

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

Monday, February 14, 2022

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.

Closed Session Starts at 6:00PM

Open Session Starts at 7:00 PM

AGENDA

I. CALL TO ORDER

II. ROLL CALL

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

A. Review Minutes of January 10, 2022 Meeting

B. Review Individual Teacher/Administrator Contract Recommendations, Resignations, Leaves and Retirements

C. Review Individual Co-Curricular Contract Recommendations

D. Review Individual Support Staff/Custodial Recommendations, Resignations and Retirements

E. Confer with Legal Counsel regarding policy language, public health orders, and possible legal implications or actions

F. Update on future land options/future negotiations with a land owner

IV. RETURN TO OPEN SESSION – BEGIN REGULAR AGENDA

V. BOARD DEVELOPMENT WORKSHOP

If time allows before 7:00 p.m., the Board may use this time for Board Development, scheduling meetings, or other logistics/operational matters.

VI. APPROVAL OF MINUTES

A. Review Minutes from 01/10/22 regular meeting. 10

VII. APPROVAL OF AGENDA AND ADDITIONS

Action should be taken to approve the agenda as presented (or) with changes as recommended.

VIII. PUBLIC COMMENTS 16

Individuals may use this time to comment on any topic. A copy of Board Policy 187 —Public Participation at Board Meetings is enclosed for your reference. Each speaker will be allowed 3 minutes to speak for a total of 30 minutes. . Emailed comments will be shared and reviewed by all the board members but will not be read out loud.

IX. PUBLIC HEARING ON REGULATORY FLEXIBILITY FOR BILINGUAL PROGRAM

Per Wisconsin Statutes 18.38 a Public Hearing needs to be held prior to a waiver being submitted to the Wisconsin Department of Public Instruction for regulatory flexibility.

X. TEACHING STAFF, STUDENTS, & BOARD REPORTS/RECOMMENDATION/ACTION ITEMS

A. Student Report

Marissa Loether and Isabelle Hahn are the high school student representatives and will provide an update on activities from the high school.

B. Teacher Report

Members of the WTA will provide an update from the teachers.

C. Board Reports/Action Items

1. Individual 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. State Convention Report

Joan Ensign attended the State School Board Convention Delegate Assembly, virtually and will share information.

3. Discuss Timeline for Board and Superintendent Evaluations 19

The following schedule has been used for the Board and Superintendent Evaluations:

- School Perceptions Survey due by February BOE meeting

- Superintendent Evaluation & Priorities Evaluation is distributed at the February BOE meeting and returned by the end of March.
- After the March BOE meeting, an individual reminder will be sent to each BOE member sharing what they still need to turn in by the end of March.
- April Special BOE Meeting - Evaluations
Attached please find the Superintendent's Evaluation Form and the Board Goals Evaluation Form from 2021-2022.

In Closed Session, at the March Board Meeting, Randy Guttenberg will provide the Board with an update on his goals for 2021-2022 and a performance report on members of the administrative team.

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

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.

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 for all grade levels.

The administration will also review with the Board any further guidance provided by PHMDC related to school protocols etc.

XII. LEGAL ISSUES DISCUSSION REGARDING PUBLIC HEALTH ORDER BY WCSD ATTORNEY STRANG

Kirk Strang, from Strang Law, LLC, will be present at Monday's School Board Meeting to provide information to the Board regarding the legal issues of which the school board should be informed, related to matters associated with COVID-19 and public health orders from Public Health Madison & Dane County.

XIII. DISCUSSION AND POSSIBLE ACTION ON CURRENT BOARD DECISION RELATED TO MASKING, AND THE IMPLEMENTATION OF PUBLIC HEALTH MADISON DANE COUNTY MASK ORDER #7 **34**

In November 2021, the school board approved a motion that, in the absence of an Order from PHMDC, masks will be optional in all grades, K-12, and in all school facilities.

In December, 2021, the school board approved a motion to allow the 4K sites to maintain their own face-covering policy, since the sites are their own businesses.

Also, in December 2021, the board approved a motion to require masks for vocal music classes, and to reevaluate this decision on a monthly basis starting in February.

These three decisions remain in place and are the policies of the district, until they are changed by the Board. Since these decisions were put in place, Public Health Madison & Dane County has also extended Emergency Face Covering Order #7 until March 1, 2022.

The most current Order from PHMDC is attached for your reference.

XIV. COMMITTEE REPORTS/RECOMMENDATIONS/ACTION ITEMS

A. Curriculum Committee

1. Review January 11, 2022 Committee Meeting Minutes

B. Policy Committee

1. Review Minutes from the 01/26/22 Meeting. 40

2. Consideration of 200 Series Policies 43

Attached please find the 200 series policies as reviewed, updated, and recommended by the Policy Committee. The 200 Series was also reviewed by the Board at the January 2022 meeting and is on the agenda for Monday night as an action item.

Please note, Policy 224 Rule 1 -- Board and Superintendent Role and Working Relationship has been pulled from this agenda item and will be acted upon separately in the next agenda item.

Also attached is an Excel spreadsheet that outlines the review by the Wisconsin Association of School Boards regarding the 200 series. The administration and the Committee used this document as a guide for reviewing and revising this section of policy.

3. Board -Superintendent Roles & Working Relationship - Policy 224 Rule 1 70

Attached please find Policy 224 Rule 1--Board -Superintendent Roles & Working Relationship, as reviewed and modified by the Policy Committee.

4. Flag Policy 72

Per the full Board's request, the Policy Committee has worked to develop a policy for the flying of flags on school grounds. Attached please find the DRAFT Flag Policy that was written, based off language from several sample policies, feedback from the Policy Committee, and per a language review by the school district's attorney.

The Committee does not have a recommendation to the Board on this item as they

felt it was important for the Board as a whole to discuss the policy, and specifically whether to include in the policy the section on "commemorative flags."

5. Public Records - Policy 823 75

Attached please find the 823 Series of Policies that pertain to Public Records and Public Records Requests. These policies started as draft policies recommended by WASB, the administration added local identification language (such as the name of the school district, school names, etc.), and the school district's attorney also reviewed the document. The edits to the document are shown via bold language and strikeout notation. The Committee is recommending these policies for adoption by the Board.

6. Seclusion & Restraint 86

Attached please find the revised policy related to Seclusion and Constraint that was presented to you by Tiffany Loken, Director of Special Education. The Committee asked the administration to consult with our school district attorney on this policy language prior to your action. Tiffany consulted with our attorney and the policy is in line with legal requirements and includes the necessary and recommended language, per his review.

7. Service Animals in the Schools 91

We recently received a request for a service animal to be with a student in school. In reviewing this request, we realized that we did not have any policy on this type of request or accommodation. Tiffany Loken used a draft policy from another school district, and also reviewed this proposed policy with our school district attorney.

The Committee asked that Tiffany follow up with the school district attorney on a few language matters and questions related to the training of service animals. The revisions to the policy are noted in the attached document, and Tiffany will be at the meeting on Monday to represent this policy, the edits to the document, and answer any of your questions.

C. Human Resources Committee

1. Review January 31, 2022 Meeting Minutes 95

2. Aquatic Center Wages 98

The HR Committee advanced to the Full Board for their consideration the attached wage plan for the Aquatic Center. The goal of the proposal is to bring district wages in line with other employers so that we have the necessary staffing to continue to deliver our current level of service to the community. The Budget Committee is recommending approval with the funding coming from a combination of increased user fees at the pool, as well as, use of the Fund 80 fund balance.

For additional information, please see the 1/31 HR and 2/7 Budget Committee meeting agendas and minutes.

3. Summer School Wages 100

The HR Committee advanced to the Full Board for their consideration the attached wage plan for the 2022 Summer School session. The goal of the proposal is to bring district wages in line with other employers so that we have the necessary staffing to continue to deliver our current level of service to the community. The Budget Committee is recommending approval as a part of the 2022-23 budget process.

For additional information, please see the 1/31 HR and 2/7 Budget Committee meeting agendas and minutes.

4. Pausing Employee Spouse participation in the spring health assessments

The HR Committee supports and advanced the full Board for their consideration of pausing spousal participation in the spring 2022 Health Assessments for those covered by the district's family insurance plans. Spouses did not participate in the spring of 2021 due to a request by Dean Health Plan related to the pandemic. The district is working with DHP to review and update the health assessment process for 2023 and this request is related to the utility and value for participants. There is no difference in the district health insurance costs as long as employees do participate.

D. Facility Committee

1. Review Minutes from the February 7, 2022 Meeting. 102

2. Consider Initiating a Request for Proposal for a Land Purchase

The community survey, related to the referendum planning, is seeking input into the topic of the location of a new Middle School. The location of a new Middle School could either be the existing Heritage Elementary School site or a new location that would require a land purchase by the district. The current Intermediate School site was originally identified as a potential location for a middle school. However, this site is no longer viewed as a good fit for a new middle school. The administration is seeking feedback from the school board regarding the topic of submitting a request for proposal for a land purchase to the Waunakee Community. The Facility Committee is recommending approval of this request for proposal on a 3:0 motion.

E. Budget Committee

1. Review Committee Minutes from 02/07/22 Meeting 104

2. Special Education Staffing Request 107

The purpose of this agenda item is to review a request to add a Special Education teacher/Para Educators to the High School for the 2022-2023 school year. Attached please find the requests from Tiffany Loken.

Typically, Special Education and English Language Learner staffing requests can be connected to students who are moving into our district with existing educational plans for these services.

Districts are able to request transfer of service funds for these students which pay for a large majority of the increase in the staffing requests. The portion of the staffing request connected to state categorical aid is subtracted from the transfer of service funds. State categorical aid is provided the year after an expenditure is made. This request is a result of student enrollment increases in the Special Education program and administration will be requesting transfer of service funds for staffing increases in both the Special Education and English Language Learner departments. Administration is seeking approval of this request for the February school board meeting. The Budget Committee is recommending approval on these requests on a 3:0 motion.

3. Cyber Security Assessment 110

The purpose of this agenda item is to provide an update on the Cyber Security Assessment process. Allie Dye, Director of Business Services, has been communicating with the industry experts recommended by Jack Heinemann. Allie is recommending working with CISA which is a governmental organization that provides no cost assessments to governmental organizations. We would start with the initial review, which would then be followed up with a more in-depth assessment. Attached please find the information on the CISA services. The Budget Committee is recommending approval of this assessment on a 3:0 motion.

