for elementary age but zoom call is fine.

It seems harder to have a frank discussion over the computer. We really need to get back to thinking about in-person interactions instead of hiding behind screens.

I would prefer more flexible hours instead of two set days for conferences

The zoom conferences were great except for one thing...the link for the zoom was provided in multiple different places and formats. I literally had to go through my email to see if 1.the teacher sent an email with the link 2. the link was inside the sign up genius confirmation or 3. there was no link but the teacher provided a meeting ID. A little consistency would go a long way. Other than that it was great!

This should always be an option. It allows for both the teachers and the parents to schedule a specific time and doesn't require a big break in the work day.

Teacher had a great slide show presentation. Please always have virtual conferences or at least have them as an option.

Mrs. Frey was very well prepared. She clearly communicated areas of emphasis and came ready with thoughtful questions and suggestions for us, which made for a very valuable 15 minutes.

No waiting in the hallway, works well!

We would prefer a remote conference, even though the Zoom video quality was ~~264~~ fuzzy.

Additional comments

Zoom video quality was terrible, but would prefer a virtual conference over in-person.

I thought the fall conferences went very well. It was easy to sign up and the passwords to get into Zoom worked great. Thanks!

Very difficult to schedule and try to attend zoom calls for 2kids and our work schedules.

With two kids in high school trying to attend zoom calls for all classes was very difficult and time-consuming to schedule but attend for hours

I prefer zoom because it's convenient, and my husband who is at work can pop on with us for a quick conference instead of miss it. We appreciate the option!

The reason we did not sign up for conferences is because the sign up window was way too short. I got the sign up genius on Wednesday afternoon and it was closed by the time I had a chance to look at it on Saturday. As a busy working parent, it is difficult to find time to read through every email and respond during the week. I would have appreciated the sign up to be open from Friday to Friday.

the zoo Tj the zoom meetings were a mess at first! Please upgrade & send proper links -make it easier on the teachers!!

Virtual conferences useless

Not sure why you need to survey after each conference period. You did not do this with traditional conferences. I would make Zoom a permanent option along with in-person option, as some families may not have the best internet or prefer to meet in person. It is incredibly convenient and just as effective for us to continue with Zoom. As stated before, Zoom should become a standard and permanent option for conferences.

Zoom conferences are fine. I do miss being able to be in the school or classroom though. I'm thankful the district/schools are being cautious. It would be amazing to be able to have a walk thru in the spring of some kind though - maybe another open house or art show.

Zoom conferences are fine. However it would be nice at some point to be able to be in the school/classroom for a walk thru of some kind. I know there still needs to be covid protocols and I completely understand being careful. I'm really glad the district/schools are being cautious. It's just strange only seeing the classroom once at open house and then not again this year. Maybe a spring art show or just an open house with 15 minute thru times? Just a thought.

The zoom meeting was super convenient and the process was easy to follow. I liked that you could be anywhere and do the quick meeting. But for me , there's always something better about meeting in person face to face. I like to have that connection. With sometimes feeling disconnected as a parent from school , it's nice to have an opportunity to physically come into the building and meet the teacher your child is with everyday day. It feel more natural when having a conversation. The zoom is convenient but doesn't make it feel personal. I would like the option of choosing either. If you keep zoom meeting as the method of choice, maybe consider adding another zoom meeting throughout the year so we as parents can feel connected to the school community.

I was able to meet with every teacher. Teachers were efficient with their timing. They were able to share their screen if necessary to share student work or grades. There were no lines or waiting outside of classrooms and wasting time waiting for one teacher and missing others. This was an excellent venue please consider this as a continued option.

I don't mind zoom parent teacher conference. I just prefer in-person better.

Very convenient and I can do this from work if necessary. I was able to do conferences for 4 kids on Friday morning without having to drive between Arboretum, WIS, and WMS.

Permanent transition away from in-person bad across the board.

very convenient via zoom, and something I can do from work if needed

It can be a challenge to schedule and make it to an in person conference. The Zoom conference was very convenient, and I could do it from work if I needed to.

Additional comments

At the high school level, if we can schedule time for in-person that would be fine. The scheduling is just so efficient.

With needing to meet with several teachers, it was easier to schedule them online and go zoom to zoom instead of having to find classrooms in the school

For fall I took it that it was preferred that we do virtual unless we really needed in person but wish I would of asked for in person. One I'd like to see things my child did that might be in the classroom. The virtual connection at first wasn't the greatest. We both froze and then she froze when talking. So I'd like in person in spring to be offered more.

Please bring back in persons conferences or offer the option

We believe that as a tenth grader it is our child's responsibility to manage his grades. He knows that should he need our assistance to ask, and we do discuss how school is going each day. He did not feel he needed conferences at this time.

Zoom allows my husband to join as well. He has always missed out on this.

I would like to be shown some of the work they have done. That's the only thing missing from the zoom conferences.

Very smooth

Virtual conferences are so much more efficient than in person conferences for high school and middle school where the kids have more teachers. Elementary conferences would be nice to have an in person option.

The teacher we wanted to meet with had no time slots available. This was not the case for all of the teachers.

Very convenient, easy and on time. We even met with the orchestra teacher which we probably would not have due to time involved.

Very convenient, easy and on time

So much easier. I was able to zoom in from work and didn't have to worry about childcare.

Virtual is much more efficient !

Virtual conferencing is much more efficient for me.

Either would work for us.

Either would work for us..

I actually prefer in-person as I feel communication is better, but the convenience of Zoom is great as I can meet w the teachers from any location (don't have to race home from work).

Just make sure the zoom links are not embedded in documents as they don't open for all devices that way.

I like being able to see things the kids are working on that the teachers have saved to point out to me.

Not sure where the district came up with the idea that most parents wanted the convenience of zoom meetings. Although we participated in zoom conferences, they were not the most convenient and I certainly don't want to see zoom conferences as the new standard. Much prefer in person conferences and no matter what you had in your statement, in person conferences really were not an option. Our family can't even get an in person IEP meeting this fall.

Additional comments

I like the convenience of Zoom but I also like seeing the classroom. It's nice to see what my child describes in the classroom.

It was so great to have a specific time to meet with each teacher! If it had not been virtual I would not have been able to attend at all.

Make sure teachers are well lit for Zoom call. It was hard to see teacher's face.

Absolutely no reason not to meet face to face. Not even close to the same as a zoom meeting.

Zoom conferences are less chaotic than at school, but I really miss seeing their artwork and projects hanging on the bulletin boards.

My husband and I both missed communications about middle school conferences; we didn't know they happened until after the date.

The microphone wasn't great, so I struggled to hear everything that was said. The teacher was reading off a report and it would be nice to follow along. I like being able to see documents in person when discussing, as the teacher usually focuses in on select parts - it can be tricky following along.

So much more convenient- especially when you have other kids!

I could go either way, given the lack of communication with parents by teachers in higher grades, I think a face to face at least once a year would be nice and maybe it would be best for it to be the one earlier in the year, leaving the second part of the year for a zoom conference, only in person if absolutely needed.

There's a little something missing without doing this in person, especially when my student is included however I recognize the convenience of this, especially for teaching staff who are going meeting to meeting constantly. I would be willing to do the conferences in either format

While meeting over zoom is very convenient, I prefer in person to be able to see my child's classroom and school and what they're doing daily.

Zoom is very convenient for working families.

While zoom is very convenient, I still prefer meeting in person and seeing the school/classroom and the things my child is working on daily.

Zoom is very convenient.

worked well, fast, convenient and informative.

Very efficient and able to stay on time.

Very efficient and saved running around to different schools

I would prefer to have the option to do either Zoom OR in person. The need depends on the course, child's performance and schedules

I prefer in person and would have appreciated the option to sign up for an in person conference at the same time the zoom sign up sheet was offered. I felt it was unequal to make parents who wanted in person to have to reach out to the teacher on their own.

I would have preferred the opportunity for the teacher to offer me the opportunity to sign up for a zoom or in person conference at the same time. I felt like the approach used to sign up for just the zoom and to have to reach out for the in person was the district's way of directing most conferences to zoom. I would recommend to give equal access to both styles of conference at the same time and through the same means.

Both are fine

Additional comments

Both have pros and cons. I would attend in-person if they were held and I would attend virtual. One teacher was seven minutes late to my ten minute meeting which then caused me to be late to my next conference. Timing could be adjusted.

Either one is great with me :)

It was very difficult to find time slots with particular teachers since middle school students have multiple teachers. I like the opportunity to walk around and meet with all teachers on the same day or time when I'm available. You make better connections in person.

I like the convenience of virtual, but it's hard to make a connection to my child's teacher and the larger school community when there is little opportunity to be in person.

With busy schedules, it was convenient to hop online to connect, and not have to make the drive.

Zoom is convenient, but I also like getting to meet in person to see the classroom projects/layout/etc. It's a more connected experience.

Zoom is convenient, but I also like getting a chance to meet in person and see the classroom projects and layout.

This is fine for now but when he moves up to middle school where he has more than one teacher, I would prefer in person.

I didn't receive any invite for the fall parents teachers conference. I got an initial email that indicated that a detailed communication will be sent regarding the zoom conference but never got one such follow up email.

We haven't done conferences since the kids were younger, but if we needed to, my preference would absolutely be via zoom.

Because I recognize teachers are extremely overwhelmed and our daughter seems to be doing okay academically and emotionally, I did not schedule a meeting. In the future when things get back to normal I will attend at least one conference per offering.

Ideally, it would be nice to have the option of either. My schedule is more flexible which allows me to meet in person, where it is more convenient for my husband to attend via zoom.

So great to see teachers' face (maskless) and to have dedicated time for our conference instead of waiting outside of doors to hopefully see them.

Please continue virtual conferences - it would be much more difficult to attend in-person conferences especially when school is cancelled (i.e. 10/15, when children are at home).

I don't see the reason for the teachers to have to come to school for the Zoom conferences if they are not meeting with anyone in person.

It would be nice for teachers to do the Zoom conferences from home as long as they have the capabilities to do so.

This allows flexibility due work/ travel for work schedules. Even if both parents weren't in the same room they could be in the same zoom meeting which was really helpful!

15 minutes was not enough time to have a meaningful conversation with the teacher. The time slots should be at least 30-45 mins for this to be beneficial.

I actually had no idea in person was an option for Fall. I would have preferred that. I can connect better with a teacher in person more so than on zoom.

More convenient

Additional comments

In person conferences are nice when you can have a chance to see your kid's learning environment, classroom, etc. It has also been nice in the past to see samples of our kid's work shared in person. We didn't do this at conferences this year. I DO appreciate the efficiency of the zoom conference though. I'm happy meeting either way, but depending on the issues to be discussed, I might prefer in person over zoom.

Much more convenient for a brief 15 minute meeting to have a zoom conference vs driving into the school.

There were not enough zoom appointments available. By the time we tried to sign up (a week before the conferences) all of the appointments were already gone. This created uncertainty as to what to do next.

Loved the Zoom conference!

It was very awesome and efficient. I would like the option to tour the schools from time to time to see their Art and know what they know in other events if possible. However, this was great so that both parents could be there. Super easy via zoom.

Conference was super easy! Perfect format via Zoom.

I will do either format, but have a preference to Zoom. Since we have kids at different schools if we do Zoom it means that both parents can attend the conference since we don't have to leave one parent at home to watch our children.

I found it challenging that the Conference information was communicated through a newsletter in Smore for the very first time. It made it difficult to locate the information and to search my email for the information. I would have preferred that there was a separate email with a direct link to the document with links to schedule meetings with teachers so that it wouldn't be overlooked.

I was not aware that an in-person conference was an option.

I was unaware that an in-person meeting was an option.

Would be nice to be in person

Fine with zoom but would be nice to be in person

I thought it was great and worked well! Fun to see my daughters teachers!!

I know this is a heavy lift for teachers, but 15 minutes is not enough. If there any chance of even extending to 20 minutes? This is such an important foundational piece for access to teachers and the whole thing seems so rushed always, that the perspective is that nothing is going to be figured out for my kid, unless I send a lot of emails prior to the conference on what we're experiencing. Maybe it's just my kid, who has an IEP, but just sharing a perspective to be aware of.

Zoom conferences are convenient if one or both parents can't make it to school on time. However, it is nice to meet teachers in person and be able to physically see the classroom.

a traditional parent-teacher conference was not needed for my son because an IEP meeting took place earlier in the week that more than covered everything regarding how kindergarten is going for my son.

too many emails w different teachers reaching out and different links. all should be in one place

For elementary and intermediate school, i was fine with in person meetings because they were scheduled and you had specific time dedicated to you and your child. I do find zoom more convenient because i don't have to drive across town and back for a 15 minute meeting. It's also nice because the chances of having both my husband and i participate is significantly greater when we can call in from wherever we are (even if we are in two separate locations)!

Additional comments

We participated in parent teacher conferences last year and don't recall seeing a survey. Zoom parent teacher conferences have the same value as online learning, 0. In person should happen. My understanding is that teachers who wanted to have in person conferences were told no.

For MS and HS I never, ever want to go back to having to stand in line and not knowing how long it will take until you can talk to the teacher. This is only worse if you want to talk to multiple teachers. Please, please, please always at least offer an online option at these grade levels!!!

I felt rushed with 10 minutes though, wish they were 15 minutes

I would prefer Zoom as I can get around to more/all of her teachers rather than stand in queue when things run late. I would prefer a 15 minutes over 10 though.

Great and very little wait time.

I am more likely to attend an in-person conference than a Zoom meeting.

I was not contacted with how to sign up for conferences.

Not enough time slots. Teacher told me I was double booked. Conferences ran late so I was unable to attend my next conference because the person in front of me. Not enough slots. I wanted to do 14 conferences but maybe did 5 virtual the night of conferences, one on Thursday after, and one by email.

The in-person meets allows me to see my children's work space and projects that may be in the classroom. Even my children expressed a sadness that they were not able to show me their classrooms

The Zoom conference option provides much more flexibility for me from a scheduling standpoint. I was able to join my son's PT conference from California this year instead of having to miss it or reschedule something.

We found Zoom to be convenient for the multiple teacher conferences at the middle school level, however we understand that it may not be the most convenient for the teachers.

Zoom was a very convenient platform!

Option to choose for folks who would benefit from in person due to technology or language barriers

Love the convenience of zoom but would be nice to have 1 in person each year at the very least. The teacher is with my child 6 hours a day, with limited interaction. I want to make sure the teacher is also getting what they need from us.

Love the convenience of zoom but would be nice to have 1 in person each year at the very least. The teacher is with my child 6 hours a day, with limited interaction. I want to make sure the teacher is also getting what they need from us.

We attended an in person conference because the teacher and we felt we might need more than the allotted 15 min to discuss. We are open to zoom or in person and appreciated the flexibility.

I am happy to connect however the teacher feels it works best and am grateful for the opportunity to have conferences!

Zoom conferences is impersonal and lacks connection.

Using Zoom makes it much more convenient for our family and allows us to complete conferences much more quickly than in person. I would think overall, using Zoom allows many more families to participate.

Zoom conference worked great!

Additional comments

Sometimes it is nice to see the classroom and some art work and whatnot when they are in the younger grades. As they get older it is not as big of a deal. The zoom conference was convenient and would esp be helpful if my husband was out of town as he could still participate.

Zoom conferences were great! I liked having a specific time with each teacher - it saved a lot of time waiting outside a door for a teacher to be available. I also really appreciated how the teachers had information about my child all ready to discuss, as they knew I was their next conference.

I would default to whatever the teacher is comfortable with. I prefer in person but wouldn't want that forced upon them. I think at the middle school level it would be better in person for sure.

They should be 30 minutes. Fifteen minutes is not enough time to get a sense for what is happening in the classroom and with my child. Also, assessment results should be given to parents BEFORE the conferences so they can be discussed and provided context with the teacher.

Loved the ability to join the meeting separately from my husband, but both be there.

This was very efficient, saved time/commute, and probably even easier for families with multiple children. It also allowed for a parent who was away for work to participate remotely

Zoom is convenient for me and meets our needs well enough, but I see the importance of allowing families to attend in person conferences with staff. I thought offering the option as you did this school year worked well for families.