XV. ADMINISTRATIVE REPORTS/RECOMMENDATIONS/ACTION ITEMS

A. Fall 2022 Referendum Projects and Projected Costs, and Consideration of Draft School Perceptions Survey 114

Attached please find a memo from Steve Summers regarding projected costs for some of the primary projects being considered for a fall 2022 referendum.

Additionally, as part of the attached document, you will find the DRAFT School Perceptions Survey for your review and feedback. The survey will be brought back to the Board in March for your final approval.

Steve will review these items with the Board on Monday night and an additional meeting may be required in the next month to discuss these items in more detail.

B. Summer School

1. 2021 Summer School Report 128

As we prepare for Summer School 2022, attached is a review of the Summer School Program from 2021.

Sheila Weihert will be in attendance at the meeting to present this data to the Board and answer any of your questions.

2. 2022 Summer School Classes/Fees 130

Sheila Weihert will be present at Monday's Board Meeting to present the course offerings and fees for Summer School 2022. The courses and fees are attached for your review.

C. Second Friday Count 131

Attached please find information regarding the Second Friday in January Student Count Date. The major take-away was the increase in enrollment that took place between September and January.

D. Exchange Students 134

Attached please find our policy on acceptance of exchange students. This is the time of year when we begin to hear from placement agencies about the need to place exchange students in our schools. With the unknowns associated with Covid worldwide, we paused accepting exchange students for the last two years. I recommend that we go back to the language in our policy and again consider hosting exchange students for the 2022-2023 school year.

E. Consideration of Submission for Regulatory Flexibility Related to Bilingual Program
The District currently has a waiver for the 2021-2022 school year for the establishment of a bilingual program. Per our work with CESA 2 and our discussions with the Curriculum Committee, we are requesting the Board take action to approve the District applying for another year of waiver flexibility to DPI for the 2022-2023 school year.

F. Correspondence

XVI. 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 January 2022.

B. Finance

1. Monthly Finance Reports 137

Attached you will find the 2021-22 Budget Status report as of January 31st, 2022, and the Cash Reconciliation report for December 2021.

Please contact Allie Dye at alexandradye@waunakee.k12.wi.us if you have questions on any of these reports.

C. Safety Logs 140

The safety log report is required to be presented and approved by the Board per the safety grants that we received. It tracks the requisite drills that we need to perform in the school buildings.

D. Gifts and Field Trips

1. Gifts 150

MS ELA Department - \$1500.00 from Gary Peterson
HS Cross Country Program - \$500/exercise Bands Steve & Heather Raffel
HS Athletics - \$1000 Pride Pump Donation from Meffert Oil

2. Field Trips

a. Orchestra overnight trip to Goshen College, Goshen Indiana

153

E. Approve Individual Teacher, Co-Curricular, Support Staff and Custodial
Recommendations, resignations, Leaves & Retirements

XVII. BOARD BUSINESS

- A. Conventions/Workshops
- B. Legislative Update

XVIII. FUTURE AGENDAS AND MEETINGS

- A. Special Board Meeting

- B. Agenda Items for Next Board Meeting
- C. Budget Committee
- D. Co-Curricular
- E. Curriculum Committee
- F. Facility Committee
- G. Insurance Committee
- H. Human Resources Committee
- I. Policy Committee
- J. Goals & Objectives

XIX. RETURN TO CLOSED SESSION – (if necessary) to complete agenda as listed under agenda item III.

XX. RETURN TO OPEN SESSION

XXI. ACTION AS APPROPRIATE, ON ITEMS DISCUSSED IN CLOSED SESSION

XXII. 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, January 10, 2022, 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 Heinemann, second by Hoefler, to adjourn to closed session pursuant to Wisconsin Statutes 19.85 (1)(c), (f) and (g) 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 6:00 PM

II. ROLL CALL

Boetcher- Yes, Engebretson – Yes, Ensign- Yes, Frey - Yes Heinemann – Yes , Hetzel- Yes (Virtual), Hoefler- Yes

Also Present: Randy Guttenberg, Steve Summers, Brian Grabarski,

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

- A. Review Minutes of December 13, 2021 Meeting
- B. Review Individual Administrator, Teacher Contract Recommendations, Resignations and Retirements, Succession Plans, and Organizational Structure.
- C. Review Individual Support Staff/Custodial Staff Recommendations, Resignations and Retirements
- D. Review Individual Co-Curricular Contract Recommendations
- E. Review with the Board of Education Complaints and Claims Against the District.

IV. RETURN TO OPEN SESSION

A motion was made by Heinemann, second by Hoefler, to adjourn closed session, reconvene in open session. Motion Carried 7-0 Time: 6:31PM The Board reconvened in Board Development Workshop before starting the open session part of the meeting at 7:03pm

V. BOARD DEVELOPMENT WORKSHOP

- A. Discuss this Fall's Board Listening Sessions with Staff
Ensign led a discussion about the outcomes from the listening sessions held with staff this fall.

VI. APPROVAL OF MINUTES

- A. A motion was made by Engebretson, second by Heinemann, to approve the minutes from the 12/13/21 as posted. Motion carried 7-0.

VII. APPROVAL OF AGENDA AND ADDITIONS

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

Brian Malich

There were no public comments made in person.

IX. TEACHING STAFF, STUDENT, & BOARD

REPORTS/RECOMMENDATIONS/ACTION ITEMS

A. Student Report

Marissa Loether and Isabella Hahn provided an update of events from the high school. Winter Formal, administration is considering if they should have it or not. Final exams will start next week, students are preparing for them. The students are unhappy because staff are parking in student parking spots that are closer to the building. Staff are unhappy because students are parking in staff parking spots. Mr. Guttenberg asked the representatives to make sure the HS Administration was aware this should be reevaluated. The representatives shared that students are concerned if school will pivot to virtual. Mr. Guttenberg indicated that every effort is being made to have students in school, but as COVID number increase it is continually being reviewed.

B. Teacher Update

Gina Pagel and Bethany Pottinger were the WTA Representatives providing an update from the teaching staff. They appreciate all the measures, including the testing site, the WCSO has taken to allow staff and students to stay healthy and in person. They asked for communications emphasizing proper masking. There is an upcoming staff development focusing on EL. The WTA is working on ways to help families in the community who are in need. They will also be following up with any candidates for the school board elections this spring.

C. Board Reports/Action Items

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

The board had no items to share from this month.

2. 2022 WASB Resolutions

Ensign will be attending the Delegate Assembly via zoom this year. The WASB Resolutions for 2022 were attached in boardbook and the board was asked to provide feedback. The board didn't have any feedback to share with Ensign at the meeting. If any board member has any feedback to share before next week, please share with Rebecca to forward to Joan.

3. Spring Election Update and Related items

The Candidates for the Spring 2022 Election are:

Town of Dane/Springfield:

Judith Engebretson

Village of Waunakee Seats (pick 2):
Jack Heinemann
David Boetcher
Katie Dotzler

The board was asked to complete and turn in the Exemption from Filing Campaign Finance Reports. This is required by all board members in January of each year.

4. Review Timelines for Board and Superintendent Evaluation Process

Ensign reviewed the schedule and asked the board to complete by the February meeting, the School Perceptions survey found in their board folders and also the open ended questions attached in board book.

5. Discuss and Review the Community Engagement Schedule and Topics

The board clarified that the topic for the Community Engagement meeting on January 31st will be on Referendum and District planning. They also asked that this meeting be located at the WCSD Administration & Maintenance center in the boardroom and that it is a hybrid zoom webinar

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

Randy Guttenberg presented and answered questions regarding the most recent data regarding Covid in our community/school district.

The Board also clarified if the mask mandate does end on February 1st, that choral classes will still be masked in class until this can be reviewed at the February board meeting. The board also asked about the testing and if there could be a separate testing line for staff.

Guttenberg informed the board that separate staff testing is being reviewed at this time.

Guttenberg shared with the board that a review of attendance since break shows that we are at 88/89% attendance. The board requested the percentage of attendance after break before the pandemic.

XI. COMMITTEE REPORTS/RECOMMENDATIONS/ACTION ITEMS

A. Human Resources Committee Meeting.

1. The Human Resources Committee minutes from the 12/16/21 meeting were reviewed.
2. Consideration of Post-Employment Benefit Offerings for Retirement

Grabarski presented and answered questions regarding the additional contribution to teacher's post-employment benefits, for age eligible teacher who will retire this year. This will be a one time offering.

A motion was made by Boetcher, second by Hetel, to approve this teacher retirement benefit as presented. Motion carried Y= 5 – N=2.

Grabarski presented and answered questions regarding a contribution to the retirement package for hourly employees, based on their years of service. This benefit will be ongoing.

A motion was made by Engebretson, second by Hoefer, to approve this hourly staff benefit as presented. Motion carried 7-0.

B. Policy Committee

1. The committee minutes from 12/20/21 Meeting were reviewed.

2. Consideration of 200 Series Policies

Guttenberg explained and answered questions regarding the 200 series policies as reviewed, updated, and recommended by the Policy Committee.

There were concerns raised by the public regarding Policy 224 Rule 1. After some discussion, the board asked Administration to check into some of this policy and have the committee review it and bring it back.

The board also asked that this be the first reading of this series, and it be brought back for a second reading and consideration in February.

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

Guttenberg presented and answered questions regarding Policy 187 -- Public Comment Periods During Board Meetings. Per the Board's request, two options were brought for how to conduct public comments.

A motion was made by Boetcher, second by Hoefer, to approve the option that allows the public to comment on any topic related to the District whether it is on the agenda or not. Motion carried 7-0.

C. Facility Committee

1. The minutes from the 01/04/22 Facility committee meeting were reviewed.

D. Budget Committee Meeting

1. The minutes from the 1/4/22 Budget Committee Meeting were reviewed.

XII. ADMINISTRATIVE REPORTS/RECOMMENDATIONS/ACTION ITEMS

A. Administrative Reports/Action Items

1. 2022-2023 Open Enrollment Capacity Recommendations

Steve Summers explained and answered questions requesting the School Board approval of 2022-2023 open enrollment capacity. Several options were shared that had budgetary and class size options. A motion was made by Heinemann, second by Frey, to approve scenario 3 for open enrollment capacity for 2022-2023 as presented. Motion carried 7-0.

2. Facility Planning - Mark Roffers

Guttenberg and Summers introduced Mark Roffers is the long-range planning consultant for the district since the 2004 referendum. Mark summarized and answered questions regarding his presentation for the board. This presentation shared information behind the need for the facility planning process.

3. PMA Cost Projections

Summers explained and introduced Erik Kass from PMA who presented and answered questions regarding the example financing plan for a November 2022 referendum.

4. School District Audit Services

Summers presented and answered questions regarding the 2020-21 audit report from Wipfli. Summers asked the board to consider the recommendation from the Auditor to conduct a cyber-security assessment.

A motion was made by Heinemann, second by Boetcher to approve the audit report and to pursue details of a cyber-security assessment. Motion carried 7-0.

5. National Honor Society By-Laws and Selection Process

Guttenberg and Schell explained and answered questions regarding the lack of our local chapter of the National Honor Society not being in complete alignment with National Honor Society requirements. Attached are updated bylaws and a revised selection process that aligned with NHS standards.

These modifications do not require Board action however, the high school faculty thought it was important to bring this to the Board for review, and would appreciate Board endorsement.

A motion was made by Heinemann, second by Hoefer, to approve these modifications to the National Honor Society Requirements as presented. Motion carried 7-0.

6. Announcements/Correspondence

Wisconsin High School Forensic Association

Acumination for our high school forensics team was shared.

XIII. CONSENT AGENDA

The board acknowledged the gifts to the Innovation Center and to the Athletic Department.

A motion was made by Hoefer, second by Boetcher, to approve the consent agenda 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 December 2021.

B. Finance

1. Monthly Finance Reports

Attached you will find the 2021-22 Budget Status report as of December 31st, 2021, and the Cash Reconciliation report for November 2021.

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

C. Safety Drill Logs

D. Gifts and Field Trips

1. Gifts

Innovation Center Donation (Heinemann) - \$1000.00

Athletic Department Donation (Meffert Oil) - \$1000.00

2. Field Trips

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

New Support Staff

Kate Barragan, Para Educator, Special Education, AES

Brenda Ray, Para Educator, Regular Education, HES

Sharon Thompson, Custodian, IS

Resignations

Jeffrey Davis, Custodian, Bethel

Heather Nelson, Para Educator, Regular Education, HES

Connor Ziegler, Para Educator, Regular Education, HES

Jill Ziegler, School Nurse, PES

Retirements

Christine Barman, Para Educator - Special Education, HS

Co-Curricular updates are found in Boardbook under this agenda

XIV. BOARD BUSINESS

A. Legislative Update NA

B. Conventions/Workshops NA

XV. FUTURE AGENDAS AND MEETINGS

A. Agenda Items for Next Meeting

B. Special Meeting - Engagement Meeting 1/31/22 @ 6:30PM

C. Budget Committee – 2/7/22 @ 6PM

D. Co-Curricular Committee

E. Curriculum Committee - 2/28/22 @ 3PM

F. Facility Committee – 2/7/22 @ 5PM

G. Human Resources Committee – 1/31/22 @ 8:15AM

H. Policy Committee – 1/26/22 @ 5PM

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 10:03 PM on a motion by Heinemann, second by Hoefler, 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

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

Policy 187

Waukegan Community School District

Page 3 of 3

[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
January 2022

Waunakee Community School District Superintendent Evaluation Forms

Part I: Performance Standards

Instructions:

1. Attached are forms to be completed by each board member rating each of the eight (8) performance standards. A separate page is provided for each performance standard.
2. Each board member should rate all eight of the standards. Each performance standard has performance indicators listed below it. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.
3. **Ratings do not have to be whole numbers. If a member thinks a 2.5 or 3.7 is representative of their rating, that is acceptable.**
4. Your comments in support of your rating will be helpful during the preparation of a summary evaluation form.
5. Please return your completed forms to the board chair or designated representative for compilation. The designated representative or chair will compile the results on a preliminary summary evaluation form.
6. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board – or – the board and superintendent will meet in executive session to discuss the evaluation results and begin to identify priorities for the following year.
7. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice when evaluating the superintendent.

Current practice has been for an annual joint evaluation/planning meeting to review results & the compiled summary report in closed session, without a prior meeting of board members. The board can schedule a special meeting to discuss the superintendent's job performance in closed session at any time of the year deemed necessary, with or without the superintendent present, with a summary report of such meeting prepared and shared with the superintendent for review and discussion by the board chair or designated representative(s). In such cases, it is recommended the board seek the advice of legal counsel.

Policy 225

Standard 1: VISIONARY LEADERSHIP

The superintendent is an educational leader who promotes the academic success and well-being of each student by facilitating the development, articulation, implementation and advocacy of a vision of learning that is shared and supported by all.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 1.1 Collaboratively develops and implements a shared vision and mission;
- 1.2 Collects and uses data to identify strategic priorities/goals, assess organizational effectiveness, and promote organizational learning;
- 1.3 Creates and implements plans to achieve goals;
- 1.4 Promotes continuous and sustainable improvement; and
- 1.5 Monitors and evaluates progress and revises plans.

| Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
|---|--|--|--|
| <p>Little or no evidence exists of a district vision implemented in the work of the district.</p> <p>Actions, staffing and resources have little connection to a vision.</p> <p>It is difficult to know what the district stands for.</p> | <p>References the district vision and is beginning to develop a strategic plan for aligning resources, actions and staffing to that vision.</p> <p>Is engaged in learning and occasionally incorporates new ideas to support the vision.</p> | <p>Articulates the vision and strategic plan of the district in writing and speech.</p> <p>Works to create strategic alignment within actions, staffing and resources designed to enroll all stakeholders in the vision.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the mission of the district and the vision of the school.</p> <p>The district vision is focused on academic success and the well-being of each student.</p> | <p>Articulates a clear and coherent vision and strategic plan for the district through words and actions.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the mission of the district and the vision of the district.</p> <p>Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision.</p> <p>The vision is lively and evident in the culture, focused on student success and articulates the excellence that distinguishes student achievement throughout the district.</p> |
| <p>Rating: _____ Comments:</p> | | | |

Standard 2: ETHICAL LEADERSHIP

The superintendent integrates principles of cultural competency and equitable practice and promotes the academic success and well-being of each student by acting with integrity, fairness and in an ethical manner.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 2.1 Ensures a system of accountability for each student’s academic and social success;
- 2.2 Models principles of self-awareness, reflective practice, transparency, ethical and professional behavior;
- 2.3 Safeguards the values of democracy, equity and diversity;
- 2.4 Ensures individual student needs drives all aspects of leadership and learning.

| Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
|--|---|--|---|
| <p>Actions and intention are not always grounded in shared district values.</p> <p>Has demonstrated inconsistent or unethical behavior and does not always stand by their word.</p> <p>Is not self-aware and does not reflect on their practice.</p> | <p>Actions and intentions are not always clear and transparent.</p> <p>Fairness to staff and students is frequently raised as an issue.</p> <p>Reflects on practice but does not always implement changes from that learning.</p> | <p>Treats students and staff fairly and shows respect at all times.</p> <p>Is grounded in shared district values for how to do the work of leadership and learning.</p> <p>Acts to support all students and staff to raise academic rigor while simultaneously closing opportunity gaps.</p> <p>Demonstrates self-awareness and uses reflection to improve practice.</p> | <p>Operates with an ethic of excellence and is grounded in shared district values for how to do the work of leadership and learning.</p> <p>Values are demonstrated each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage.</p> <p>Works for equity by raising rigor for all and simultaneously closing opportunity gaps.</p> <p>Demonstrates a high-level of self-awareness and regularly reflects on practice to improve.</p> |

Rating: _____ Comments:

Standard 3: COMMUNICATIONS & COMMUNITY RELATIONS

The superintendent promotes the academic success and well-being of each student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context. The superintendent establishes effective two-way communications and engagement with students, staff, parents, media and the community as-a-whole, responding to community feedback and building community support for and engagement with the district.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 3.1 Develops formal and informal techniques to gain internal and external perceptions of district;
- 3.2 Demonstrates effective communication skills (written, listening, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments);
- 3.3 Promotes stakeholder involvement, engagement and participation in the process of education;
- 3.4 Establishes effective school/community relations, school/business partnerships and public service;
- 3.5 Understands the role of media in shaping and forming opinions as well as how to work with the media.

| Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
|--|---|---|--|
| <p>Ineffective in communication with staff, parents and students.</p> <p>Staff and students feel undermined by the lack of leadership in the district.</p> <p>Not aware of the undercurrents with staff or the school environment.</p> | <p>Advocates for some students and families.</p> <p>Stakeholders frequently feel out-of-the-loop.</p> <p>Many staff members do not feel positive about district leadership.</p> <p>Staff and students do not feel stimulated to do their best work.</p> | <p>Keeps staff, students and parents informed on a regular basis.</p> <p>Communication with individuals and groups is seen as clear and effective.</p> <p>The majority of staff and students identify positively with district leadership.</p> <p>Works as a member of a district team to positively influence education decisions.</p> | <p>Communicates key information to all stakeholders in an appropriate and timely manner.</p> <p>Alert to potential issues; predicts and shares possibilities with school board in advance.</p> <p>Constituent groups report a positive relationship with district leadership.</p> <p>Has influence in the school, district and beyond in supporting student academic success & well-being.</p> |

Rating: _____ Comments:

Standard 4: POLICY AND GOVERNANCE

The superintendent works with the board to identify, prioritize and follow policies and governance procedures that maximize the goal of ensuring a high quality education for each student. The superintendent follows and enforces policies with fidelity and equity, promoting transparency, trust and organizational fairness. The superintendent values the importance of a healthy working relationship with the board and understands the impact on student achievement when board & superintendent work together in a collaborative and systematic way.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 4.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles;
- 4.2 Establishes procedures for superintendent/board interpersonal and working relationships and provides information and resources the board needs to perform its responsibilities;
- 4.3 Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools;
- 4.4 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.

| Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
|---|---|--|---|
| <p>Not engaged in work related to policies nor enforces district policies.</p> <p>Behavior indicates a lack of value in a healthy working relationship with the board.</p> <p>Does not engage the board in the work of advancing organizational goals and priorities.</p> | <p>Engages minimally in policy work.</p> <p>Unevenly or inequitably enforces policies.</p> <p>Occasionally demonstrates behavior indicating a value of a healthy working relationship with the board.</p> <p>Unevenly engages the board in the work of advancing organizational goals and priorities.</p> | <p>Fully engaged in policy work.</p> <p>Appropriately and equitably enforces policies.</p> <p>Demonstrates reasonable value of a healthy working relationship with the board.</p> <p>Effectively engages the board in the work of advancing organizational goals and priorities.</p> | <p>Develops an exemplary system of policy consideration and revision.</p> <p>The district takes pride in the equitable enforcement of district policies.</p> <p>Proactively and effectively engages the board in the work of advancing organizational goals and priorities.</p> |

Rating: _____ Comments:

Standard 5: CURRICULUM PLANNING / DEVELOPMENT

This standard addresses the superintendent’s skills in staying up-to-date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for teaching and learning technologies.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

The superintendent:

- 5.1 Develops curriculum design and delivery systems based on content and assessment standards and best practices;
- 5.2 Establishes curriculum planning to anticipate occupational trends, school-to-career needs and college preparation;
- 5.3 Uses child development and learning theories in the creation of developmentally appropriate curriculum and instruction;
- 5.4 Includes the use of computers, the Internet, distance learning and other technologies in educational programming;
- 5.5 Assesses student progress using a variety of appropriate techniques;
- 5.6 Involves faculty and stakeholders in enhancement and renewal of curriculum and assessments to ensure alignment of curriculum, instruction and assessment.

| Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
|---|--|--|---|
| <p>Primary focus is not teaching and learning.</p> <p>Fails at creating an organizational culture focused on teaching and learning.</p> <p>Does not put in place systems to ensure curricular alignment to standards.</p> <p>Does not create systems to customize learning to students.</p> | <p>Peripherally focused on teaching and learning.</p> <p>Discusses teaching and learning, but no real systemic organizational focus exists.</p> <p>Puts in place an uneven and sometimes chaotic process to align curriculum to assessments.</p> <p>Discusses customized learning, but execution is uneven, unclear and chaotic.</p> | <p>Primary focus is teaching and learning.</p> <p>Keeps the organization primarily focused on teaching and learning.</p> <p>Puts in place systems to align curriculum to standards.</p> <p>Puts in place systems to customize instruction to students.</p> | <p>Continuously stresses the importance of quality teaching and learning as the organization’s primary strategic objective.</p> <p>Creates an organizational culture attentively focused on teaching and learning that grows and evolves dynamically.</p> <p>Creates clear and systemic systems curricular alignment to standards that result in curricula and assessments of exceptional quality.</p> <p>Establishes individualized learning systems, where appropriate.</p> |
| <p>Rating: _____ Comments:</p> | | | |

Standard 6: INSTRUCTIONAL LEADERSHIP

Standard #5 addresses what is to be taught; this standard emphasizes *how* it should be taught. The superintendent promotes the academic success and well-being of each student by sustaining a positive, supportive, collaborative district culture and instructional program conducive to student learning and staff professional growth.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 6.1 Nurtures and sustains a culture of collaboration, trust, learning and high expectations;
- 6.2 Establish a supervision & evaluation system for teaching staff.
- 6.3 Develops the instructional and leadership capacity of staff;
- 6.4 Maximizes time spent on instruction;
- 6.5 Promotes the use of the most effective and appropriate technologies to support teaching and learning; and
- 6.6 Monitors and evaluates the impact of instruction.

| Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
|--|---|---|---|
| <p>No performance evaluation system is in place and/or not all evaluations have been completed as required.</p> <p>Staff development isn't consistently provided. Staff members are responsible for their own improvement.</p> <p>School improvement efforts are limited. There is no comprehensive plan in place.</p> <p>There is little to no focus on instruction. Technology is not utilized in classroom instruction.</p> | <p>Evaluations are completed but not entirely in compliance or are inconsistent with state law.</p> <p>Staff development programs are offered based upon available opportunities.</p> <p>School improvement plans are in place at the building level but lack district-wide coordination.</p> <p>Teachers are encouraged to enhance their instructional skills and embrace technology, but no comprehensive program(s) is in place.</p> | <p>Evaluations are completed in a timely manner. Some less than "effective" staff lack individualized development plans.</p> <p>Staff development programs are offered based upon available opportunities that are targeted toward staff growth and increasing student achievement.</p> <p>School improvement plans are in place at all buildings and align to the district-wide goals.</p> <p>Effort is made to accommodate diverse learning styles, needs and levels of readiness. Some effort is made to incorporate technology into learning.</p> | <p>Performance evaluation system in place that is in compliance with state law. Required evaluations completed. Necessary development plans in place. Evaluations are consistent across district.</p> <p>Staff development programs are individualized, targeted toward district-specific goals and are sustained to increase student achievement.</p> <p>School improvement plans are in place at all buildings and align to the district-wide goals. Systems are in place for implementation of improvement efforts and monitoring of progress.</p> <p>Instructional practices in place that are differentiated and personalized to student needs. Technology is used to enhance teaching and learning.</p> |
| <p>Rating: _____ Comments:</p> | | | |

Standard 7: EFFECTIVE ORGANIZATION MANAGEMENT

The superintendent promotes the academic success and well-being of each student by ensuring overall management of the organization, operation and resources for a safe, efficient and effective learning environment.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 7.1 Monitors and evaluates the management of operations and administrative systems;
- 7.2 Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources;
- 7.3 Promotes and protects the welfare and safety of students and staff;
- 7.4 Develops the capacity, opportunities & support for staff leadership;
- 7.5 Ensures teacher and organizational time is focused to support quality instruction and student success.
- 7.6 Gathers & analyzes data to inform decision making and for making recommendations to the board.

| Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
|---|--|--|--|
| <p>Management of the operations of the district is poor or non-existent.</p> <p>The district is disorderly, disorganized and there is a feeling that the district is “out-of-control.”</p> <p>Budget guidelines are not adhered to and/or the budget is not related to a vision for the district.</p> | <p>Expectations for staff and students are inconsistent and not well known.</p> <p>The daily operating procedures are occasionally followed but are frequently changed.</p> <p>The budget does not support the district’s priorities and budget category limits are not always followed.</p> | <p>Establishes a clear set of operating procedures for effective operation of the district.</p> <p>Discipline of students is handled fairly and consequences are used to maximize student learning.</p> <p>Students and staff are held accountable for their performance and conduct.</p> <p>The annual budget is adhered to with only approved variances.</p> | <p>Establishes a clear set of standard operating procedures and routines that exemplify the district vision and values and maximize the opportunity for each student’s learning.</p> <p>Students and staff are able to articulate expectations and inspired to strive for excellence in conduct and performance.</p> <p>Students and staff hold each other accountable for high quality performance.</p> <p>Develops and manages a budget that maximizes the learning goals of the district.</p> <p>Supportive partnerships are developed and managed to enhance learning experiences.</p> |

Rating: _____ Comments:

Standard 8. RESOURCE MANAGEMENT

Standard #7 focuses on overall management of the organization and expectations. In this standard, the superintendent effectively organizes and manages operational aspects of the district - including finance, human resources, food services, transportation, maintenance and facilities and other outside agencies - so that students are able to attend and learn in quality environments staffed by quality professionals.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 8.1 Demonstrates use of system and staff evaluation data for HR policies, decision-making, promotion of career growth and professional development;
- 8.2 Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, retention and separation of personnel with attention to issues of equity and diversity;
- 8.3 Makes sound fiscal decisions, in line with the organization’s strategic goals, and establishes clear and transparent systems of fiscal control and accountability.
- 8.4 Coordinates with social agencies & human services to help students grow & develop as caring informed citizens

| Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
|--|---|--|---|
| <p>Does not effectively manage or appropriately staff operational aspects of the organization, resulting in poor quality and/or unsafe services and learning environments for staff and students.</p> <p>Irresponsibly and imprudently manages the fiscal aspects of the organization.</p> | <p>Unevenly manages and staffs the operational aspects of the organization, resulting in situations where poor quality learning environments and/or unsafe situations arise for staff and students.</p> <p>Makes avoidable errors in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability.</p> | <p>Puts in place systems and staff so that environments are conducive to learning and are consistently safe.</p> <p>Makes sound fiscal decisions in line with the organization’s strategic goals and establishes clear and transparent systems of fiscal control and accountability.</p> | <p>Puts in place systems that create environments that inspire learning and that are highly reliably safe.</p> <p>Makes quality fiscal decisions in line with the organization’s strategic goals that are innovative and will move the district forward.</p> <p>Clear and transparent systems of financial control and accountability are universally followed.</p> |

Rating: _____ Comments:

Evaluation of Superintendent & BOE Priorities Forms
Waunakee Community School District

Instructions:

Each year, in conjunction with the evaluation processes, the board and superintendent meet to develop a clear set of system-wide, board governance and individual professional practice priorities/goals for the following year. Performance indicators are developed & approved for each priority area.

Important note: Superintendent professional practice priorities serve as the basis for Part 2 of the superintendent evaluation.

1. Attached are forms to be completed by each board member rating each of the identified priorities for the past year.
2. Each priority has performance indicators listed below it. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall priority/goal.
- 3. Ratings do not have to be whole numbers. If a member thinks a 2.5 or 3.7 is representative of their rating, that is acceptable.**
4. Your comments in support of your rating will be helpful during the preparation of a summary evaluation form.
5. Please return your completed forms to the board chair or designated representative for compilation. The designated representative or chair will compile the results.
6. The board and superintendent will meet in executive session to discuss the superintendent evaluation results.
7. The board and superintendent will meet in open session to discuss results from the evaluation of progress on priorities and begin to identify priorities for the following year.