Zoom works well for working parents that can participate while at work.

A conference in person is a slight preference. The zoom conference recently was acceptable. There were no problems. I feel the personal meetings creates a better connection between parent and teacher.

Please bring back in person!!

A better sign-up needs to be developed. When I signed up, I know that I had a spot for each of my daughter's teachers but somehow on the day of conferences, I had 2 teachers that where my spot was gone. I had 2 other teachers that said they sent me a link but I didn't get it and needed to email them for the link. They didn't email me the link, but instead the code which I needed to type in. One teacher used google meet. That was so much easier than zoom, in my opinion. I also needed to keep track of the time I signed up. My husband teaches at DeForest HS and they use google meet. They also send a link to parents with each teachers link for the evening (similar to what Waunakee sent out with all the sign up genius links). I think that makes sense because if last minute you want to meet with a teacher, maybe you could try and get ahold of them virtually if you see they have an opening (of course, they may not connect but at least it might work). But, having had over 8 years of conferences done in person at the high school . . . virtual is so much easier). I would not have wanted virtual for my kids when they were younger. Thanks for doing a survey on this.

If Covid were not an issue, I would definitely prefer an in-person conference. However, since Covid will likely be an issue for some time, I am open to whatever is safest for everyone.

If Covid were not an issue, I would definitely prefer an in-person conference. However, seeing as it is likely to still be an issue for some time, I am open to whatever is safest for everyone.

Zoom provides flexibility

Zoom is convenient, in-person option is nice if have concerns or need a longer meeting time

Conference worked great via zoom! Teacher had a nice slide show presentation. Please continue with virtual conferences.

Seems that the conferences are too early in the year. I didn't feel like there was much content to discuss at this time in the year. Seems like they should be in November.

Additional comments

In person makes it easy to walk through your child's schedule and touch base as wanted/needed with teachers. 8 zooms was difficult to schedule and attend. In person is better.

Seems that the conferences are too early in the year. I didn't feel like there was much content to discuss at this time in the year. Seems like they should be in November. I love the zoom format as it saves a lot of time.

Love zoom conferences! They're so convenient and it allows for both parents to be a part of the conference even if they aren't together. I prefer zoom meetings from here on out regardless of Covid!

I didn't have to stand around in a school hallway waiting for the conference (which always run late); however, I did "lose" one conference that seemed to drop off of both my calendar and SignUpGenius, and was unable to participate because I didn't know what time it was. No cancelation notice was sent.

We LOVE Zoom conferences, because they allow both parents to attend. Previously one person would have to stay home with our kiddo.

I will always prefer in person, but would more importantly want to keep teachers safe depending on where we are with the pandemic, so whatever the teacher wants - that is my ultimate preference.

It is very difficult to schedule with 8 different teachers a zoom that works for everyone. Even harder if you have more than one child. Being able to come to the building made it possible...8 zooms doesn't work.

its time to get back to normal, in person

The high school teachers had links that didn't work. Didn't have this problem with other teachers. Bottom line high school teachers seemed annoyed that they had to do conferences plus if you didn't sign up on time they wouldn't meet with you. Common problem at the high school.

I love having the Zoom conference calls for parent/teacher conf. It saves me time (drive time). However, I wish the conferences were extended to 20 min or 30 min as I don't feel I had enough time to fully discuss how things were going with my child.

Zoom didn't work. Teacher could hear me, I couldn't hear him. We tried multiple things to get it to work. So most of the conference was just a problem. Now getting into MULTIPLE teachers, I find it easier to just go to the school, walk around and pop into classrooms and speak to the teacher. Scheduling SEVERAL zoom meetings is actually harder, especially when the call doesn't work.

enough is enough, this should be in person

appreciate the convenience!

My ideal choice (not listed) is that I prefer an in-person conference with an option for Zoom if there are extenuating circumstances.

Love the Zoom conference option!! Very convenient

Now getting into MULTIPLE teachers, I find it easier to just go to the school, walk around and pop into classrooms and speak to the teacher. Scheduling SEVERAL zoom meetings is actually harder.

We were able to do 3 conferences, all different days very easily.

I would be ok with either, but I feel it creates more of a relationship between teacher and parents when in-person.

It was convenient being on Zoom but with the younger grades, it is nice to physically see writing progression.

Additional comments

Zoom is fine - it is kind of nice to come into the space that my child spends the majority of her time and see her artwork in person and get a feel for the room. I'm not leaning one way or the other. Zoom is very efficient...but obviously less personal.

It was not the teachers fault but my conference started 15 minutes which then made me late for my 6th graders conference. I think if sticking with zoom 15 minutes isn't enough time for conference

We should be going back to the norm. There is something to be said about being in person. Speaking face to face, seeing the classroom, seeing my kids work. It should be flipped. In person as the primary choice...if someone can't attend offer zoom.

I'd prefer in person to make a better connection with our teacher face to face if the conference times are offered during the day. If the conferences are only at night then I would prefer zoom because it is hard to find childcare for my kids.

I have multiple kids in Middle School and High School so it would have been impossible to schedule zoom meetings with all the teachers so they would all work out. Five kids times all their teachers equals a logistical problem.

When you have multiple children it is very efficient to have conferences via zoom.

The flexibility is great and we successfully accomplished a great conference virtually. Thank you!

zoom worked well for us b/c of work reasons. It is nice to have the option to meet in-person if it is safe from a COVID standpoint (in other words, I like the multiple options)

I have multiple kids in Middle School and High School so it would have been impossible to schedule zoom meetings with all the teachers so they would all work out. Five kids times all their teachers equals a logistical problem.

I'd prefer in person if offered during the school day because I think you can make a better connection with your teacher in person. However, if the times are only in the evenings then zoom is more convenient due to the need for childcare.

I have multiple kids in Middle School and High School so it would have been impossible to schedule zoom meetings with all the teachers so they would all work out. Five kids times all their teachers equals a logistical problem.

I have multiple kids in Middle School and High School so it would have been impossible to schedule zoom meetings with all the teachers so they would all work out. Five kids times all their teachers equals a logistical problem.

It would depend on the situation to determine the conference preference. But in person I prefer.

I have multiple kids in Middle School and High School so it would have been impossible to schedule zoom meetings with all the teachers so they would all work out. Five kids times all their teachers equals a logistical problem.

Prefer in-person with Zoom as an option if unable to meet on scheduled conference days.

It is nice to have both Zoom and in person options available.

Video quality on Zoom was bad with classroom lighting

I have no preference one way or another but the zoom was great for convenience!

For the younger students I like the in person communication with the teacher. (I understand the reasoning behind the change)

It is nice to have both Zoom and in person options.

Additional comments

Zoom is convenient, but we've always enjoyed coming in into the building to see what our children have been doing.

Having the conference virtual was more convenient.

The zoom worked great! We learned though we cannot schedule/choose a time kids are off from school and will make that adjustment next time.

Would be nice to see the classroom, etc

Would prefer consistent place to find zoom link

Can the conferences be half an hour time slots though? I felt very rushed throughout the 15 minute time period.

We have so little in-person interaction these days, it is nice to have the option of in person.

As a working parent and no school events there are almost no opportunities to be in the school. I would promote offering in person conferences so we can see the room/art/etc. I would also encourage moving back towards opportunities for parents to attend events. Arboretum: fun run, halloween parade, holiday concert, doughnuts with parents, morning reading events, lunch picnics etc. I feel very little connection to the school after years of attending these things. While I know covid is a concern, there are many school districts that have moved back to these standard events and in person meetings.

Have more than one student at the HS which the survey does not let you select on the first page. Zoom meetings are fabulous, quick, and informative. I would not go back to in-person.

Can the conferences be half an hour time slots though? I felt very rushed throughout the 15 minute time period.

For our family with one parent who travels frequently for work, having Zoom P/T conferences is a blessing, otherwise one parent would miss out. But in general, I have no preference, zoom or in-person is fine either way.

I am OK with zoom conferences as they are rather convenient. However there is not any input from Art, PE, Music, Spanish, etc. If there would be a convenient way to have them involved in the virtual conference, it would be helpful.

Prefer solely based on convenience, not health concerns - we would participate in-person

The convenience of online is really nice especially with the short 15 minute time slots. It's always nice to see the classroom and get an idea of what the kiddos are doing. It would be nice to have an option but I know that can be hard on the teachers. Maybe have blocks if fine for in person and online so teachers don't have to switch back and forth every 15 minutes

Mine got all screwed up due to other parent not communicating the schedule they picked and then told me to do on my own... the day after the Monday and the Fri slots were full.

Zoom worked really well. My only feedback would be to make sure the 'waiting room' function is working.

Why a busy schedule the Zoom meeting makes it very easy to attend without the travel.

Having virtual conferences makes it possible for me to connect with my child's teacher.

Please allow the virtual option to continue for reasons beyond COVID. As a military family, this allowed my deployed husband to participate and it meant a lot to us to include him. Thank you!

I think having both options is a great feature....with busy schedules and opposite work schedule as my husband, Zoom did work great for this!

Additional comments

Great format and such an efficient use of time! Thank you!!

It was very easy to coordinate with so many teachers. I felt like I was able to meet with more teachers, compared to if I would have went in-person.

End of Report

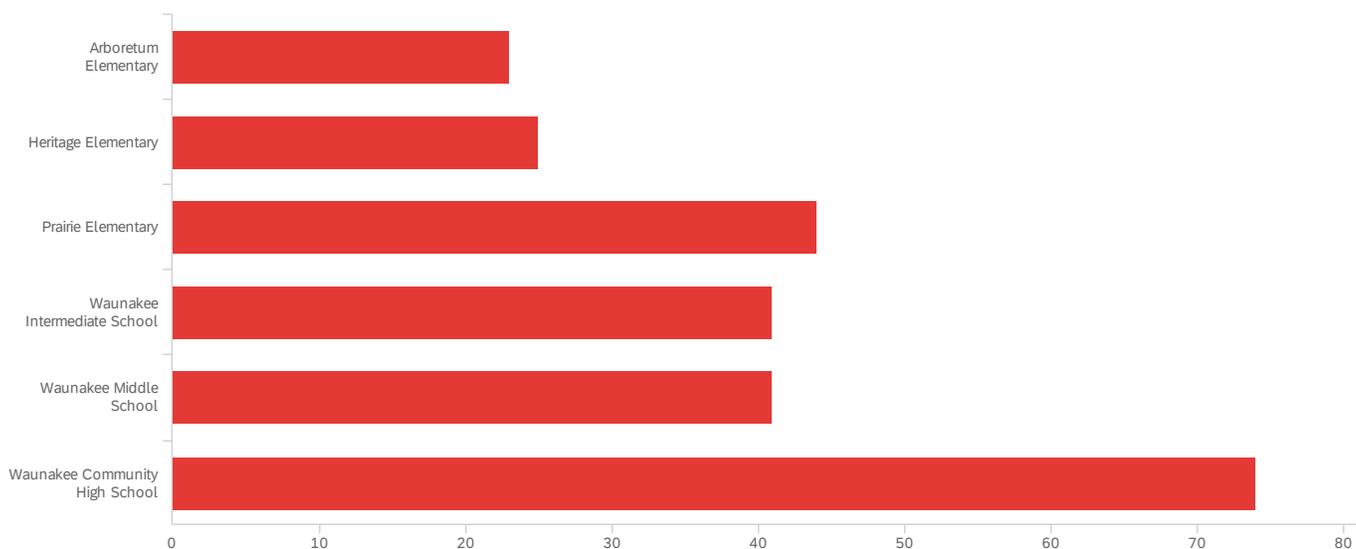
Default Report

WCSD K-12 Staff - Fall 2021 Parent Teacher Conference Survey

October 29, 2021 8:50 AM MDT

Q1 - What school do you teach at? If you teach at more than one school, please choose

your primary assignment. Thank you!



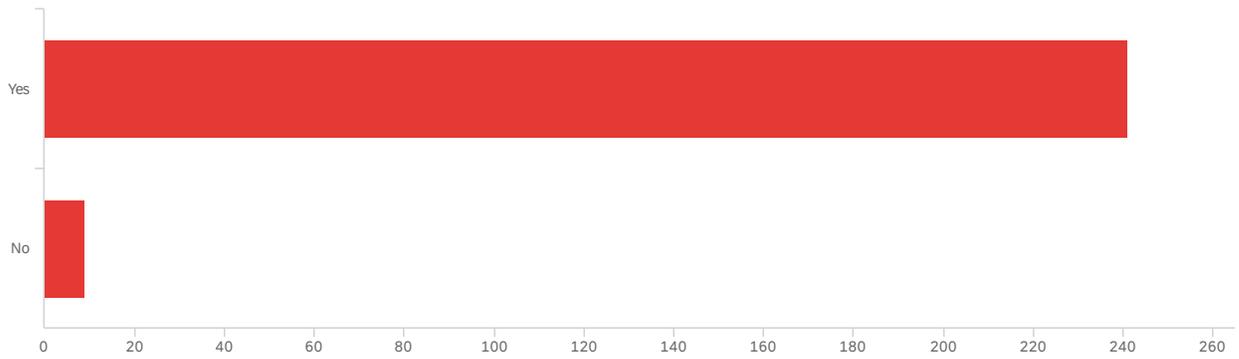
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What school do you teach at? If you teach at more than one school, please choose your primary assignment. Thank you!	1.00	6.00	4.10	1.66	2.76	248

#	Field	Choice Count
1	Arboretum Elementary	9.27% 23
2	Heritage Elementary	10.08% 25
3	Prairie Elementary	17.74% 44
4	Waunakee Intermediate School	16.53% 41
5	Waunakee Middle School	16.53% 41
6	Waunakee Community High School	29.84% 74

248

Showing rows 1 - 7 of 7

Q2 - Did you participate in fall parent teacher conferences?



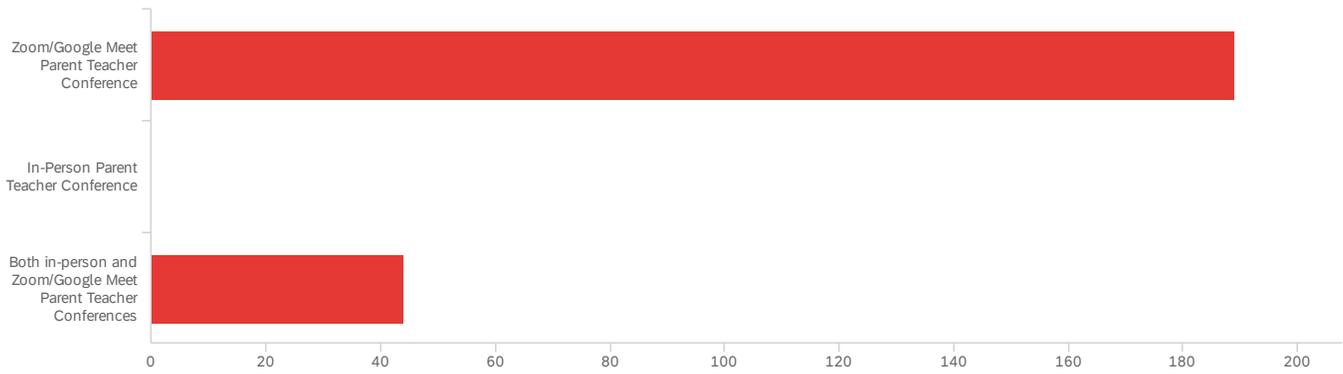
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you participate in fall parent teacher conferences?	1.00	2.00	1.04	0.19	0.03	250

#	Field	Choice Count
1	Yes	96.40% 241
2	No	3.60% 9

250

Showing rows 1 - 3 of 3

Q3 - If yes, what type of parent teacher conference did you participate in?