**Evaluation of Progress on BOE & Superintendent Priorities
System-Wide, Professional Practice & Governance
School Year: 2021-2021**

1. System-Wide Priority # 1: Joint BOE/Superintendent Responsibility

Return to School Efforts

Performance Indicators:

The board & superintendent will:

- a) Track the student achievement data on a quarterly/trimester basis and prioritize intervention efforts to support student and academic achievement
- b) Track student social emotional health on a quarterly basis and prioritize support for student social emotional learning needs.
- c) Prioritize the development of a remote learning option for students.
- d) To identify practices that we utilized during the COVID-19 that we may want to continue based on experiences this year.

| Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
|---|--|--|--|
| No progress made on priority. No explanation(s) provided to help manage expectations as to why no progress was made. | Some progress made on priority. Little evidence of action(s) taken to move forward with the stated priority/plan. | Major progress made on priority and/or priority met. Periodic updates provided on progress made to help manage expectations and justify need for change(s) to plan. | Exceeded expectations in meeting priority. Stakeholders were aware of progress on the priority and what comes next. |

Rating: _____ Comments:

2. System-Wide Priority # 2: Joint BOE/Superintendent Responsibility

District Communication and Engagement Efforts

Performance Indicators:

The board & superintendent will:

- a) Conduct an audit of the district communication and engagement process and develop a communication and engagement plan to be presented to the school board.
- b) Engage in a district branding process that yields one logo that represents the school district, and one logo that represents our athletic and co-curricular programs.

| Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
|--|---|---|---|
| <p>No progress made on priority.</p> <p>No explanation(s) provided to help manage expectations as to why no progress was made.</p> | <p>Some progress made on priority.</p> <p>Little evidence of action(s) taken to move forward with the stated priority/plan.</p> | <p>Major progress made on priority and/or priority met.</p> <p>Periodic updates provided on progress made to help manage expectations and justify need for change(s) to plan.</p> | <p>Exceeded expectations in meeting priority.</p> <p>Stakeholders were aware of progress on the priority and what comes next.</p> |

Rating: _____ Comments:

3. *System-Wide Priority # 3: Joint BOE/Superintendent Responsibility*

District Governance Efforts

Performance Indicators:

The board & superintendent will:

- a) Continue with the district policy review, revision, and adoption process.

| Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
|--|---|---|---|
| <p>No progress made on priority.</p> <p>No explanation(s) provided to help manage expectations as to why no progress was made.</p> | <p>Some progress made on priority.</p> <p>Little evidence of action(s) taken to move forward with the stated priority/plan.</p> | <p>Major progress made on priority and/or priority met.</p> <p>Periodic updates provided on progress made to help manage expectations and justify need for change(s) to plan.</p> | <p>Exceeded expectations in meeting priority.</p> <p>Stakeholders were aware of progress on the priority and what comes next.</p> |
| <p>Rating: _____ Comments:</p> | | | |

4. System-Wide Priority # 4: Joint BOE/Superintendent Responsibility

District Facility Planning E

Performance Indicators:

The board & superintendent will:

- a) Review and reestablish the long-range facility plan as it relates to future referendum issues.
- b) Strategically allocate funds to address high level needs from the 20-year facility maintenance plan.

| Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
|--|---|---|---|
| <p>No progress made on priority.</p> <p>No explanation(s) provided to help manage expectations as to why no progress was made.</p> | <p>Some progress made on priority.</p> <p>Little evidence of action(s) taken to move forward with the stated priority/plan.</p> | <p>Major progress made on priority and/or priority met.</p> <p>Periodic updates provided on progress made to help manage expectations and justify need for change(s) to plan.</p> | <p>Exceeded expectations in meeting priority.</p> <p>Stakeholders were aware of progress on the priority and what comes next.</p> |
| <p>Rating: _____ Comments:</p> | | | |

5. System-Wide Priority # 5: Joint BOE/Superintendent Responsibility

District Equity Efforts

Performance Indicators:

The board & superintendent will:

- a) The school board will develop a district equity statement.
- b) To include student achievement and equity among the numerous lenses the WCSD uses in the development of policy, curriculum, programming, facility & maintenance planning, budget planning and resource allocation.

| Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
|--|---|---|---|
| <p>No progress made on priority.</p> <p>No explanation(s) provided to help manage expectations as to why no progress was made.</p> | <p>Some progress made on priority.</p> <p>Little evidence of action(s) taken to move forward with the stated priority/plan.</p> | <p>Major progress made on priority and/or priority met.</p> <p>Periodic updates provided on progress made to help manage expectations and justify need for change(s) to plan.</p> | <p>Exceeded expectations in meeting priority.</p> <p>Stakeholders were aware of progress on the priority and what comes next.</p> |
| <p>Rating: _____ Comments:</p> | | | |

ORDER OF PUBLIC HEALTH MADISON & DANE COUNTY

DATE OF ORDER: January 26, 2022
Goes into effect February 1, 2022 at 12:01 a.m.

FACE COVERING EMERGENCY ORDER #7

Since Face Covering Emergency Order #6 went into effect, all regions of the US, including Wisconsin and Dane County, experienced a surge in people testing positive for COVID. Case and hospitalization levels appear to be leveling off in most areas, but case averages in Dane County and the number of people hospitalized in Dane County hospitals with COVID at this time remain at the highest levels we've seen throughout the pandemic. While current rates of COVID-19 infection and hospitalization in Dane County may be starting to decrease, they remain very high. There are currently 181 hospitalizations and 36 in the ICU with COVID.

The highly transmissible Omicron variant has changed the landscape of COVID in our community. Omicron can more easily infect people who have prior immunity (from vaccination or previous infection) compared to earlier virus strains. Booster doses are now increasingly important in decreasing the likelihood of infection and severe outcomes, particularly as Omicron prevalence increases

Because mask-wearing is an important layer of protection to slow the spread of COVID, we are extending the face covering order.

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).

- c. The following individuals are exempt from the face covering requirement in Section 1.a. of this Order:

- i. Children under the age of two (2).
 - ii. Individuals who are unconscious, incapacitated, or otherwise unable to remove the face covering without assistance.
 - iii. Individuals with medical conditions, intellectual or developmental disabilities, mental health conditions, or other sensory sensitivities that prevent the individual from wearing a face covering.
2. All places subject to this Order must develop and implement a written protective measure policy and procedure that ensures employees are provided with and wear face coverings at all times when required under Section 1 of this Order.
3. All places subject to this Order must post a sign in a visible location that notifies the public that face coverings are required upon entering the property. Residential properties (e.g., apartment buildings and condominiums) that have shared common indoor spaces (e.g., mailrooms, lobbies, hallways) open to the public are also required to post a sign in a visible location that notifies the public that face coverings are required upon entering the property. If preferred, PHMDC 's "Face Covering" sign is available for use at <https://publichealthmdc.com/coronavirus/recommendations-and-guidance#business>.
4. If any provision of this Order or its application to any person or circumstance is held to be invalid, then the remainder of the Order, including the application of such part or provision to other persons or circumstances, shall not be affected and shall continue in full force and effect. To this end, the provisions of this Order are severable.
5. This Order shall become effective February 1, 2022 at 12:01 a.m. This Order shall remain in effect until March 1, 2022 at 12:01 a.m.

IT IS SO ORDERED.



Janel Heinrich
Health Officer, Public Health Madison & Dane County

ORDEN DE SALUD PUBLICA DE MADISON Y EL CONDADO DE DANE

FECHA DE LA ORDEN: 26 de Enero del 2022

Entra en vigencia el 1 de Febrero del 2022 a las 12:01 a.m.

ORDEN DE EMERGENCIA #7 PARA USO DE CUBIERTA FACIAL

Desde que la Orden de Emergencia #6 para Uso de Cubierta Facial entró en vigencia, regiones de los Estados Unidos, incluyendo Wisconsin y el condado de Dane, ha experimentado un aumento en el número de personas que dieron positivo por COVID-19. Los niveles de casos y hospitalizaciones parecen estar estabilizándose en la mayoría de las áreas, pero los promedios de casos en el condado de Dane y la cantidad de personas hospitalizadas con COVID-19 en los hospitales del condado de Dane en este momento se mantienen en los niveles más altos que hemos visto durante la pandemia. Si bien las tasas actuales de infección y hospitalización por COVID-19 en el condado de Dane pueden estar comenzando a disminuir, siguen siendo muy altas. Actualmente hay 181 hospitalizaciones y 36 en UCI con COVID.

La altamente transmisible variante Omicron ha cambiado el panorama de COVID en nuestra comunidad. En comparación con cepas de anteriores, Omicron puede infectar más fácilmente a personas que tienen inmunidad previa (por vacunación o infección previa). Las dosis de refuerzo ahora son cada vez más importantes para disminuir la probabilidad de infección y resultados graves, particularmente a medida que aumenta la prevalencia de Omicron

Porque el uso de mascarillas es una capa importante de protección para disminuir la propagación de COVID, estamos extendiendo la orden para 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 después de su primera dosis en una vacuna contra el COVID-19 de dosis única (como la vacuna Janssen de Johnson & Johnson).

- c. Las siguientes personas están exentas del requisito de cubierta facial en la Sección 1.a. de esta Orden:
 - i. Niños menores de dos (2) años.
 - ii. Personas que están inconscientes, incapacitadas o que no pueden quitarse la cubierta facial sin ayuda.
 - iii. Personas con condiciones médicas, discapacidades intelectuales o del desarrollo, condiciones de salud mental u otras sensibilidades sensoriales que impiden que la persona use cubierta facial.
 2. Todos los lugares sujetos a esta Orden deben desarrollar e implementar una política y un procedimiento de medidas de protección por escrito que garantice que los empleados reciban y usen cubiertas faciales en todo momento cuando así lo requiera la Sección 1 de esta Orden.
 3. Todos los lugares sujetos a esta Orden deben colocar un letrero en un lugar visible que notifique al público que se requieren cubiertas faciales al entrar a la propiedad. Las propiedades residenciales (p. Ej., Edificios de apartamentos y condominios) que tienen espacios interiores comunes compartidos (p. Ej., Salas de correo, vestíbulos, pasillos) abiertos al público también deben colocar un letrero en un lugar visible que notifique al público que es necesario usar cubiertas faciales al entrar a la propiedad. Si lo prefiere, el letrero "Cubierta facial" de PHMDC está disponible para su uso en <https://publichealthmdc.com/espanol/coronavirus/consejos-y-directrices-para-la-limpieza#trabajo>.
 4. Si alguna disposición de esta Orden o su aplicación a cualquier persona o circunstancia se considera invalida, el resto de la Orden, incluida la aplicación de dicha parte o disposición a otras personas o circunstancias, no se verá afectado y continuará en total fuerza y efecto. Con este fin, las disposiciones de esta Orden son divisibles.
 5. Esta Orden entrará en efecto el 1 de febrero del 2022 a las 12:01 a.m. Esta orden permanecerá vigente hasta el 1 de marzo del 2022 a las 12:01 a.m.

ASI ESTA ORDENADO.



Janel Heinrich

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

Minutes of Policy Committee

The Board of Education Waunakee Community School District

A Policy Committee of the Board of Education of Waunakee Community School District was held Wednesday, January 26, 2022, beginning at 5:00 PM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

Chairperson Frey called the meeting to order. A motion was made by Engebretson, second by Boetcher, to adjourn to closed session pursuant to Wisconsin Statutes 19.85(1)(g).

Motion carried 3-0 on a roll call vote. Time 5:00 PM

II. ROLL CALL

Boetcher – Yes, Engebretson – Yes, Frey – Yes.

Also present: Randy Guttenberg, Tiffany Lokin (open session only)

III. CLOSED SESSION - ADJOURN TO CLOSED SESSION – PER WISCONSIN STATUTES 19.85 (1) (g)

A. Confer with legal counsel regarding policy language and related possible legal implications or actions.

IV. RETURN TO OPEN SESSION – BEGIN REGULAR AGENDA

A motion was made by Engebretson, second by Boetcher to adjourn closed session and reconvene in open session. Motion carried 3-0. Time: 5:12PM.

Chairperson Frey called the open session of the meeting to order at 5:15 PM.

V. APPROVE AGENDA

A motion was made by Engebretson, second by Boetcher to approve the agenda as posted with the recommendation of moving items IX & X to be considered after VI. Motion carried 3-0.

VI. PUBLIC COMMENTS

There were public comments received via email from the following:

Mike Brandt - Policy 224 Rule 1

There were no public comments in person.

The email policy is attached to the extras section of the agenda.

** Items IX & X were presented prior to Item VII****

VII. FLAG POLICY

Guttenberg presented the DRAFT Flag Policy that was brought to the Committee and created per the request of the School Board and revised by our attorney. The committee discussed the purpose of this policy and the task of the committee. The committee asked for some revisions. A motion was made by Boetcher, second by Engebretson forward this draft policy, with the requested edits, to the full board for review and discussion. Motion carried 3-0.

VIII. PUBLIC RECORDS -- POLICY 823

Guttenberg shared and answered questions regarding the 823 Series of Policies that pertain to Public Records and Public Records Requests. This policy started as a sample policy from the Wisconsin Association of School Boards and was reviewed with Administration as well as the school district attorney to make language changes and reference State Statutes where appropriate. The committee asked that the original sample policy showing the language and reference edits be presented to the full board for consideration.

A motion was made by Engebretson, second by Boetcher, to forward the policy, indicating the edits, to the full board for consideration. Motion carried 3-0.

****Item IX & X were discussed after item VI

IX. SECLUSION & RESTRAINT

Tiffany Lokin was available to present and answer questions regarding the revised policy related to Seclusion and Constraint that was reviewed by our district attorney. After some discussion and clarification, a motion was made by Engebretson, second by Boetcher to forward to the full board for consideration. Motion carried 3-0.

X. SERVICE ANIMALS IN THE SCHOOLS

Tiffany Lokin presented and answered questions regarding a draft policy regarding service animals in school. Tiffany drafted this policy from another district's policy and also had our district attorney review it. The committee asked that this policy be reviewed for needed grammatical and typographical edits and also the legality of having specific animal certification or training required and listed as part of the policy.

A motion was made by Engebretson, second by Boetcher, to bring this policy with the edits and questions answered, to the full board for consideration. Motion carried 3-0.

XI. BOARD-SUPERINTENDENT ROLES AND WORKING RELATIONSHIP -- POLICY 224-RULE 1

Guttenberg presented and answered questions regarding proposed Board Policy 224-Board Rule 1, with the proposed language in the last sentence, that is based on feedback from the Board. The committee did ask to have the words "investigate or" stricked out. They also felt that #2 required review.

After much discussion from the committee, a motion was made by Boetcher, second by Frey to bring the policy with the edit suggested to the full board for discussion. Motion carried 3-0.

XII. WASB - POLICY RESOURCE GUIDE AND NEXT STEPS IN POLICY REVIEW PROCESS

Guttenberg updated the Committee on the next steps in our policy review process. The district will be purchasing the WASB Policy Resource Guide. This will give us sample policies, as the ones we reviewed for the 100 and 200 series as well as send regular updates as needed by legislative changes.

XIII. FUTURE MEETINGS

Guttenberg shared information about topics for future meetings that have been discussed or requested:

- Transportation - Hazardous Zones/ A.H. Trans.
- Sale of Equipment/Property Disposal

- Politics/Speech in Schools
- Social Media
- Advertising

The next meeting will be 2/28/22 @ 5:00 PM

XIV. **ADJOURN**

A motion was made by Boetcher, second by Engebretson, to adjourn the meeting at 6:37 PM.

Proper administration of the Waunakee Community Schools is most vital to a successful educational program. The general purpose of the District's administration shall be to coordinate and supervise, under the policies of the Board of Education, the creation and operation of an environment in which students work and learn most effectively. Administrative duties and functions should be appraised in terms of the contributions made to improving instruction and learning and in accordance with Board adopted job descriptions.

The Board shall rely on its chief executive officer, the superintendent, to provide at the District level the professional administrative leadership demanded by such a far-reaching goal.

The District's administrative organization shall be designed so that all divisions and departments of the central office and all schools are part of a single system guided by Board policies which are implemented through the superintendent. Principals are all expected to administer their units in accordance with Board policy and the superintendent's rules and procedures.

The superintendent and each administrator shall have the authority and responsibility necessary for his/her specific administrative assignment. Each shall likewise be accountable for the effectiveness with which the administrative assignment is carried out. The Board shall be responsible for clearly specifying requirements and expectations of the superintendent, then holding the superintendent accountable by evaluating how well those requirements and expectations have been met. In turn, the superintendent shall be responsible for clearly specifying requirements and expectations for all other administrators, then for holding each accountable by evaluating how well requirements and expectations have been met.

Major goals of administration in the Waunakee Community School District are:

1. To manage the District's various departments, schools, and programs effectively.
2. To provide professional advice and counsel to the Board and to advisory groups established by the Board.
3. To implement the management function so as to assure the best and most effective learning programs, through achieving such subgoals as (a) keeping the District abreast of current educational developments; (b) developing staff to establish and operate learning programs that better meet learner needs; (c) coordinating cooperative efforts to improve learning programs, facilities, equipment, and materials; and (d) providing access to the decision-making process by staff, students, parents, and the public in order to facilitate the communication of ideas.

Legal References:

Wisconsin Statutes

| | |
|--------------------------------------|---|
| Section 118.19 | [licensure, generally] |
| Section 118.24 | [administrator contracts] |
| Section 121.02(1)(a) | [school district standards; employ teachers, supervisors and administrators with appropriate license/certification] |

Wisconsin Administrative Code

ADMINISTRATION GOALS

Policy 210

Wauwaukee Community School District

Page 2 of 2

[PI 8.01\(2\)\(a\)](#) [school district standards; assure proper license/certification is on file]
[PI 34](#) [licensure requirements]

Cross References:

Administrative Staff Job Descriptions

Adoption and Revision Dates:

March 1994
January 2002
XXXXXX 2022

RECRUITMENT AND HIRING OF ADMINISTRATIVE STAFF

Policy 221.1

Waunakee Community School District

Page 1 of 2

All of the District's recruitment, selection, and hiring practices and procedures are subject to and guided by the District's commitment to nondiscrimination and equal opportunity in employment, as further identified in related Board policies. The primary goals of these processes shall be to attract and identify a diverse range of highly qualified candidates who, if hired, will demonstrate a high degree of commitment to the District's mission, to the District's goals, and to their assigned duties and responsibilities, and who will also make positive personal and professional contributions to the District.

This policy applies to the recruitment and hiring for positions of employment in the District for which the employee and the Board of Education will execute an administrator contract under section 118.24 of the state statutes, except for the position of Superintendent. This policy also applies to managerial-level positions in the District for which the employee does not hold an administrator contract under section 118.24. To be considered a managerial position under this policy, the position must be paid on a salary basis and directly supervise and evaluate at least one other position.

The Board, at its discretion and without being bound by any administrative recommendation, shall make the decision to employ an individual in any position covered by this policy. If required by applicable law, such a decision must be supported by a majority vote of the full membership of the Board. Accordingly, no binding offer of employment may be made and no contract of employment shall be executed until properly approved by formal Board action.

In making its discretionary employment decisions and to the extent consistent with applicable law, the Board may consider any aspect of an individual's candidacy, including whether the Board finds the results of a candidate's background checks to be acceptable – regardless of whether the administration also assessed such issues and found the candidate acceptable to recommend to the Board for possible employment.

Unless the Board directs otherwise in connection with a specific position opening, the Superintendent and Director of Human Resources shall define and oversee the implementation of the District's practices and procedures surrounding recruitment, selection, and hiring for the positions covered by this policy. Different practices and procedures may be applied to different types of positions and to specific openings where the administration determines that there is reasonable cause for doing so. However, the following minimum requirements shall be observed in connection with the process that is used to fill positions addressed by this policy:

1. The District shall seek and consider applications that are received from both internal and external applicants for a specific opening unless the Board approves an administrative recommendation to first consider filling the position in question with one or more internal candidates via promotion, a change in positions, or reassignment (including via the application of any pre-defined leadership succession plan).
2. The administration shall not recommend a candidate to the Board to fill a position covered by this policy unless the individual has participated in at least one personal interview for the position in question.
3. The administration shall not recommend an external candidate to the Board to fill a position covered by this policy unless the individual assigned to conduct background checks has

RECRUITMENT AND HIRING OF ADMINISTRATIVE STAFF

Policy 221.1

Waukegan Community School District

Page 2 of 2

verified the candidate's relevant employment history and the results of such verification are deemed acceptable to the Superintendent or his/her administrative-level designee.