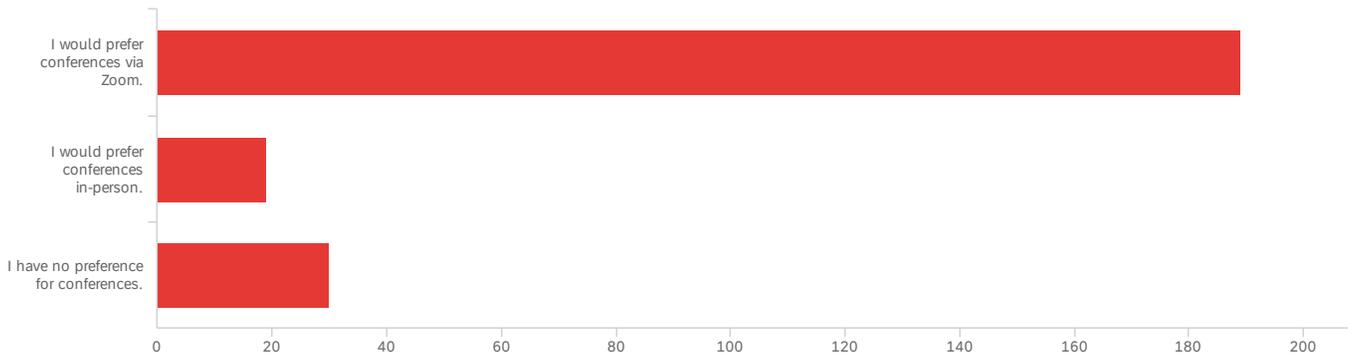


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If yes, what type of parent teacher conference did you participate in?	1.00	3.00	1.38	0.78	0.61	233

#	Field	Choice Count
1	Zoom/Google Meet Parent Teacher Conference	81.12% 189
2	In-Person Parent Teacher Conference	0.00% 0
3	Both in-person and Zoom/Google Meet Parent Teacher Conferences	18.88% 44
		233

Showing rows 1 - 4 of 4

Q4 - For spring of 2022, what is your preference for parent teacher conferences?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	For spring of 2022, what is your preference for parent teacher conferences?	1.00	3.00	1.33	0.69	0.47	238

#	Field	Choice Count
1	I would prefer conferences via Zoom.	79.41% 189
2	I would prefer conferences in-person.	7.98% 19
3	I have no preference for conferences.	12.61% 30
		238

Showing rows 1 - 4 of 4

Q5 - Additional comments

Additional comments

100% of the parents of my students attended the virtual conferences. This doesn't usually happen with in-person conferences

It was very short. 15min is not enough time for teacher to cover everything.

Many parents were confused about the sign-up process/I had parents sign up during conferences which caused me to miss their time etc. if they are held again via zoom it should be made clear that they can no longer sign up after a certain day/time.

I usually have 2 - 3 parents showing up for conferences. I had a full schedule on Monday evening, and 8 - 9 parents on Friday. This is a huge increase in participation.

It was easier to stay on schedule. I also did not have to reschedule as many conferences as I usually do at the last minute.

Great to know who was coming ahead of time; I could be more prepared for each individual student and was able to provide useful feedback and evidence of work.

in-person would be great to see my child's day-to-day environment, but will participate either way

I had parents driving while having the conference (at least four of them, one of which was out of state). I also had parents outside their cars before practice, etc. I know schedules are tight but should they really be doing that? A parent had tech problems so I am using outside of contract time to hold a conference. I don't think that is reasonable especially since we were reminded of our contracted hours for Friday the 15th and that we needed to stay until 12:00. Many people do conferences on different dates and that seems to be ignored by admin. I also think Zoom makes things very informal and the student is often sometimes right there and that is not usually how I run conferences.

Conferences are much better attended via Zoom. There just needs to be a process for parents to get the zoom link more easily for their conferences.

I was primarily via zoom. There were just a couple of parents who requested in person.

It is hard for specialists when classroom teachers schedule conferences throughout the week vs during the designated conference times.

I am a long-term sub and had a family medical matter this past week.

At the high school especially, this is the most courteous way to do conferences. Parents can speak with the teachers they'd like to speak with, without waiting in line (sometimes for extended periods). Teachers can prepare for meeting with parents of specific students and we know when we can take a bathroom break. It's a win-win and I very much appreciate this format. Thank you

I had 100% participation. All meetings were on time and I was able to stick to the schedule, as I did not have to hurry exiting parents from my room. Parents did not have issues with needing to find a sitter for children.

There were some people who didn't receive their Zoom links via email through SignUp Genius. I think they were all TDS users. Teachers linked all of their Zoom links on a spreadsheet, but parents were still emailing saying they didn't have the codes. Other than that, it went well.

I saw more families that were able to make it to conferences without securing child care. I also saw many more instances of both parents able to attend.

I feel the virtual conferences are just as productive as in person conferences and we don't have late parents due to having siblings scheduled back-to-back and having to travel from one end of the building to the other. Also, all family members can attend via Zoom where in person conferences one or more family members might not be able to attend due to work obligations.

Additional comments

I am fine with going back to face-to-face conferences, but we should keep the Sign-up Genius. I like how I can prepare and know what students I will be talking about instead of having to think off the top of my head as a parent randomly walks in.

N/A

I would prefer to have optional conferences in spring

The elementary staff also wishes for our conference night to be on Thursday evenings instead of Tuesdays. We have the highest energy of students and the biggest workload and conferences on Tuesday evenings make for a very long week for us.

Easier to talk with more parents

If in person conferences were to resume as they have in the past, there would need to be adequate COVID precautions.

I thought we were told that we had to give parents the choice. I was completely surprised that some classes did not give parents the option to come in person. I think the messages were unclear to the teachers this year.

It is so much easier to control the time limit and move on to the next parent waiting to have their conference.

Using Zoom has made my parent participation considerably more than it has ever been.

I would love for families to have the option to Zoom or come in-person.

The schedule remains incredibly challenging during the weeks we have conferences. Working from 7:30 a.m. until 8 p.m. is completely draining for teachers, especially if they have back-to-back conferences (many do)... I know providing this feedback is a bit useless, however, as the schedule has not been changed to accommodate teachers for years.

I did have one parent just show up in person without having signed up for a conference and just wanting to talk. Luckily I had just finished a Zoom with a parent but it was still a little surprising.

I had no problem with having an in-person conference, but one of the parents refused to wear a mask. My principal met the parent at the door and reminded the parent about the mask policy, but the parent still refused. Great to have an in-person, but rules need to be followed. I also felt I kept better timing with the zoom conferences.

I like that the parents had a choice.

Due to the continued risk of contracting Covid I prefer virtual meetings

I love everything about Zoom parent/teacher conferences. I seem to be able to stay on time easier (I can tell a family that the next family is waiting in the waiting room), it seems easier for both parents to attend, families don't have to arrange child care, and there aren't any screaming siblings that don't want to leave the classroom toys when the conference is over.

I had 100% attendance and often both parents were able to attend.

This allows efficient conferences for both parent and teacher. Parents do not need to hustle from one place to another and wait in line at some rooms. Teachers know who is coming when.

It is more efficient and easier for families, as they can zoom in from different locations.

My one in-person meeting (they just showed up in person without asking or notifying me), but it did go 5 mins over the next conference. I did not have those issues with my zoom meetings.

Additional comments

I think there was some confusion regarding signing up for conferences. Information was included in the weekly newsletter. Some parents expressed to me that they didn't know about conferences. Perhaps we as a campus should send a note home with students, put it on the webpage, send a separate email. I guess use multiple means for notifying parents.

I work with families that need translators and ZOOM is the most effective way to support our Spanish, Chinese, Burmese speaking families. Not even sure we had a translator for the Burmese family. We scheduled 160 conferences for 82 families!! If you would like more info....feel free to contact me (Monique Mobley) and/or also to talk to Angie Ramos

It would be nice to be able to have zoom conferences from home on Monday evening, rather than needing to stay at the school until 8:00 pm.

As a related arts teacher, Zoom-only conferences greatly limit the number of families I can meet with. With scheduling 10 minute conferences, I can potentially meet with 48 out of my 130 students/families if I don't have any breaks. By having in-person conferences, it is easier for me to meet with more students/families, as most conferences are "drop in" that take only a few minutes to complete. I do reserve longer times for students/families who have concerns they wish to discuss with me as well in an in-person format.

I love the zoom conferences. It gives teachers time to prepare for the students they are meeting about like compiling the student's strengths, areas of improvements and grades. I also appreciate that there is a 10 min time slot. That gives us time to chat but also get to meet with many more parents in a night because they are guaranteed a 10 min slot.

I'm willing to meet family needs as they see fit: Zoom or in person.

If we continue to have Zoom conferences, can all schools please have the option to hold conferences Thursday evening and Friday morning? It is really nice to stay late for conferences and continue them the next day. Teaching after a late night of conferences can be challenging when conferences are held on Monday and Tuesday evenings. If conferences are on Zoom families will not be struggling to get from one school to another and can get all their conferences out of the way on the same night from home. Thanks!

I agree that Zoom is convenient and efficient. I am willing to hold in person conferences with any parent that is unable or unwilling to do virtual.

I think it was easier for both parents to attend, but it is nice to see people in person too. I had 100% participation on Zoom so that must mean something.

If conferences are in person, parents should still sign up ahead of time for a time slot.

I am the art teacher - nobody signed up to see me. I like that I have drop-ins during in-person conferences. However, I am learning new ways with technology to communicate things out to families about the art program. Until we are out of the woods with COVID, I prefer the video conferencing.

I would appreciate a little more than zero minutes in between conferences. Just a couple would be great.

I do appreciate that Zoom conferences are easier for families, however, I miss the personal connections that are possible with in person conferences.

Attendance of "my" parents was almost zero.

If conferences are in-person I would like for parents to still sign-up for conference times. It helps me to be better prepared for the conferences if I know in advance who is attending (instead of just an open door policy as the MS has done in the past).

As a parent with kids in the district, zoom is my preferred method for conferences as well

Zoom would appear to be more convenient for families, especially for Friday mornings (if we keep that format), as they are able to participate by taking less time away from work than would be needed if conferences were only in person. I do think it is important to continue to allow for the option of in-person conferences, if that is the parent preference. Sign up for time slots is a must keep part of the process for HS conferences.

I think parents should be offered both options.

Additional comments

The short 15 minute time slot allows more time for families. Many zoomed from their cars as they were waiting at practices, or from home. So many shared how much they loved this format. It was nice to see their faces and see a smile. I felt more connected to my families over zoom than at our open house in August while masked. This format also provides less contact to reduce the possible spread of COVID even more.

I liked the sign up genius to be able to prepare for conferences, but the actual zoom conferences seemed more artificial than those who come in person

My preference at the high school would be to sign up for a time. Allow parents to come into school if they want and if they would like to meet via zoom then they could request a zoom meeting.

With two students at the HS, the only way I could check in with their teachers was using Zoom. Much more convenient than doing in-person.

I am a Classified Staff member, so I did not have any parent/teacher conferences as a teacher. However, I did participate as a parent for two children, 9th and 5th grades.

If Zoom fall conferences continue, I may look for an alternate time to hold the school book fair as having people in person does make a difference. We used Sign Up Genius this year for the book fair for families. It worked great for those who chose to come and it helped that I volunteered to stay after four other school days as well.

I would prefer that if we do them via Zoom, that we're allowed to do them from home, as there's no reason to physically be at the school during that time, and I think that would make a lot of staff feel respected, and offered some grace given the circumstances we've endured in the past couple years.

End of Report

Wisconsin Interscholastic Athletic Association

Email Completed Application to: Dorothy Sankey dsankey@wiaawi.org

APPLICATION - NEW 2022-23 COOPERATIVE TEAM SPONSORSHIP

NOT FOR FOOTBALL – SEE SEPARATE APPLICATION

Section 11 of Article VI - The Board of Control has authority to approve cooperative team sponsorship (one team in a given sport involving two or more member schools) under the following conditions:

1. The schools involved must be in the same geographical area.
2. The agreement for a cooperative team must specify two school years, but that agreement may be terminated by the Board of Control for documented extenuating circumstances.
3. Applications for initial or renewal approval of a cooperative team, must include a completed and signed cooperative team request form, reflecting:
 - a. Approval of involved schools.
 - b. Approval of involved board(s) of education or governing bodies.
 - c. Approval of conference in which the cooperative team will participate.
 - d. The program will adhere to a 'no-cut' policy.Note: Board of Control and conference approval is not required for non-varsity cooperative teams.
4. Total enrollment of schools involved in a cooperative team will determine classification of competition in WIAA tournament series.
5. To "Opt Up" a division for WIAA tournament series, schools must submit an Application for A Higher Divisional Placement in the WIAA Tournament Series. <https://www.wiaawi.org/Portals/0/PDF/Forms/Opt%20Up%20One%20Division%20Application.pdf>
6. Requests for approval and to add a cooperative team into WIAA tournament competition must be received in the WIAA office by the following deadline dates to be included in the subsequent year's tournament program:

Fall Sports – February 1, 2022

Winter Sports – April 1, 2022

Spring Sports – June 1, 2022

1. We are applying for a new cooperative agreement in Hockey for the school years of 2022-2023 & 2023-2024.
(one sport per application) _____ boys girls

NOTE: GYMNASTICS 2022-2023 -- CO-OP APPLICATION IS DUE ANNUALLY

2. Contact School (WIAA contact, where materials are sent, etc.) Sun Prairie East

LIST ALL SCHOOLS INVOLVED IN CO-OP

Sun Prairie East
Sun Prairie west
Waunakee
DeForest

Madison LaFollette
Madison East

3. By our signatures we agree we have, as a school administration and school board, reviewed and discussed the items indicated on this form. We further confirm that our school district will provide the same level of institutional oversight to this program as to other sports sponsored by our district. In addition, we acknowledge that any monetary funds provided to us by outside sources will be handled according to district policies. Parent support groups, etc., shall not be involved in paying program expenses directly.

List Schools in Co-op

Signature of Board of Education
or Governing Body President

Signature of District Administrator

Sun Prairie East
Sun Prairie west
Waunakee
DeForest
Madison LaFollette
Madison East

Name of Conference

Signature of Authorized Person
Indicating Conference Approval

Conference Position

Badger Conference

NOTE: If at any time your co-op is discontinued or not renewed, BOTH (ALL) SCHOOLS MUST RE-APPLY FOR TOURNAMENT ELIGIBILITY for the following season by the appropriate deadline.
Fall Sports - February 1, Winter Sports - April 1, Spring Sports - June 1.

<https://www.wiaawi.org/Portals/0/PDF/Forms/Tournament%20Series%20Application%20%28Non-Football%29.pdf>

4. Our request for cooperative sponsorship is based on the following reasons:

The Cap City Cougars girls hockey team currently exist, with Sun Prairie West opening in the fall of 2022 they will be joining the co-op that is in place.

5. The number of students participating at each school involved in this sport has been and is projected as follows:

SCHOOLS IN CO-OP	2-YEARS AGO 2019-20	LAST YEAR 2020-21	THIS YEAR 2021-22	NEXT YEAR 2022-23
<u>Sun Prairie East</u>	<u>12</u>	<u>6</u>	<u>10</u>	<u>61</u>
<u>Sun Prairie West</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>	<u>4</u>
<u>Wauakee</u>	<u>11</u>	<u>9</u>	<u>13</u>	<u>11</u>
<u>De Forest</u>	<u>0</u>	<u>1</u>	<u>3</u>	<u>3</u>
<u>Madison La Follette</u>	<u>3</u>	<u>1</u>	<u>0</u>	<u>1</u>
<u>Madison East</u>	<u>2</u>	<u>1</u>	<u>2</u>	<u>2</u>

6. We have reviewed and considered the following items: (indicate yes or no)

SCHOOL	SCHOOL
<u>Sun Prairie East</u>	<u>De Forest</u>
<u>Sun Prairie West</u>	<u>Madison La Follette</u>
<u>Wauakee</u>	<u>Madison East</u>
<u>SP</u> Development of lead-up programs	<u>SP</u> Development of lead-up programs
<u>SP</u> Attempt to create interest in our own program	<u>SP</u> Attempt to create interest in our own program
<u>SP</u> Attempt to solve existing problems in our own program	<u>SP</u> Attempt to solve existing problems in our own program
<u>SP</u> We have agreed to application of academic code in the co-op	<u>SP</u> We have agreed to application of academic code in the co-op
<u>SP</u> We have agreed to application of athletic code in the co-op	<u>SP</u> We have agreed to application of athletic code in the co-op
<u>SP</u> Realization that incoming athletes may displace some of our school's youngsters from starting positions	<u>SP</u> Realization that incoming athletes may displace some of our school's youngsters from starting positions
<u>SP</u> Liability insurance coverage	<u>SP</u> Liability insurance coverage
<u>SP</u> Coaching salaries	<u>SP</u> Coaching salaries
<u>SP</u> Contest expenses	<u>SP</u> Contest expenses
<u>SP</u> Uniform expenses	<u>SP</u> Uniform expenses
<u>SP</u> Transportation expenses	<u>SP</u> Transportation expenses
<u>SP</u> Emergency medical treatment	<u>SP</u> Emergency medical treatment

7. The school districts involved in this cooperative program are sharing costs as follows:

The costs of operating are shared by the participating high schools. The cost per school is determined by the number of players representing each school.