4. The process shall include a criminal background check.
5. If applicable to the position, the process shall include verification of the license(s), or sufficient pre-licensure status, of the individual the District intends to employ.
6. If applicable to the individual who the District intends to employ, the process shall include verification that the individual has been released from any contract that would prevent the Board from contracting with the candidate.
7. Unless waived by the Board or unless the Board accepts an administrative recommendation to initially consider an internal candidate, the Superintendent shall structure the hiring process for principals and directors such that either (a) Board member(s) selected by the Board will participate in at least one personal interview of the job candidate(s) prior to a candidate being recommended to the Board; or (b) the recommended candidate is interviewed by the Board prior to the Board's consideration of the individual's employment.

Legal References:

Wisconsin Statutes

| | |
|--------------------------------------|--|
| Section 19.36(7) | [public disclosure of applicants for local public office] |
| Section 66.0502 | [employee residency requirements prohibited] |
| Subch. II of Ch. 111 | [the state fair employment law] |
| Section 118.19 | [licensure, generally] |
| Section 118.24 | [administrator contracts] |
| Section 121.02(1)(a) | [school district standard; employ teachers, supervisors and administrators with appropriate license/certification] |

Wisconsin Administrative Code

| | |
|-------------------------------|--|
| PI 8.01(2)(a) | [school district standard; assure proper license/certification is on file] |
| PI 34 | [licensure requirements] |

Cross References:

WASB PRG 221.1 Sample Policy 1

Adoption and Revision Dates:

##/##/####

HIRING ADMINISTRATIVE STAFF: CONDITIONAL OFFERS OF EMPLOYMENT

221.1-Admin
Rule

Waukegan Community School District

Page 1 of 2

This rule applies to the hiring of persons for District positions for which the employee and the Board of Education will execute an administrator contract under section 118.24 of the state statutes, except for the position of Superintendent. This rule also applies to managerial-level positions in the District for which the employee does not hold an administrator contract under section 118.24.

Unless inapplicable to the specific position or unless fully satisfied prior to the point at which an offer of employment is made, offers of employment made to candidates for positions covered by this rule shall be made expressly contingent on the following:

1. Verification of current licensure or verification of other pre-licensure status (e.g. provisional licensure) that is acceptable to the District and that is sufficient for the position in question under the rules and guidelines of the Department of Public Instruction;*
2. Completion of all applicable criminal, professional, and personal background checks, with results that the Superintendent or Director of Human Resources, in his/her discretion and consistent with applicable law, finds satisfactory and sufficient to recommend the candidate to the Board for possible employment;*
3. Completion of any required health examination with results that the District, consistent with applicable law, deems satisfactory at its discretion;
4. The candidate providing evidence acceptable to the District showing that the candidate has been released from any employment contract that the candidate holds with another entity that, if not released, would prevent the Board from contracting with the candidate; and
5. The Board's wholly discretionary post-recommendation approval of (a) the employment of the candidate; and (b) the terms and conditions of his/her proposed employment contract.

** The preferred practice is for the District to verify a candidate's licensure status and to conduct and initially review the results of applicable background checks prior to extending any offer of employment to a candidate for a position covered by this rule.*

Any conditional offer of employment that includes an unsatisfied contingency (including any of those listed above) is revocable if the District determines that the contingency has not been sufficiently and timely satisfied. Further, the District shall not execute any employment contract with any individual until all outstanding contingencies have been satisfied, unless any outstanding contingency has been adequately incorporated into the individual's contract such that the contract is either voidable or can be terminated at the discretion of the District if the contingency is not satisfied on a timely basis.

Adoption and Revision Dates:

##/##/2022

**HIRING ADMINISTRATIVE STAFF:
CONDITIONAL OFFERS OF
EMPLOYMENT**

Waunakee Community School District

**221.1-Admin
Rule**

Page **2** of **2**

WASB PRG 221.1 Sample Rule 1

This policy applies to all positions of employment in the District for which the employee and the Board of Education execute an administrator contract that, by law, is subject to sections 118.24(5) to (7) of the state statutes, including the Superintendent. Within this policy, such positions of employment and the individuals holding such positions shall be referred to as “administrators.”

To the extent required by state law, no administrator may be employed or dismissed except by a majority vote of the full membership of the Board. The Board and each administrator employed by the Board will mutually execute a written employment contract. However, the Board shall not enter into an employment contract with any administrator for any period of time as to which the individual is already under a contract of employment with another school board.

The maximum term, renewal, nonrenewal, and possible extension of each administrator contract shall be governed by applicable state law, by the discretionary decisions of the Board permitted by state law, and by the rights and obligations that are established within the contract itself. The Board shall formally approve (or reject) any proposed modification to, or the termination of, any administrator contract.

At least 6 months prior to the expiration of any administrator contract and sufficiently far in advance of any deadline for the Board to make a decision regarding the vesting of an extension of any administrator contract, the Superintendent shall inform the Board of the relevant deadline(s); the procedures for renewing, nonrenewing, or extending the contract(s); and, except for his/her own contract, provide the Board with a recommendation regarding the renewal, nonrenewal, or extension of each such contract.

The Board shall approve the contractual salary and establish the other contractual and non-contractual compensation and benefits of the administrators who are employed by the District. The Board's ability to individualize certain aspects of administrator contracts, including certain aspects of the structure and levels of an administrator's benefits and total compensation, is limited by various state and federal laws. Not all terms and conditions of an administrator's employment are contractual. To the extent consistent with state and federal law, such non-contractual terms and conditions of employment remain subject to the managerial discretion of the Board and the District at all times

If the Board has approved an administrator's employment and the terms and conditions of the individual's administrator contract, and provided that all applicable contingencies have been satisfied, the Board President and Clerk, or such other Board officers as may be alternatively designated by the Board shall execute the contract on behalf of the Board

If any administrator does not continuously hold a license that is required by law or by his/her employment contract, or if he/she is otherwise not legally eligible to hold the position identified in his/her contract, then (1) he/she shall be considered to be in material breach of the contract which may lead to termination; and/or (2) the contract may be void or voidable to the extent required or permitted by law. Each administrator who is required to be licensed (i.e., certified) by law, or as a condition of employment established by the District, shall provide a copy of his/current license(s) and any subsequent renewal or extension to the Human Resources Office, where such license(s) shall remain on file. Each administrator is personally and solely responsible for remaining appropriately and continuously licensed in good standing by the Department of Public Instruction throughout his/her employment, including knowing the expiration date of

his/her license(s) (if any) and meeting all applicable requirements for maintenance/renewal in a timely manner.

Legal References:

Wisconsin Statutes

| | |
|--------------------------------------|--|
| Section 66.0502 | [employee residency requirements generally prohibited] |
| Section 111.31 | [declaration of fair employment policy] |
| Section 118.24 | [administrator contracts] |
| Section 121.02(1)(a) | [school district standard; employ teachers, supervisors and administrators with appropriate license/certification] |

Wisconsin Administrative Code

| | |
|-------------------------------|--|
| PI 8.01(2)(a) | [school district standard; assure proper license/certification is on file] |
| PI 34 | [licensure requirements] |

Cross References:

WASB PRG 222 Sample Policy 1

Adoption and Revision Dates:

10/11/82

March 1994

January 2002

##/##/2022

ADMINISTRATOR PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Waunakee Community School District

Policy 223

Page 1 of 2

The District's professional development plan for licensed employees, which shall be developed or updated at least annually under the leadership and supervision of the Superintendent, shall include a section addressing the professional development needs of licensed administrators.

Administrators are expected to maintain high standards of knowledge, skills, and professional competency and practice. Accordingly, subject to applicable budgetary constraints and appropriate supervisory approval, administrators are encouraged to continue their professional growth through the following:

1. Active involvement in formal and informal professional learning communities both within and outside the District;
2. Use of a wide range of technology-based resources;
3. Leading professional development activities for District employees or other educators;
4. Participation in conventions, programs, professional meetings and other activities conducted by administrator associations, government agencies, and other entities that actively serve public schools and educators;
5. Seminars, workshops, and courses offered by institutions of higher education; and
6. Other formal and informal professional development activities, including any activities appropriate for the particular administrator that may already be included in the District's staff development plan for licensed employees.

Expenses directly related to an administrator's qualifying professional development activities will be paid for or reimbursed by the District to the extent and in the manner provided by applicable District procedures, including all procedures that relate to (1) obtaining supervisory approval for specific activities, costs, and any time away from work; and (2) the submission of complete and timely documentation of qualified expenses. The submission of any inappropriate or unreasonable costs or expenses for payment by the District may affect the administrator's evaluation and/or result in discipline.

Administrators are expected to use the District's performance evaluation process as an opportunity for direct discussion between the administrator and his/her supervisor/evaluator concerning the standards, content areas, and/or specific activities that would be most beneficial for the administrator to consider as a focus for his/her upcoming professional development activities. Because administrator professional development will often be more self-directed and rely more heavily on external resources, relationships, or affiliations than may be the case for non-administrative personnel, such discussions are particularly important as a means for administrators to share ideas and gain awareness of sources for high-quality professional development activities.

SUPERINTENDENT PROFESSIONAL DEVELOPMENT

The Superintendent has heightened responsibility, relative to other employees, to self-monitor his/her own professional development activities to ensure that they do not interfere with the

ADMINISTRATOR PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Waunakee Community School District

Policy 223

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appropriate performance of his/her other duties and that any District costs remain in line with the Board of Education's expectations and established budgetary parameters. The Superintendent shall adhere to established procedures regarding approval of professional development activities, costs, and expenses. When traveling, the Superintendent shall ensure that he/she makes appropriate arrangements regarding his/her contact information and for any appropriate in-District leadership designations that will apply in his/her absence.