Date submitted to WIAA _____

You may check the Board of Control action status March 10, 2022, April 29, 2022, July 1, 2022
 Login to wiaawi.org – schools/manage your school/school name/teams/season (2022-23)/click co-op app

OFFICIAL ACTION OF WIAA BOARD OF CONTROL

The above request for cooperative team sponsorship is hereby granted, and must continue, for the school years indicated above. Application must be made again in the event any or all schools are interested in continuing agreement beyond the school year(s) indicated.

2021-22 Budget Status Report-November 30, 2021

GENERAL FUND 10 EXPENSES

Salary & Benefits (no grants)	Original Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available
Personnel Costs: Salaries	28,256,649	28,256,649	9,454,447.18	0.00	33.46%	18,802,201.82
Personnel Costs: Benefits	10,313,596	10,313,596	3,477,765.94	0.00	33.72%	6,835,830.06
Total	38,570,245	38,570,245	12,932,213.12	0.00	33.53%	25,638,031.88

Buildings	Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available
Prairie School	82,370	82,370	46,842.10	2,159.89	59.49%	33,368.01
Prairie School CSF	18,322	18,322	13,744.74	1,244.12	81.81%	3,333.14
Heritage School	84,700	84,700	38,328.84	21,864.81	71.07%	24,506.35
Heritage School CSF	16,046	16,046	4,758.47	2,605.34	45.89%	8,682.19
Arboretum School	71,625	71,625	27,222.89	11,961.69	54.71%	32,440.42
Arboretum School CSF	15,970	15,970	10,304.78	2,535.65	80.40%	3,129.57
Intermediate School	142,830	142,830	53,754.51	10,110.64	44.71%	78,964.85
Intermediate School CSF	23,746	23,746	19,899.47	0.00	83.80%	3,846.53
Middle School	153,220	153,220	58,771.33	39,566.83	64.18%	54,881.84
Middle School CSF	22,229	22,229	15,062.77	1,488.90	74.46%	5,677.33
High School	553,993	553,993	128,767.65	56,483.47	33.44%	368,741.88
High School CSF	50,603	50,603	22,218.07	3,127.58	50.09%	25,257.35
Athletics	354,477	354,477	134,953.13	125,148.56	73.38%	94,375.31

Departments	Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available
Utilities	1,042,000	1,042,000	533,726.36	489,698.93	98.22%	18,574.71
Maintenance	1,003,090	1,003,090	665,961.30	477,051.91	113.95%	-139,923.21
Capital Projects	150,000	150,000	120,334.99	10,804.32	87.43%	18,860.69
Contingency Fund	100,000	100,000	2,345.95	0.00	2.35%	97,654.05
Energy Conservation	83,894	83,894	90,615.13	9,103.00	118.86%	-15,824.13
Transportation	1,273,528	1,273,528	259,290.07	1,005,167.20	99.29%	9,070.73
Technology	966,179	966,179	510,271.45	30,713.77	55.99%	425,193.78
Technology Erate/Fees	53,600	53,600	29,363.16	10,524.80	74.42%	13,712.04
Curriculum-Elementary Operations	197,982	197,982	60,116.17	15,959.99	38.43%	121,905.84
Curriculum-Elementary District	945,000	945,000	236,250.00	708,750.00	100.00%	0.00
Curriculum-Secondary	204,029	204,029	306,974.50	14,407.10	157.52%	-117,352.60
Human Resources	35,850	35,850	22,268.53	61.22	62.29%	13,520.25
Superintendent	84,600	84,600	34,189.20	66,606.51	119.14%	-16,195.71
Student Services-Operations	71,250	71,250	6,072.74	1,064.03	10.02%	64,113.23
Student Services-District	92,500	92,500	26,519.35	42,079.62	74.16%	23,901.03
Business Office	499,673	499,673	269,982.71	192,038.68	92.46%	37,651.61
District Wide	1,344,610	1,344,610	538,080.29	96,950.99	47.23%	709,578.72
Special Projects	0	0	0.00	0.00	---	0.00
Summer School	69,940	69,940	54,748.04	41.79	78.34%	15,150.17

Grants-Fund 10	Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available
Common School Fund-District	5,800	5,800	5,799.00	0.00	99.98%	1.00
Title 1 Grant (Public)	89,776	89,776	570.37	0.00	0.64%	89,205.63
Title 1 Grant (Private)	6,199	6,199	1,130.33	0.00	18.23%	5,068.67
Title 2 Grant (Public)	50,807	54,375	23,683.02	0.00	43.55%	30,691.98
Title 2 Grant (Private)	5,692	5,692	0.00	0.00	0.00%	5,692.00
Title 3 Grant	18,840	18,840	4,722.88	0.00	25.07%	14,117.12
Title 4A Grant (Public)	9,648	8,796	0.00	0.00	0.00%	8,796.00
Title 4A Grant (Private)	351	1,219	0.00	0.00	0.00%	1,219.00
Career/Tech Ed Grant	73,654	73,654	8,278.90	0.00	11.24%	65,375.10
CEIS Federal Flo-Through	153,367	153,302	66,177.69	0.00	43.17%	87,124.31
Ed. Effectiveness Grant	29,520	29,520	0.00	0.00	0.00%	29,520.00
ESSER2	626,122	626,122	0.00	0.00	0.00%	626,122.00
ESSER3	0	0	0.00	0.00	---	0.00
Peer Mentor Grant	0	0	0.00	0.00	---	0.00
Perkins Grant	18,914	18,914	4,574.05	0.00	24.18%	14,339.95
Reading Readiness	8,375	8,375	0.00	0.00	0.00%	8,375.00
Dane Co. Mental Health	20,511	20,511	20,510.65	0.00	100.00%	0.35
School-Based Mental Health	75,000	75,000	0.00	0.00	0.00%	75,000.00

Other Program Totals	Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available
Transfer to Fund 27	6,406,644	6,406,644	0.00	0.00	0.00%	6,406,644.00
Wellness Clinic	242,250	242,250	78,228.22	163,852.76	99.93%	169.02

Subtotals	Original Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available
Salary & Benefits Totals	38,570,245	38,570,245	12,932,213.12	0.00	33.53%	25,638,031.88
Building Totals	1,590,131	1,590,131	574,628.75	278,297.48	53.64%	737,204.77
Department Totals	8,217,725	8,217,725	2,867,109.94	3,171,023.86	84.43%	1,279,591.20
Grant Totals	1,192,576	1,196,095	135,446.89	0.00	11.32%	1,060,648.11
Other Program Totals	6,648,894	6,648,894	78,228.22	163,852.76	3.64%	6,406,813.02
Total Fund 10 Expenditures	56,219,571	56,223,090	17,487,626.92	3,613,174.10	37.53%	35,122,288.98

GENERAL FUND 10 REVENUES

Building/Department	Original Budget	Revised Budget	Received	Ordered	% Received	Unreceived
Prairie School	5,720	5,720	3,524.67	0.00	61.62%	2,195.33
Heritage School	5,950	5,950	3,274.61	0.00	55.04%	2,675.39
Arboretum School	6,375	6,375	3,797.00	0.00	59.56%	2,578.00
Intermediate School	33,350	33,350	10,602.11	0.00	31.79%	22,747.89
Middle School	32,600	32,600	10,900.44	0.00	33.44%	21,699.56
High School	169,750	169,750	153,379.57	0.00	90.36%	16,370.43
Athletic Dept	38,000	38,000	0.00	0.00	0.00%	38,000.00
Curriculum - Elementary	0	0	188.00	0.00	---	-188.00
Curriculum - Secondary	8,800	8,800	1,703.46	0.00	19.36%	7,096.54
Maintenance	6,000	6,000	349.15	0.00	5.82%	5,650.85
Energy Conservation	0	0	4,909.30	0.00	---	-4,909.30
Human Resources	2,200	2,200	62.93	0.00	2.86%	2,137.07
Technology	2,750	2,750	7,326.91	0.00	266.43%	-4,576.91
E-Rate	53,600	53,600	8,513.19	0.00	15.88%	45,086.81
District	54,512,009	54,512,009	3,570,670.50	0.00	6.55%	50,941,338.50

Grants - Fund 10

Common School Fund-District	152,716	152,716	0.00	0.00	0.00%	152,716.00
Title 1 Grant (Public)	89,776	89,776	0.00	0.00	0.00%	89,776.00
Title 1 Grant (Private)	6,199	6,199	0.00	0.00	0.00%	6,199.00
Title 2 Grant (Public)	50,807	54,375	0.00	0.00	0.00%	54,375.00
Title 2 Grant (Private)	5,692	5,692	0.00	0.00	0.00%	5,692.00
Title 3 Grant	18,840	18,840	0.00	0.00	0.00%	18,840.00
Title 4A Grant (Public)	9,648	8,796	0.00	0.00	0.00%	8,796.00
Title 4A Grant (Private)	351	1,219	0.00	0.00	0.00%	1,219.00
Career/Tech Ed Grant	73,654	73,654	0.00	0.00	0.00%	73,654.00
CEIS Federal Flo-Through	153,367	153,302	0.00	0.00	0.00%	153,302.00
Ed. Effectiveness Grant	29,520	29,520	0.00	0.00	0.00%	29,520.00
ESSER2	626,122	626,122	0.00	0.00	0.00%	626,122.00
ESSER3	0	0	0.00	0.00	---	0.00
Peer Mentor Grant	2,975	2,975	2,975.00	0.00	100.00%	0.00
Perkins Grant	18,914	18,914	0.00	0.00	0.00%	18,914.00
Reading Readiness	8,375	8,375	0.00	0.00	0.00%	8,375.00
Dane Co. Mental Health	20,511	20,511	9,673.66	0.00	47.16%	10,837.34
School-Based Mental Health	75,000	75,000	0.00	0.00	0.00%	75,000.00

Total Fund 10 Revenues	56,219,571	56,223,090	3,791,850.50	0.00	6.74%	52,431,239.50
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SPECIAL EDUCATION FUND 27 EXPENSES

Salaries & Benefits (no grants)	Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available
Salaries	5,894,937	5,894,937	1,856,563.80	0.00	31.49%	4,038,373.20
Benefits	2,339,942	2,339,942	704,483.42	0.00	30.11%	1,635,458.58
Total	8,234,879	8,234,879	2,561,047.22	0.00	31.10%	5,673,831.78

Departments

Special Ed-Operations	28,839	28,839	2,407.40	7,089.22	32.93%	19,342.38
Special Ed-District	126,557	126,557	92,174.03	155,693.31	195.85%	-121,310.34
Transportation	323,008	323,008	141,090.49	172,033.51	96.94%	9,884.00
Medicaid	9,000	9,000	8,980.61	0.00	99.78%	19.39

Grants-Fund 27

IDEA FlowThrough Grant	778,446	778,446	205,662.91	106,499.82	40.10%	466,283.27
IDEA FlowThrough Grant-ESSER3	198,857	198,857	0.00	0.00	0.00%	198,857.00
IDEA PreSchool Grant	23,500	23,500	4,136.37	1,996.24	26.10%	17,367.39
IDEA PreSchool Grant-ESSER3	22,403	22,403	0.00	0.00	0.00%	22,403.00

Total Fund 27 Expenditures	9,745,489	9,745,489	3,015,499.03	443,312.10	35.49%	6,286,677.87
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SPECIAL EDUCATION FUND 27 REVENUES

Source	Budget	Revised Budget	Received	Ordered	% Received	Unreceived
IDEA FlowThrough Grant	778,446	778,446	0.00	0.00	0.00%	778,446.00
IDEA FlowThrough Grant-ESSER3	198,857	198,857	0.00	0.00	0.00%	198,857.00
IDEA PreSchool Grant	23,500	23,500	140.50	0.00	0.60%	23,359.50
IDEA PreSchool Grant-ESSER3	22,403	22,403	0.00	0.00	0.00%	22,403.00
Special Ed Revenues	0	0	0.00	0.00	---	0.00
Other Fund 27 Revenues	8,722,283	8,722,283	13,313.84	0.00	0.15%	8,708,969.16
Total Fund 27 Revenues	9,745,489	9,745,489	13,454.34	0.00	0.14%	9,732,034.66

FOOD SERVICE FUND 50 EXPENSES

Function	Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available
All	2,356,669	2,356,669	799,942.00	1,465,986.91	96.15%	90,740.09

FOOD SERVICE FUND 50 REVENUES

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Source	Budget	Revised Budget	Received	Ordered	% Received	Unreceived
All	2,406,900	2,406,900	960,638.67	0.00	39.91%	1,446,261.33

CALCULATION OF BUILDING/DEPARTMENT BUDGET BALANCES

Building/Department	20-21 Carryover	21-22 Revenue Budget	21-22 Rec'd	21-22 Revenue Balance	21-22 Expense Budget	21-22 Spent / Encumbered	21-22 Expense Balance	21-22 Balance	Funds Available
Prairie School	17,678.03	5,720.00	3,524.67	2,195.33	82,370	49,001.99	33,368.01	31,172.68	48,850.71
Heritage School	17,611.01	5,950.00	3,274.61	2,675.39	84,700	60,193.65	24,506.35	21,830.96	39,441.97
Arboretum School	21,718.99	6,375.00	3,797.00	2,578.00	71,625	39,184.58	32,440.42	29,862.42	51,581.41
Intermediate School	48,083.05	33,350.00	10,602.11	22,747.89	142,830	63,865.15	78,964.85	56,216.96	104,300.01
Middle School	38,027.78	32,600.00	10,900.44	21,699.56	153,220	98,338.16	54,881.84	33,182.28	71,210.06
High School	87,228.82	169,750.00	153,379.57	16,370.43	553,993	185,251.12	368,741.88	352,371.45	439,600.27
Athletic Dept	60,229.50	38,000.00	0.00	38,000.00	354,477	260,101.69	94,375.31	56,375.31	116,604.81
Curriculum-Elementary (Oper)	13,687.23	0.00	0.00	0.00	197,982	76,076.16	121,905.84	121,905.84	135,593.07
Curriculum-Secondary	20,932.26	8,800.00	1,703.46	7,096.54	204,029	321,381.60	-117,352.60	-124,449.14	-103,516.88
CTE Grant		73,654.00	0.00	73,654.00	73,654	8,278.90	65,375.10	-8,278.90	-8,278.90
Energy Conservation	461.82	0.00	4,909.30	-4,909.30	83,894	99,718.13	-15,824.13	-10,914.83	-10,453.01
Human Resources	3,639.87	2,200.00	62.93	2,137.07	35,850	22,329.75	13,520.25	11,383.18	15,023.05
Maintenance	311,049.59	6,000.00	349.15	5,650.85	1,003,090	1,143,013.21	-139,923.21	-145,574.06	165,475.53
Special Education-Operations	-	0.00	0.00	0.00	28,839	9,496.62	19,342.38	19,342.38	19,342.38
Student Services-Operations	26,573.23	0.00	0.00	0.00	71,250	7,136.77	64,113.23	64,113.23	90,686.46
Superintendent	15,395.84	0.00	0.00	0.00	84,600	100,795.71	-16,195.71	-16,195.71	-799.87
Technology	340,408.09	56,350.00	15,840.10	40,509.90	1,019,779	580,873.18	438,905.82	398,395.92	738,804.01
Capital Projects (Fund 10)	10,333.09	0.00	0.00	0.00	0	10,934.45	-10,934.45	-10,934.45	-601.36
	1,033,058.20							879,805.52	1,912,863.72

Wellness Clinic Monthly Expenses

	Dean/SSM	Staff	Admin	Other Prof. Services	Supplies/ Equipment	Rent	Cleaning	Utilities	District purchased supplies	Security System (annually)	Monthly Total
March 2017	15,013.00	10,729.00	1,954.00		2,330.00	2,017.00			2,974.17		20,004.17
April 2017	15,013.00	10,729.00	1,954.00		2,330.00	2,017.00	1,500.00	27.45	52,020.78	540.00	71,118.23
May 2017	15,013.00	10,729.00	1,954.00		2,330.00	2,017.00	1,612.40	113.85	22,059.98		40,816.23
June 2017	15,013.00	10,729.00	1,954.00		2,330.00	2,017.00	1,500.00	107.49	22.00		18,659.49
July 2017	15,013.00	10,729.00	1,954.00		2,330.00	2,017.00	1,500.00	78.90		189.00	18,797.90
August 2017	15,013.00	10,729.00	1,954.00		2,330.00	2,017.00	1,500.00	70.17	5.50		18,605.67
September 2017	15,013.00	10,729.00	1,954.00		2,330.00	2,017.00	1,500.00	68.84	25.50		18,624.34
October 2017	15,013.00	10,729.00	1,954.00		2,330.00	2,017.00	1,500.00	68.31	7.00		18,605.31
November 2017	15,013.00	10,729.00	1,954.00		2,330.00	2,017.00	1,500.00	121.01	263.00		18,914.01
December 2017	15,013.00	10,729.00	1,954.00		2,330.00	2,017.00	1,500.00	229.65	5.50		18,765.15
January 2018	15,013.00	10,729.00	1,954.00		2,330.00	2,017.00	1,500.00	340.53	25.50		18,896.03
February 2018	15,013.00	10,729.00	1,954.00		2,330.00	2,017.00	1,500.00	446.47	7.00		18,983.47
March 2018	15,013.00	10,729.00	1,954.00		2,330.00	2,059.00	1,500.00	538.96	263.00		19,373.96
April 2018	15,013.00	10,729.00	1,954.00		2,330.00	2,059.00	1,590.88	23.58	5.50		18,691.96
May 2018	15,013.00	10,729.00	1,954.00		2,330.00	2,059.00	1,545.00		25.50		18,642.50
June 2018	15,013.00	10,729.00	1,954.00		2,330.00	2,059.00	1,545.00		7.00		18,624.00
July 2018	13,213.00	10,729.00	154.00		2,330.00	2,059.00	1,545.00	195.67			17,012.67
August 2018	13,213.00	10,729.00	154.00		2,330.00	2,059.00	1,545.00	253.18	5.50		17,075.68
September 2018	13,213.00	10,729.00	154.00		2,330.00	2,059.00	1,545.00	227.99	25.50	270.00	17,340.49
October 2018	14,228.70	10,729.00	154.00		3,345.70	2,059.00	1,545.00	193.65	7.00		18,033.35
November 2018	18,213.35	10,729.00	154.00		7,330.35	2,059.00	1,545.00	140.92	263.00		22,221.27
December 2018	13,788.60	10,729.00	154.00	482.00	2,423.60	2,059.00	1,545.00	162.00	26.00		17,580.60
January 2019	13,709.95	10,729.00	154.00		2,826.95	2,059.00	1,545.00	194.93	31.50		17,540.38
February 2019	13,266.00	10,729.00	154.00		2,383.00	2,059.00	1,545.00	209.10	-		17,079.10
March 2019	13,310.00	14,053.00		613.00	458.16	2,374.00	1,591.35	231.90	51.75		17,559.00
April 2019	15,124.16	14,053.00		65.00	640.02	2,104.00	1,591.35	207.65	18.50		19,045.66
May 2019	14,758.02	14,053.00			656.60	2,104.00	1,591.35	172.45	7.00		18,632.82
June 2019	14,709.60	14,053.00			656.60	2,104.00	1,591.35	163.01	56.75		18,624.71
July 2019	14,709.60	14,053.00			1,180.00	2,104.00	1,591.35	167.72	7.00	352.80	18,932.47
August 2019	15,233.00	14,053.00			4,741.76	2,104.00	1,591.35	250.68	25.50		19,204.53
September 2019	18,794.76	14,053.00		555.75	63.25	2,167.00	1,591.35	220.16	21.50		22,794.77
October 2019	14,672.00	14,053.00		935.60		2,167.00	1,591.35	187.96	18.50		18,636.81
November 2019	14,988.60	14,053.00		487.00		2,167.00	1,591.35	147.67	20.25		18,914.87
December 2019	14,540.00	14,053.00			1,308.00	2,197.00	1,591.35	162.46	25.50		18,516.31
January 2020	15,361.00	14,053.00			1,308.00	2,197.00	1,591.35	176.69	32.50		19,358.54
February 2020	15,361.00	14,053.00		197.00	259.20	2,197.00	1,591.35	191.30	25.50		19,366.15
March 2020	14,509.20	7,026.50		-	482.00	2,197.00	1,591.35	164.89	32.25		18,494.69
April 2020	7,508.50	7,026.50		108.20		2,197.00	1,639.09	148.89	18.50		11,511.98
May 2020	7,134.70	6,708.10		-	(31.00)	2,197.00	1,639.09	146.69	7.00		10,666.88
June 2020	6,677.10	7,026.50			249.00	2,197.00	1,639.09	146.68	25.50	360.00	11,643.77
July 2020	7,275.50	7,026.50		-	147.00	2,197.00	1,639.00	196.79	7.00		11,213.29
August 2020	7,173.50	7,026.50			6,360.00	2,197.00	1,639.09	183.26	50.50		17,456.35
September 2020	13,386.50	7,026.50		-	836.00	2,197.00	1,639.09	149.80	22.37		11,870.76
October 2020	7,862.50	15,678.00			142.00	2,262.91	1,639.09	139.85	32.25		19,894.10
November 2020	15,820.00	15,678.00		-	-	2,262.91	1,639.09	151.39	7.00		19,738.39
December 2020	15,678.00	15,678.00			1,068.00	2,262.91	1,639.09	186.83	45.00		20,879.83
January 2021	16,746.00	15,678.00		600.00	42.00	2,262.91	1,639.09	100.81	7.00		20,329.81
February 2021	16,320.00	15,678.00				2,262.91	1,639.09	203.17	7.00		19,790.17
March 2021	15,678.00	15,678.00			110.29	2,262.91	1,738.91	193.22	86.50		20,069.83
April 2021	15,788.29	15,678.00			147.00	2,262.91	1,738.91	174.79	7.99		20,009.60
May 2021	15,825.00	15,678.00			118.00	2,262.91	1,738.91	162.32	7.99		19,968.13
June 2021	15,796.00	15,678.00		-	849.16	2,262.91	1,738.91	189.74	5.00	375.00	21,098.72
July 2021	16,527.16	15,678.00		-	698.00	2,262.91	1,738.91	188.60	34.26		20,600.68
August 2021	16,376.00	15,678.00		-	6,757.00	2,262.91	1,738.91	221.49	7.99		26,666.30
September 2021	22,435.00	15,678.00		-	34.00	2,262.91	1,738.91	153.35	48.44		19,915.61
October 2021	15,712.00										



Waunakee Community School District
Wellness Clinic

In partnership with SSM Health - Dean Medical Group

Performance Report
October 2021

Top 3 Medical Visit Reasons

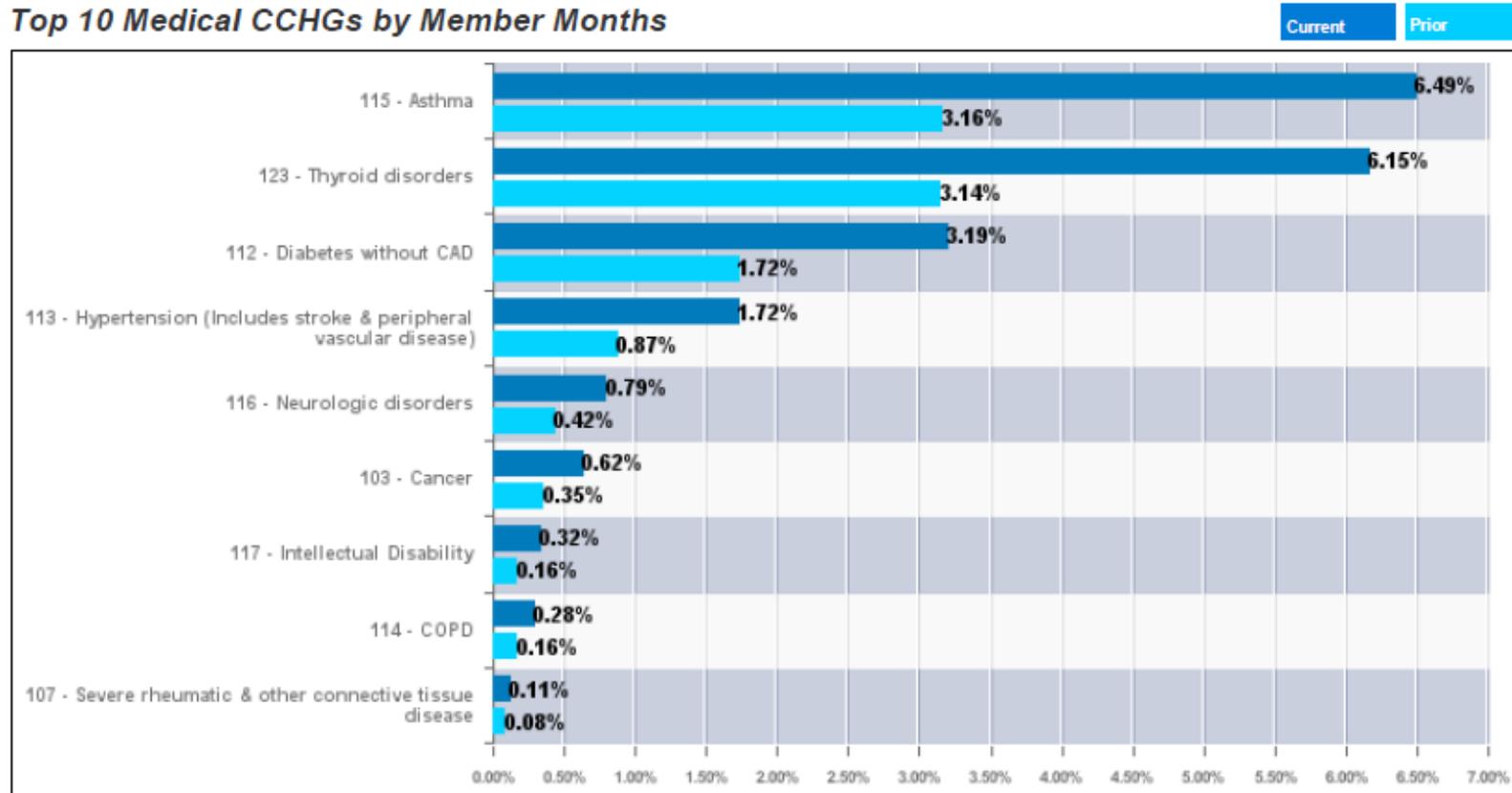
October 2021

1. Flu Vaccination
2. Pre-employment examinations
3. Administrative examinations

Healthcare Opportunities

(quarterly metric – Q3 2021)

Top 10 Medical CCHGs by Member Months



*CAD: Coronary Artery Disease; COPD: Chronic Obstructive Pulmonary Disease

CCHG: Milliman's Chronic Condition Hierarchical Groups

This metric uses diagnosis and drug codes on claims data to identify patients being treated for targeted conditions, and then apply a risk adjustment model to determine relative risks for this population.

■ Current: July 1, 2020 – June 30, 2021
 ■ Prior: July 1, 2019 – June 30, 2020

Top Specialty Referrals

Jan 2020 – Oct 2021



Dermatology (15%)

Physical Therapy (10%)

Digestive Health (7%)

Ear Nose and Throat (7%)

Audiology (5%)



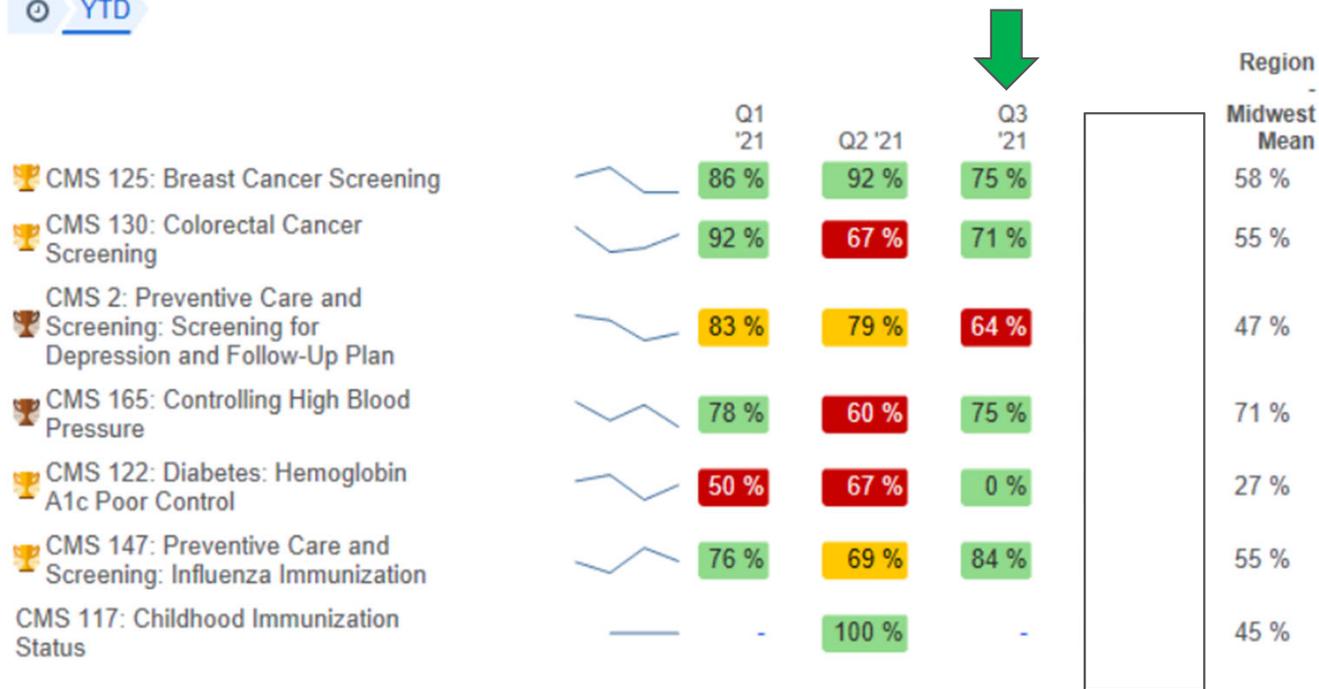
Total Referrals:
41

Quality Metrics

SSM Ambulatory Bundle

Last Refresh: 10:54:38 AM

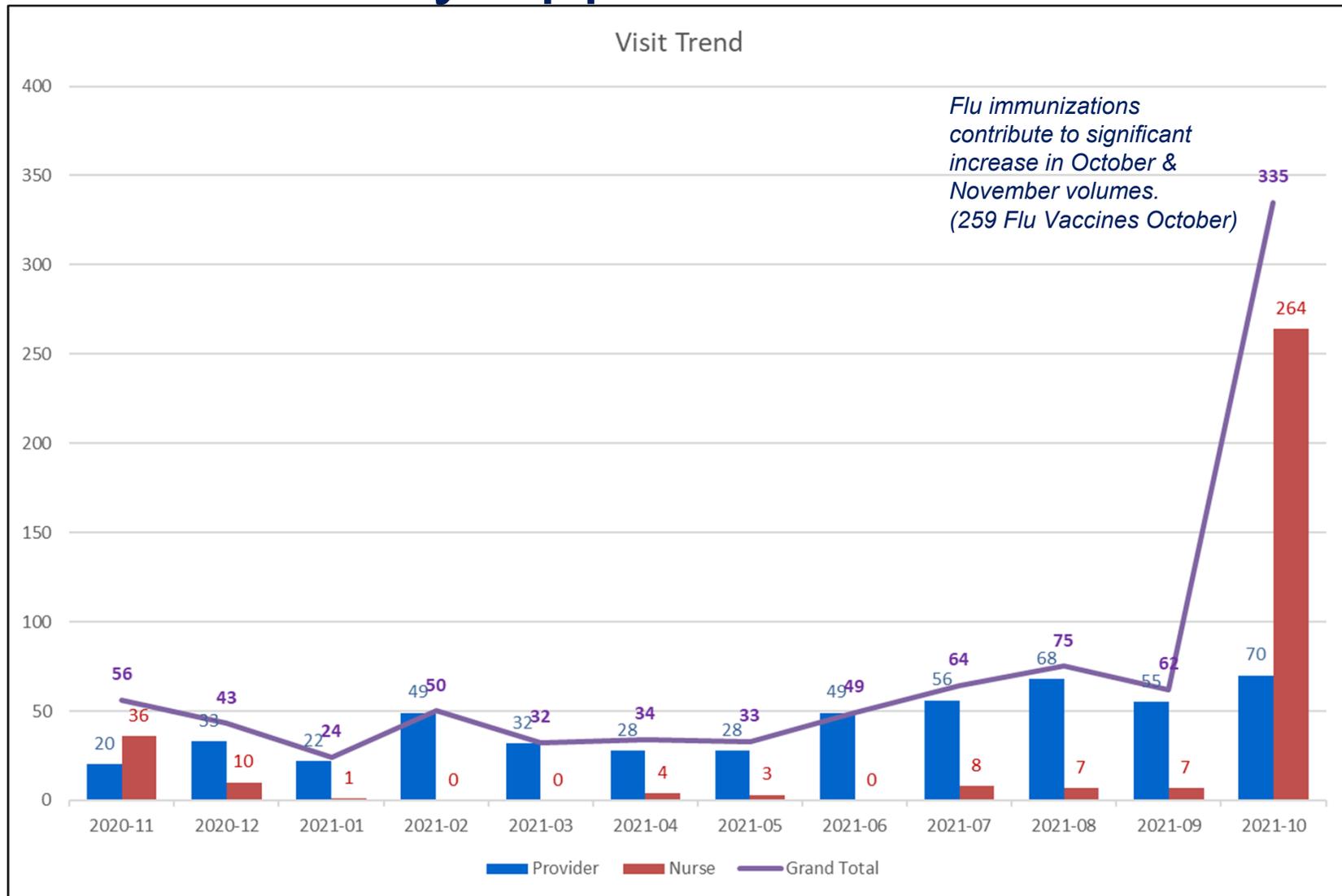
YTD



Control Metrics: The percent rating of patients who presented for a visit at the Wellness clinic, and whose currently recorded result was within an acceptable normal range for that measurement.

Screening Metrics: Population Health is highly impacted by preventive screenings and care. For those patients presenting to the Employee Wellness Clinic – percent ratings identify which patients had these needs/gaps met at the visit. Additional education and orders are placed for those due or overdue for screenings.

Monthly Appointment Volume

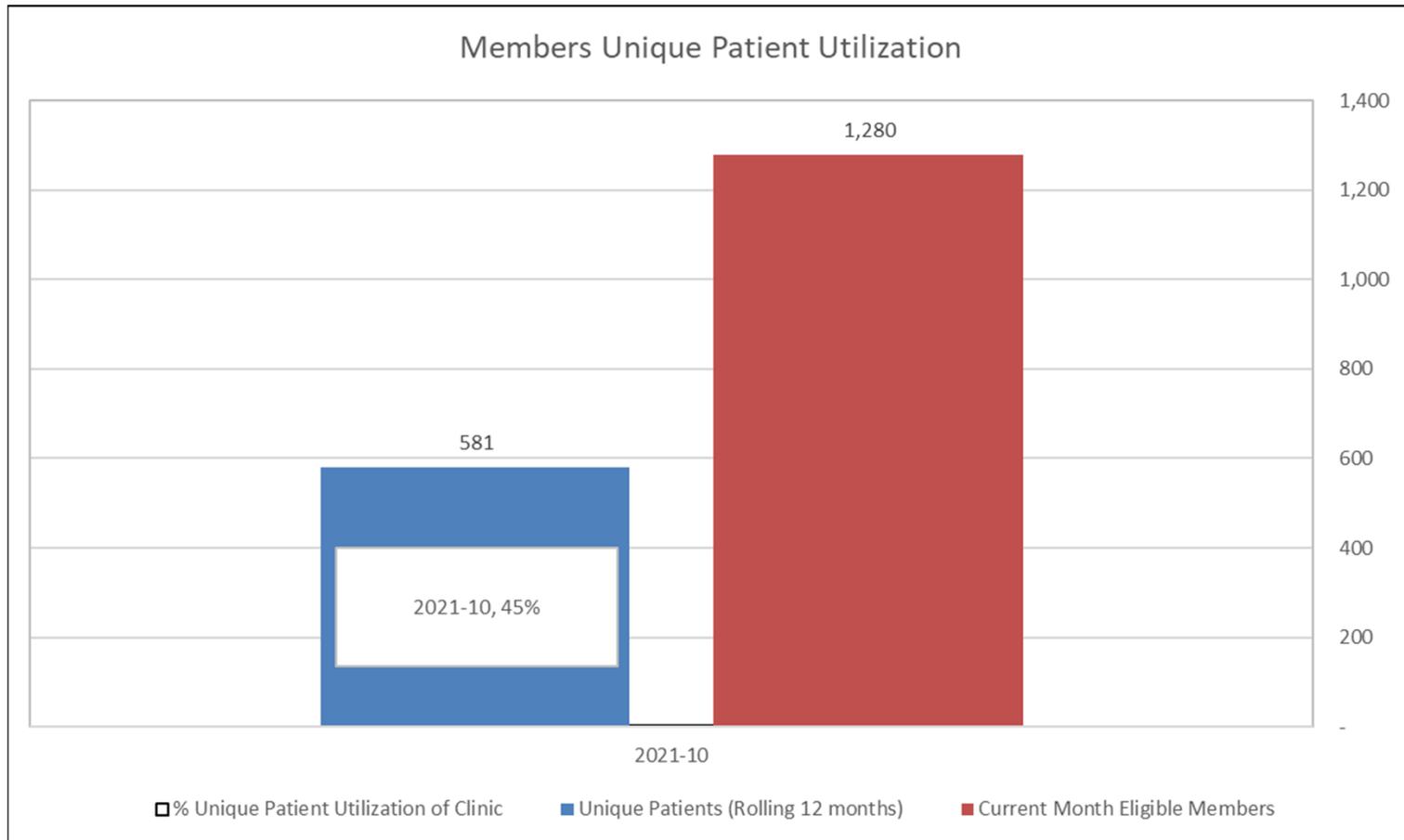


Visit Volumes by Visit Type – includes both provider and nurse visits

Visit Type Detail	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21
EXTENDED OFFICE VISIT		1				1						2	1
OFFICE VISIT	10	4	16	4	11	1	7	9	17	24	15	8	19
PRE EMPLOYMENT	6	7	2	4	5	3	6	8	6	19	34	24	14
PRE EMPLOYMENT BRIEF		2	1	1		1	6	3	3	4	5	6	3
SAME DAY			3			10	4			2	1	4	
TELEMEDICINE			1	3		1			1	1		3	
VIDEO VISIT	2	3	9	9	4	11	5	7	9	5	9	7	7
WELLNESS VISIT		3	1	1		4		1	13	1	2	1	2
SPECIAL CARE VISIT					29								24
LONG PROCEDURE											2		
	18	20	33	22	49	32	28	28	49	56	68	55	70
FLU VACCINE	270	35	9									3	259
OFFICE VISIT	5	1	1	1			3	1		4	7	3	5
SAME DAY										1		1	
VIDEO VISIT										1			
SHORT PROCEDURE							1	2		2			
	275	36	10	1			4	3		8	7	7	264
LAB	2			1	1		2	2					1
	2			1	1		2	2					1
	295	56	43	24	50	32	34	33	49	64	75	62	335

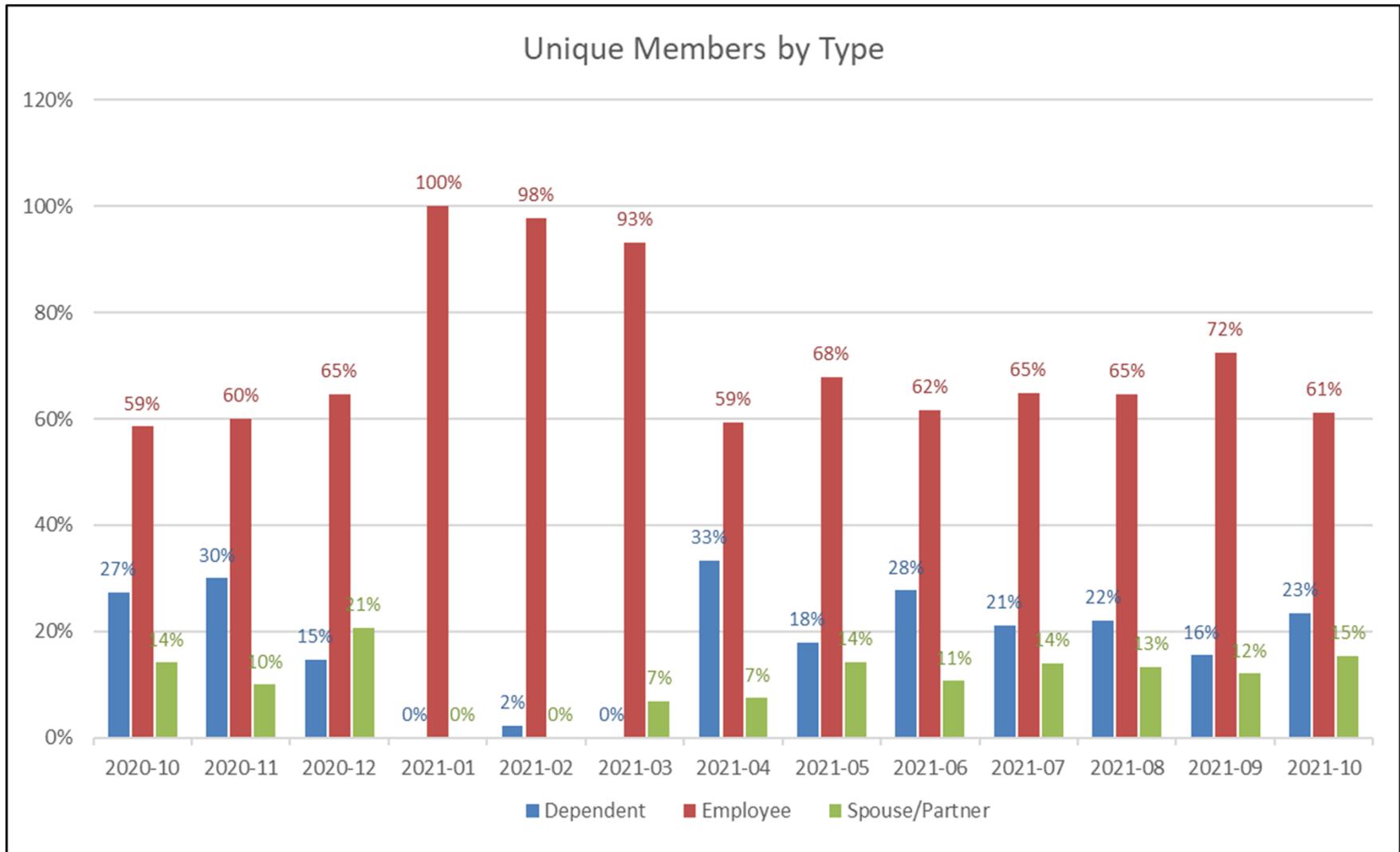
Unique Patient Utilization

Rolling Year Ending October 2021

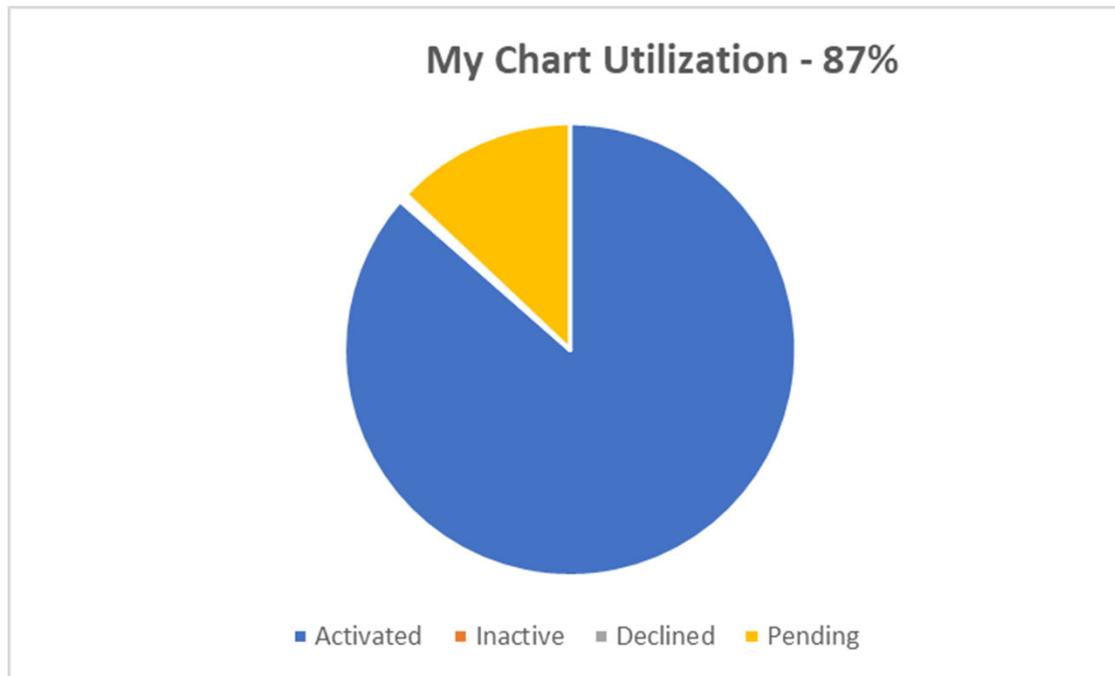


Unique Patients – individual members receiving care at the wellness clinic in each reporting period
As of September 2019 reporting, utilization is report as a rolling 12 month figure
National benchmarks suggest a 60% utilization rate stabilizes after a few years.

Utilization by Unique Member Type



My Chart Utilization (Qtrly metric)

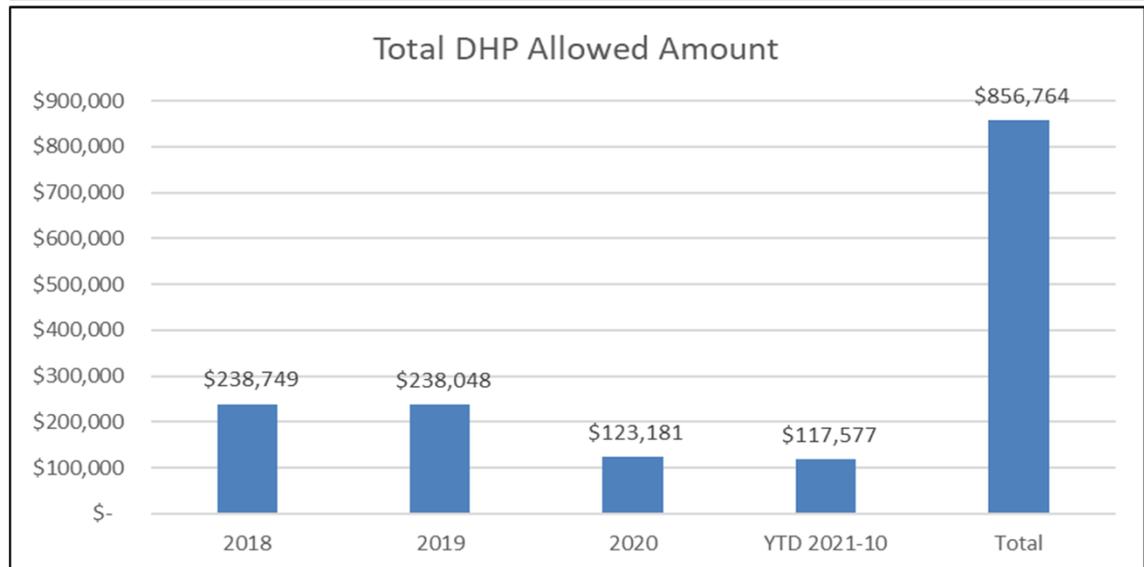
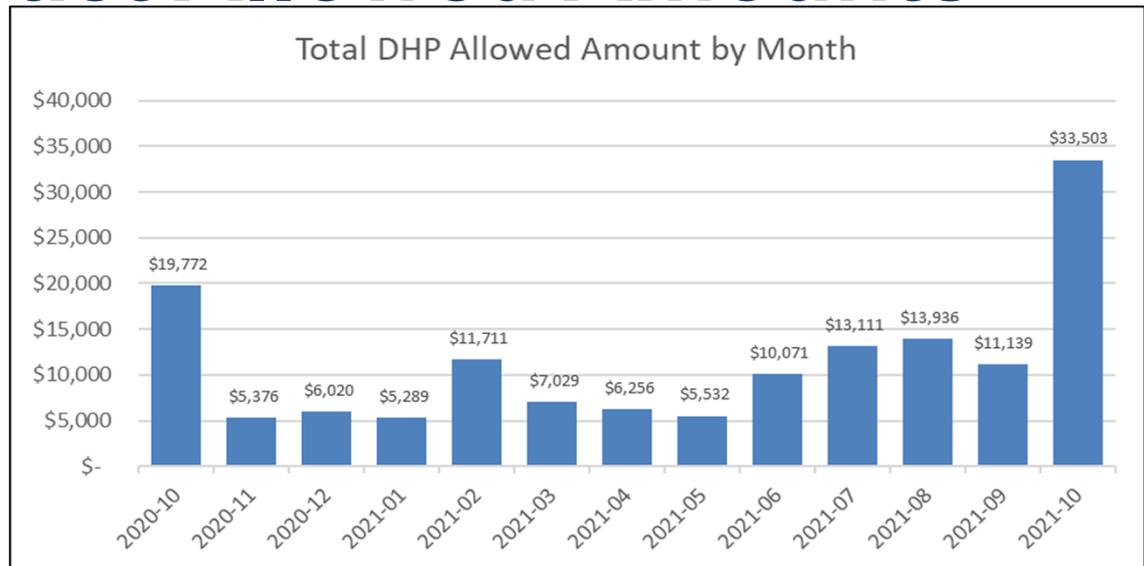


87% of members
visiting the WCSD
clinic in the last 3
years have active
My Chart Accounts

Active My Chart utilization is reported based on members who have had a clinic visit at the WCSD clinic, and have an 'active' account.

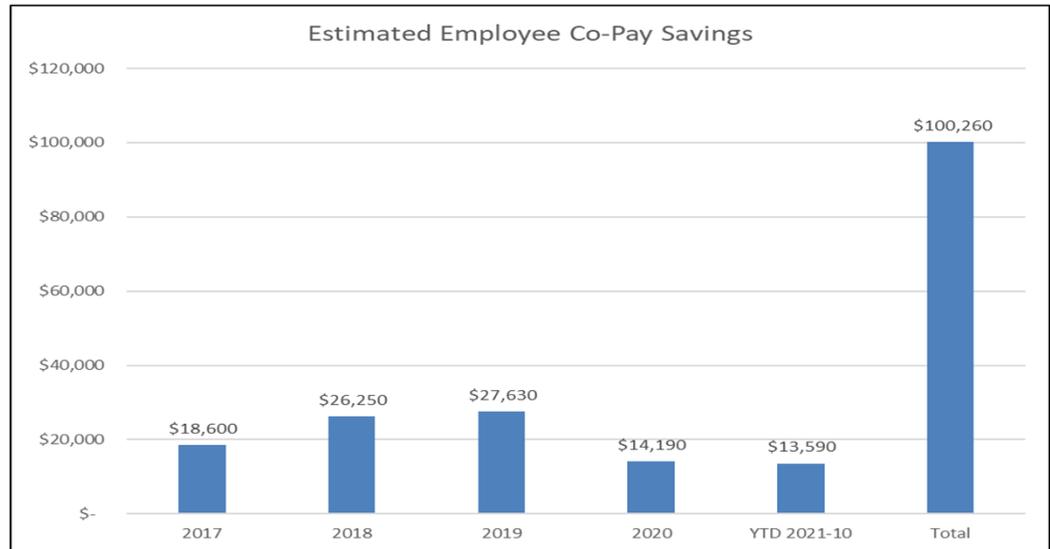
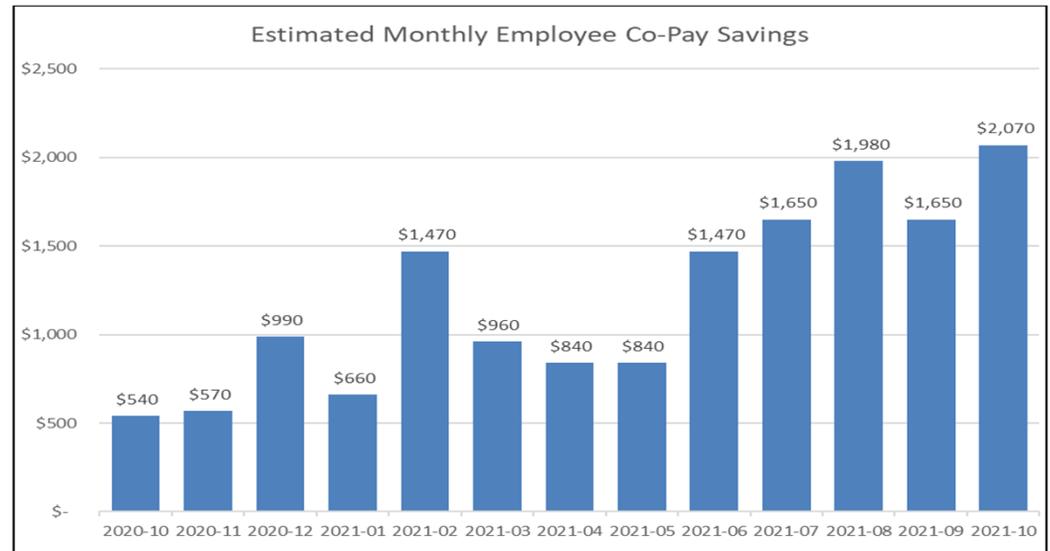
DHP Contract Allowed Amounts

- Rolling 12-Month ending October 2021, DHP Contract Allowed Amount, Claims Avoidance Totaled \$128,973



Estimated Employee Co-Pay Savings

- Assumes \$30 Co-Pay for all applicable Office/Medical Visits
- Rolling 12-Month ending October 2021 Potential Employee Co-Pay Savings Totaled \$15,150



Additional Financial ROI

Last 12 rolling months

Occupational Health:

Services captured in the employer clinic – Saving \$15,331 from direct billing to employer. (12 rolling months)



**Total Additional Savings :
\$20,227.00**

Financial ROI metrics-detail						
Client			Service	Fee	Vol	Savings
Waunakee School District			PE Phys	\$ 96.00	136	\$ 13,056.00
			Brf PE Phys	\$ 65.00	35	\$ 2,275.00
			Flu admin	\$16.00	417	\$ 4,896.00
						\$ 20,227.00

Flu season:

- Vaccine pharmaceutical expense billed at wholesale SSM fee (\$16/dose)

- Savings: administration costs (not going to claims or paid to 3rd party vendor)

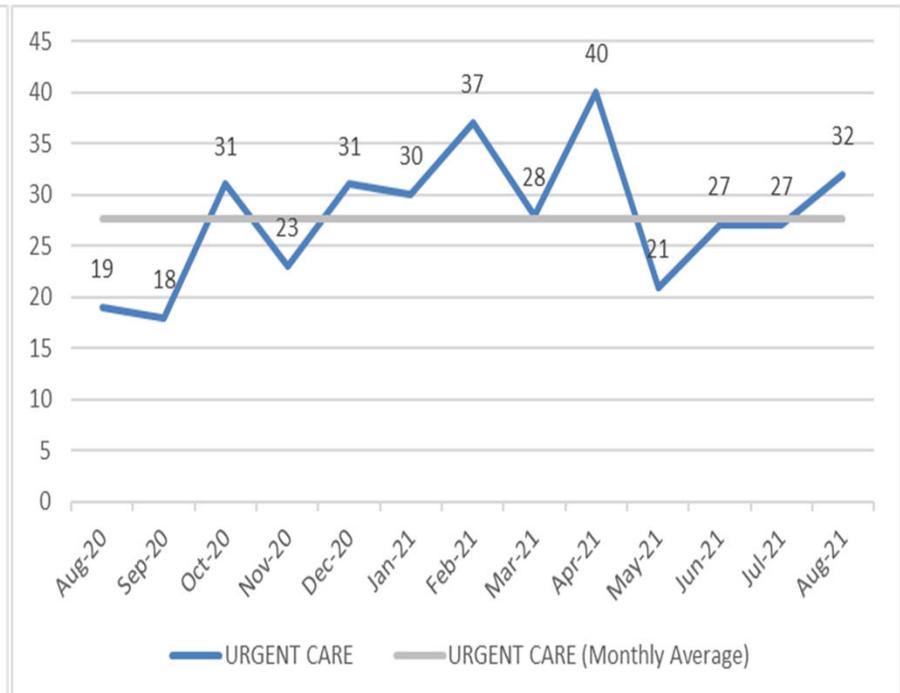
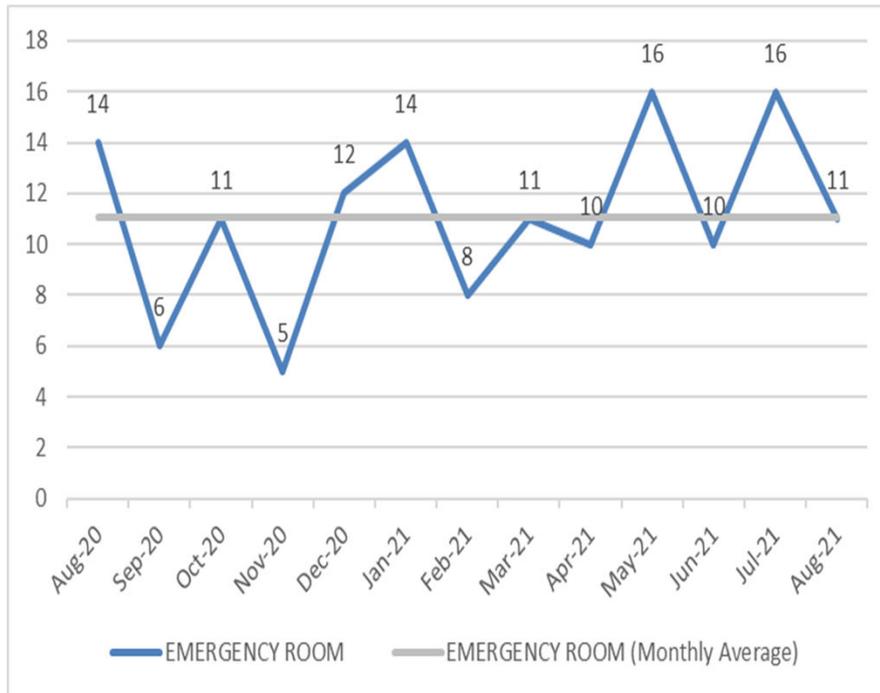
\$ 4,896 (12 rolling months)

New reporting period



Oct 2020 – Nov 2021

Emergency Department and Urgent Care Volume Trend (Quarterly metric)



Data is pulled from claims metrics through the health plan. This utilization is not connected to Employee Wellness Clinic utilization – but shows a group trend which supports opportunities for additional marketing and education on right level of care.

**Includes any ED or UC setting – not limited to SSM owned*

Source: DHP Claims databased on service incurred date; **group members;**

Data is two months behind to allow for claims lag and history may be restated if new claims are received

Note: members with multiple visits for a service in any given reporting period will be counted for each visit (e.g. a member with two separate visits to an Emergency Department in the month of December would be counted for two visits)

Avoidable ER Visits

(quarterly metric – Q3 2021)

Avoidable ER Visits

Avoidable ER Visits - New York University (NYU) Methodology	Current Avoidable ER Visits	Current ER Visits	ER Visits % Avoidable		
			Prior	Current	Comparative Benchmark
NYU ED Utilization Algorithm: Emergent, ED Care Needed, Preventable/Avoidable	2	119	3.11%	1.47%	3.27%
NYU ED Utilization Algorithm: Emergent, Primary Care Treatable	17	119	15.33%	14.45%	19.32%
NYU ED Utilization Algorithm: Non-Emergent	16	119	16.51%	13.45%	14.49%
Sum:	35	119	34.96%	29.36%	37.09%

Data is pulled from claims metrics through the health plan. This utilization is not connected to the Employee Wellness Clinic utilization – but shows a group trend which support opportunities for additional marketing and education on the right level of care

Reporting periods:
 Prior: July 1, 2019 – June 30, 2020
 Current: July 1, 2020 – June 30, 2021

Risk Scores

(quarterly metric – Q3 2021)

Risk Scores by Relation, Current Year and Prior Year (MARA)

RELATION	Age/Gender Factor			Average Concurrent Risk Score		
	Prior	Current	Comparative Benchmark	Prior	Current	Comparative Benchmark
SUBSCRIBER	1.38	1.38	1.31	1.64	1.53	1.41
SPOUSE	1.31	1.29	1.39	1.48	1.31	1.57
DEPENDENT	0.51	0.52	0.54	0.79	0.68	0.65
<i>Average:</i>	<i>1.07</i>	<i>1.18</i>	<i>1.08</i>	<i>1.3</i>	<i>1.18</i>	<i>1.21</i>

Age/gender risk scores use actuarial models to determine the relative risk of each member. The (MARA) risk adjuster utilizes clinical information on each members' claims to determine the relative risk score. A relative risk score of 1.0 indicates average risk for the population. Members with relative risk scores greater than 1.0 are expected to have higher than average costs and those with risk scores less than 1.0 are expected to have lower than average costs.

*MARA: Milliman Advanced Risk Adjusters

Reporting periods:

Prior: July 1, 2019 – June 30, 2020

Current: July 1, 2020 – June 30, 2021



Dean Health Plan Employer Group Reporting Package

WAUNAKEE SCHOOL DISTRICT

Claims Incurred from 202107 through 202107 ; Paid Through 202110 (Max Paid Date: 10/2/21)

Group ID(s): 3258; Division(s): ALL; Employment Type: ; Direct Bill Flg:

Plan Operating Statement

	Total	PMPM	MLR %
Premium	\$585,229.94	\$475.80	
Total Claims Paid	\$550,512.43	\$447.57	94.07%
Member Months	1,230	Subscriber Months	423

Claim Summary

Claim Type	Billed	Savings due to Contractual Agreements	Employee Out of Pocket	COB	Paid
Professional	\$547,157.33	\$270,815.73	\$30,781.54	\$1,866.42	\$245,217.55
Outpatient	\$133,474.90	\$62,074.91	\$2,337.50	\$1,112.71	\$70,274.30
Emergency Room	\$55,573.31	\$20,941.53	\$2,233.89	\$0.00	\$35,529.49
Inpatient	\$160,213.63	\$100,854.73	\$166.41	\$4,695.75	\$57,625.86
Other	\$73,315.25	\$28,226.66	\$918.16	\$41.77	\$47,279.09
Total Medical	\$969,734.42	\$482,913.56	\$36,437.50	\$7,716.65	\$455,926.29
Pharmacy	\$230,987.03	\$128,902.78	\$8,294.04	\$0.00	\$94,586.14
Total Medical & Rx	\$1,200,721.45	\$611,816.34	\$44,731.54	\$7,716.65	\$550,512.43



Dean Health Plan Employer Group Reporting Package

WAUNAKEE SCHOOL DISTRICT

Claims Incurred from 202007 through 202106 ; Paid Through 202108

Group ID(s): 3258; Division(s): ALL; Employment Type: ; Direct Bill Fig:

Medical and Rx Claims by Month

Month	Medical Paid	Rx Paid	Total Paid	Subscriber Count	Member Count	Premium
202007	\$643,355.27	\$84,987.13	\$728,342.40	429	1,236	\$593,971.77
202008	\$440,229.96	\$82,289.33	\$522,519.29	429	1,237	\$592,348.44
202009	\$593,734.51	\$79,610.98	\$673,345.49	430	1,238	\$591,889.16
202010	\$507,081.08	\$78,987.79	\$586,068.87	430	1,241	\$589,965.46
202011	\$428,837.96	\$77,056.98	\$505,894.94	429	1,241	\$590,674.22
202012	\$451,585.19	\$80,978.33	\$532,563.52	431	1,246	\$594,921.27
202101	\$539,410.26	\$70,606.78	\$610,017.04	427	1,241	\$589,844.82
202102	\$490,830.93	\$81,694.53	\$572,525.46	428	1,245	\$590,566.30
202103	\$603,262.70	\$84,224.95	\$687,487.65	425	1,241	\$588,401.86
202104	\$574,073.37	\$80,062.29	\$654,135.66	421	1,232	\$583,712.24
202105	\$465,496.64	\$86,062.84	\$551,559.48	422	1,235	\$584,433.72
202106	\$410,356.60	\$83,215.67	\$493,572.27	419	1,222	\$578,962.89
Sum:	\$6,148,254.47	\$969,777.60	\$7,118,032.07	5,120	14,855	\$7,069,692.15

Patient Satisfaction

July 2021 - Sept 2021

Patient Satisfaction Survey	Very Poor	Poor	Fair	Good	Very Good
Waunakee July 2021 - Sept 2021					
How would you rate your visit overall				6%	94%
Please rate the ease of scheduling your appointment			6%	11%	83%
If you left a message with the clinic, please rate the response time from the clinic care team		6%		6%	39%
Please rate the convenience of office hours		6%*	6%	6%	83%
Please rate the courtesy of the staff at registration area				6%	94%
Please rate the friendliness/courtesy of the care provider					100%
Please rate the amount of time spent with you by the care provider				6%	94%
Please rate the instructions from the provider on treatment and follow up to your appointment					89%
Please rate the overall cleanliness of the facility					100%
Please rate the likelihood of recommending this clinic to others				11%	89%

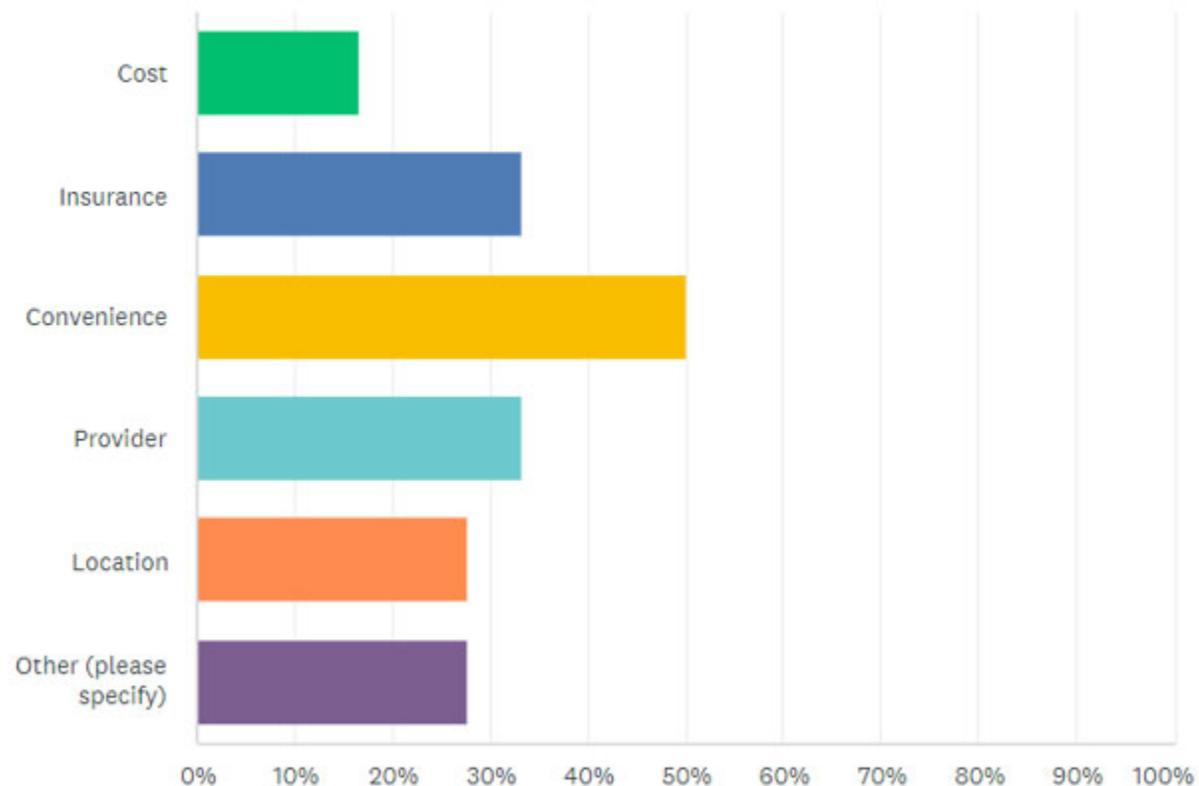
*Comment from patient – offer early morning hours before work

Quarterly Metric

Survey Question 12- Point of Care

- Q12: Why did you choose the Employee Wellness Clinic? (Select all that apply)

Answered: 18 Skipped: 0



Recommendations/Discussion

- December Events:
 - Live Virtual Carbs and Pre-Diabetes with Renee Davis – Certified Diabetes Educator
 - COVID boosters/kiddos on-site events – 376 staff boosters administered and 955 peds 1st dose Pfizer vaccines were given in early November. 2nd doses scheduled Nov 29th and 30th. (estimate 955 peds vaccinations between the two days)
- Quality metrics: Depression screening went down – likely due to drive up flu vaccines

Summary and Discussion



FALL 2021 CENSUS NUMBERS

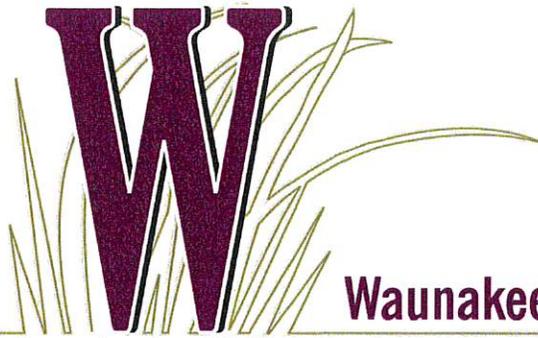
		<u>Prairie</u>	<u>Arboretum</u>	<u>Heritage</u>	TOTAL
*22-23	K	94	86	119	299
23-24	K	56	48	70	174
24-25	K	39	44	45	128
25-26	K	37	26	33	96
26-27	K	20	9	18	47
*22-23 Details		<u>Prairie</u>	<u>Arboretum</u>	<u>Heritage</u>	TOTAL
4 year olds in 4K		79	73	97	249
4 year olds not in 4K		15	13	21	49
Early Childhood not in 4K		1	0	1	2
Speech & Language not in 4K		0	0	0	0
		95	86	119	300

Note: 26 4K Open Enrollment Students are not included in the numbers above.

FALL 2020 CENSUS NUMBERS

		<u>Prairie</u>	<u>Arboretum</u>	<u>Heritage</u>	TOTAL
*21-22	K	101	98	102	301
22-23	K	66	54	73	193
23-24	K	45	38	62	145
24-25	K	31	32	29	92
25-26	K	19	13	17	49
*21-22 Details		<u>Prairie</u>	<u>Arboretum</u>	<u>Heritage</u>	TOTAL
4 year olds in 4K		81	76	84	241
4 year olds not in 4K		20	22	17	59
Early Childhood not in 4K		0	0	1	1
Speech & Language not in 4K		0	0	0	0
		101	98	102	301

Note: 30 4K Open Enrollment Students are not included in the numbers above.



Waunakee Community School District

Committed to Children . Committed to Community . Committed to Excellence

The Board of Education for the Waunakee Community School District has reviewed the School Violence Evaluation Reports for scheduled drills held during the month of November 2021.

	School Address	Type of Drill	Date of Drill
AES	Arboretum Elementary School 1350 Arboretum Drive Waunakee, WI 53597	Hold	11-29-2021
HES	Heritage Elementary School 501 South Street Waunakee, WI 53597		
PES	Prairie Elementary School 700 N. Madison Street Waunakee, WI 53597		
WIS	Waunakee Intermediate School 6273 Woodland Drive Waunakee, WI 53597		
WMS	Waunakee Middle School 1001 South Street Waunakee, WI 53597		
WHS	Waunakee High School 301 Community Drive Waunakee, WI 53597		

Board of Education Representative: _____
Joan Ensign, President 12-13-2021

**School Violence Drill Evaluation Report
 Waunakee Community School District
 Must be completed with 30 days of the drill and sent to
 Superintendent for submission to Board of Education**

School Site and Address	Arboretum Elementary School	Drill Date	11-29-2021
Type of Drill/Exercise	Hold Drill	Drill Supervisor	Sheila Weihert
Number of Students Present	410	Number of Staff Present	63
Duration of Drill	5 minutes	Assisting Staff	Lori Armstrong Bob Homan Denise Mehlhoff Dyana Worrell

<i>Pre-Drill Planning</i>	Yes	No	N/A
Have Staff been trained in the procedure for this scenario?	x		
Have Students been trained in the procedures for the scenario?	x		
Were parents notified prior to the drill?		x	
Were staff notified prior to the drill?	x		
Were police, fire or other emergency responders invited to attend?		x	
<i>During the Drill</i>	Yes	No	N/A
Was plain language used to initiate the drill?	x		
Were any code words used during the drill?		x	
Was the announcement/alert heard in every location occupied by students?	x		
Were there any problems during the drill(Explain in narrative section)		x	
<i>After the Drill</i>	Yes	No	N/A
Was a debrief held with the School Safety Team?			x
Were police, fire and other included in the debrief?		x	
Will staff and students be debriefed?		x	
Will parents be informed of the drill results?		x	

Narrative - Description of the drill, problems encountered, lessons learned

We are doing a very short hold drill on Monday, November 29 at 10:05 a.m.

Please take time and review the Emergency/Crisis Response sheet prior to the drill.

All staff should have a lime green WCSD Staff Emergency/Crisis Response Action Plan 2021-2022 Please let Karen know if you need one. The crisis plan is also posted on the L Drive, Staff Information, Safety Information and on the Arboretum General Staff Shared Google Folder.

Announcement: "Hold Procedure"

Close Doors, closed doors should then be locked.

All staff should enter nearest secure area. Don't release anyone, ignore bells, no restroom breaks.

Continue classroom activities

Take Attendance – present and absent

Check e-mail on a regular basis for available information or updates.

Do NOT call Office UNLESS you have vital information.

Wait patiently and listen for directions from building administration.

BE PREPARED to implement "Lock Down" or evacuation procedure.

All doors should be locked upon closing the door.

Please let Karen know if you need a lock block for your door.

Report Prepared by: Sheila Weihert/Karen Rundhaug

Date: 11/29/2021

Date submitted to Superintendent Office: 11/29/2021



December 1, 2021

Memo To: WCSD Board of Education

From: Randy Guttenberg

Re: Innovation Center Donation

Peter Fish Sedona Winds 405 Jacks Canyon Rd. Apt. 124, Sedona, AZ 86351-7860. Made a donation to the Waunakee Area Educational Foundation in the amount of \$5000.00 to be used in the Innovation Center at the High School.



December 1, 2021

Memo To: WCSD Board of Education

From: Randy Guttenberg

Re: Flags to recognize Native American

WCSD BOE member and Waunakee Community member David Boetcher 916 Lexitnton Way, Waunakee WI 53597, organized a drive to purchase HoChunk Nation flags to be flown at each WCSD Building in November of each year.



October 23, 2021

To: Board of Education Members

From: Steve Summers

Re: Donation for Student Financial Assistance Fund

Terry and Joan Enge have generously donated \$25.00 to the Waunakee Community School District for the Student Financial Assistance Fund.

A thank you can be sent to:

Terry & Joan Enge
5557 Maria Way
Waunakee, WI 53597

Please feel free to contact me with any questions or concerns regarding this request.

Sincerely,

Steve Summers
Executive Director of Operations



October 23, 2021

To: Board of Education Members

From: Steve Summers

Re: Donation for Student Financial Assistance Fund

Town Planner Calendar has generously donated \$50.00 to the Waunakee Community School District for the Student Financial Assistance Fund.

A thank you can be sent to:

Town Planner Calendar
402 Walmar Drive
Sun Prairie, WI 53590

Please feel free to contact me with any questions or concerns regarding this request.

Sincerely,

Steve Summers
Executive Director of Operations



October 23, 2021

To: Board of Education Members

From: Steve Summers

Re: Donation for Student Financial Assistance Fund

Lorraine and Jack Heinemann have generously donated \$100.00 to the Waunakee Community School District for the Student Financial Assistance Fund.

A thank you can be sent to:

Lorraine and Jack Heinemann
1440 Blue Ridge Trail
Waunakee, WI, 53597

Please feel free to contact me with any questions or concerns regarding this request.

Sincerely,

Steve Summers
Executive Director of Operations



November 10, 2021

To: Board of Education Members

From: Steve Summers

Re: Donation for Student Financial Assistance Fund

One Community Bank has generously donated \$1,000.00 to the Waunakee Community School District for the Student Financial Assistance Fund.

A thank you can be sent to:

One Community Bank
733 North Main Street
Oregon, WI 53575

Please feel free to contact me with any questions or concerns regarding this request.

Sincerely,

Steve Summers
Executive Director of Operations



November 10, 2021

To: Board of Education Members

From: Steve Summers

Re: Donation for Student Financial Assistance Fund

One Community Bank has generously donated \$2,875.00 to the Waunakee Community School District for the Student Financial Assistance Fund.

A thank you can be sent to:

One Community Bank
733 North Main Street
Oregon, WI 53575

Please feel free to contact me with any questions or concerns regarding this request.

Sincerely,

Steve Summers
Executive Director of Operations



December 8, 2021

Memo To: WCSD Board of Education

From: WCSD Food Service Department

Re: Free/Reduced Lunch Program Donation

The Lone Girl Brewing Company donated \$1200.00 to the WCSD Food Service Free/Reduced Lunch Program. Kevin Abercrombie, owner of The Lone Girl Brewing Company 114 E. main St. #101, Waunakee, WI 53597 presented the check to WCSD Food Service Director, Connie Vacho.