The Superintendent shall, at least annually, prepare and present to the Board of Education a proposal for his/her own professional development activities, which shall be consistent with this policy and with the District-wide professional development plan for licensed employees. In consultation with the Superintendent, the Board may approve, reject, or modify the proposal. The proposal may identify specific activities along with their expected costs, and it may also identify general goals that could be pursued through a variety of activities as different opportunities arise. The Superintendent will inform the board if there are any changes to the annual plan.

Legal References:

Wisconsin Statutes

[Section 118.24\(5\)](#) [attendance at conventions by selected administrators]

[Section 121.02\(1\)\(b\)](#) [professional staff development plan]

Wisconsin Administrative Code

[PI 8.01\(2\)\(b\)](#) [professional staff development plan]

[PI 34.003](#) [DPI's administrator standards]

[PI 34, Subchapter V](#) [stages of licensure, including orientation and mentoring requirements]

Cross References:

WASB PRG 223 Sample Policy 1

Adoption Date:

##/##/2022

BOARD-SUPERINTENDENT ROLES AND WORKING RELATIONSHIP

Policy 224

Waukegan Community School District

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The Board of Education and the Superintendent share responsibility for working together to provide effective leadership for the School District. Accordingly, the Board and Superintendent likewise share responsibility for the goal of developing and maintaining a productive, mutually-respectful working relationship.

While the Board's and the Superintendent's leadership roles are different, they are complementary and involve a degree of overlapping duties and responsibilities.

As the elected representatives of the community and as the highest-level governing authority in the District, the Board's primary leadership role involves establishing the District's mission, goals, strategic priorities, governance policies, and annual budgets, and then providing the necessary support, oversight, and advocacy to foster and monitor their proper implementation.

As a highly-skilled professional educator and as the Board-selected chief administrator, the Superintendent's role includes (1) prudently leading and managing the District's schools, programs, and operations on a day-to-day basis in a manner that implements and that is consistent with the Board's governance decisions; (2) assisting the Board in performing its governance role, including by making significant contributions to the establishment the District's goals, priorities, policies, and budgets; (3) overseeing the design, implementation, and review of learning standards, curriculum, and professional practice in the District; and (4) setting the expectations and accountability structures for other staff members that the Superintendent will ultimately use to demonstrate his/her own accountability to the Board.

The Superintendent and Board will work to develop, and refine as needed, their shared understanding regarding (1) their respective roles; (2) the extent, methods, and timing of communication between the Board and the administration; and, (3) especially where not otherwise definitively addressed by applicable law or by existing policies and procedures, their respective spheres of decision-making authority. When either the Board or the Superintendent has concerns regarding the effective functioning of the leadership team, each is expected to identify those concerns to the other members of the leadership team and to attempt to identify appropriate means by which the leadership team can address those concerns. An important primary, but not exclusive, means for the Board to bring such issues to the attention of the Superintendent is through the performance evaluation process.

Legal References:

Wisconsin Statutes

[Section 118.24](#) [district administrator duties]

[Section 120.12](#) [school board duties]

[Section 120.13](#) [school board powers]

Cross References:

WASB PRG 224 Sample Policy 1

Adoption and Revision Dates:

5/10/82

4/22/91

BOARD-SUPERINTENDENT ROLES AND WORKING RELATIONSHIP

Waunakee Community School District

Policy 224

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March 1994
January 2002
##/##/2022

The Superintendent and other licensed administrators in the District shall receive a formal, written evaluation at the end of their first year of employment and at least every third year thereafter. If an administrator's employment contract requires more frequent evaluations and/or particular types of evaluation(s), the administrator and the applicable evaluator(s) shall adhere to those additional contractual requirements. Further, beginning no later than the first year in which the District is required to use the educator effectiveness evaluation process, all principals shall be evaluated in substantial and material compliance with the educator effectiveness evaluation system for principals that the District implements pursuant to state law.

Written evaluations shall be based, at least in part, on Board-adopted position descriptions, including the administrator's job-related activities, and shall include observation of the administrator's performance as part of the evaluation data. However, nothing in this policy shall be interpreted as a limitation on the number, scope, or type of formal or informal performance evaluations that may be conducted with respect to administrators. The District may place different employees holding similar positions on different evaluation schedules and use different evaluation procedures or methods based upon, for example, the District's identification of a need for an employee to improve performance in one or more areas.

The Board of Education shall be responsible for the Superintendent's evaluation, including determining the specific criteria and procedures it will use in assessing the Superintendent's performance. The Superintendent shall notify the Board President of any required or agreed-upon dates by which his/her evaluations are to be conducted, and the Board President shall work with the Superintendent to ensure that sufficient meetings are scheduled so that the evaluation process can reach its conclusion in a timely fashion. The Board normally expects to begin an evaluation of the Superintendent's performance by no later than January of each school year and complete this evaluation in April, or at such other time consistent with the Superintendent's current contract so that a relatively recent evaluation normally precedes any decision regarding a possible contract extension or contract renewal.

The Superintendent shall be responsible for the evaluation of other administrators in the District and shall either perform those evaluations himself/herself or shall direct that those evaluations be performed by other persons who have the training, knowledge and skills necessary to evaluate licensed administrative personnel. The Board delegates to the Superintendent the responsibility for defining and implementing a systematic program of evaluation for other administrative staff covered by this policy. The Superintendent shall inform the Board of any significant changes to the District's administrative staff evaluation processes as implemented under this policy.

The Superintendent shall be prepared to present to the Board information on the performance evaluations of individual administrators any time the Board is addressing individual contract decisions regarding renewal/nonrenewal, contract extensions, individual salary determinations, and at other times as directed by the Board or as deemed beneficial by the Superintendent.

Legal References:

Wisconsin Statutes

- [Section 115.415](#) [educator effectiveness; principal evaluation]
- [Section 118.24](#) [administrator contracts]

- [Section 120.12\(2m\)](#) [school board duty to evaluate principals using DPI-developed educator effectiveness evaluation system or equivalency evaluation process]
- [Section 121.02\(1\)\(a\)](#) [school district standard; verification of licensure]
- [Section 121.02\(1\)\(b\)](#) [school district standard; professional development of employees]
- [Section 121.02\(1\)\(a\)](#) [school district standard; evaluation of licensed staff]

Wisconsin Administrative Code

- [PI 8.01\(2\)\(a\)](#) [annual certification to DPI of administrator's current license]
- [PI 8.01\(2\)\(a\)](#) [board evaluation of district administrator]
- [PI 34.003](#) [DPI's administrator standards]
- [PI 47](#) [equivalency process for educator effectiveness evaluation; principals and teachers]

Cross References:

WASB PRG 225 Sample Policy 2

Adoption and Revision Dates:

- 9/14/81
- 10/11/82
- 4/22/91
- March 1994
- January 2002
- [##/##/2022](#)

SCHOOL BUILDING ADMINISTRATION

Policy 230

Waukegan Community School District

Page 1 of 1

Acting with the approval of the Superintendent, the principals shall be the chief administrators of their schools. Except as otherwise established by the Board or Superintendent, all personnel assigned to a building shall be directly responsible to the principal. Staff members who work in more than one school shall be responsible to the principal of each school in which they work during the time they are working there.

The principal is charged with the supervision and direction of the staff and the students assigned to the building, and with care of the school facility and its equipment. He/she shall see that the rules and regulations of the District, the directives of its officers, and the guidelines for the instructional program are observed. Within the framework of the policies and directives of the Board of Education and the general rules, regulations, and directives set by the Superintendent, the principal may establish and enforce such regulations as he/she deems advisable for the efficient operation of the school.

Legal References:

Wisconsin Statutes

[Section 118.24](#) [administrators]

Cross References:

Adoption and Revision Dates:

10/11/82

March 1994

##/##/2022 (renumbered from former Policy 240)

SCHOOL ADMINISTRATOR/STUDENT RATIOS Policy 230.1

Waunakee Community School District

Page 1 of 1

The Board of Education believes that the success or failure of a school is largely dependent on the building principal. The number of students and staff supervised by the principal impacts on the overall quality of the school. Therefore, the Board establishes the following guidelines based on building administrator/student ratios to help guide the Board and administration in making decisions regarding the number of administrators assigned to each building:

| <u>School Type</u> | <u>Range of Students per Building Administrator</u> |
|---------------------------|---|
| Elementary (Grades K-6) | 400 to 500 |
| Middle (Grades 7-8) | 300 to 400 |
| High School (Grades 9-12) | 300 to 350 |

The Board recognizes that it will be impossible to always stay within these ranges. The ratio may fall above or below the range depending on specific circumstances. The Board may choose to provide additional administrative support during periods of transition on a part time or shared basis or through the use of interns. However, the Board recognizes the importance of the role of building administrators in maintaining a safe and orderly school and providing quality supervision of staff. This can best be provided by staff members dedicated fully to student and staff supervisory duties.

Legal References:

Wisconsin Statutes

[Section 118.24](#) [administrators]

Cross References:

Adoption and Revision Dates:

1999

###/###/2022 (renumbered from former Policy 240.1)

POLICY IMPLEMENTATION AND COMPLIANCE

Waukeew Community School District

Policy 253

Page 1 of 1

The policies developed by the Board of Education and the administrative regulations, procedures, and handbooks developed to implement policy are designed to promote an effective and efficient school system. All District employees are expected to reasonably familiarize themselves with and adhere to the District policies, rules, and procedures that are relevant to their position(s) and role(s). All employees are encouraged to bring questions, concerns, and suggestions about such policies, rules, and procedures to the attention of their immediate supervisor and/or to an appropriate building or departmental administrator.

Within their assigned area(s) and role(s), District employees who hold administrative and supervisory positions have the following additional general responsibilities:

1. To oversee and reasonably monitor the implementation of District policies, rules, and procedures;
2. To promote and facilitate an awareness and understanding of applicable District policies, rules, and procedures among subordinate employees and, to the extent applicable, among students and among other District agents and stakeholders; and
3. To model the process of referring to established policies, rules, and procedures in day-to-day work and operations; and
4. To identify and communicate to appropriate members of the administrative leadership team identified concerns regarding District policies, rules, and procedures, which may include, for example, concerns about legal compliance, inadequate awareness/understanding among relevant stakeholders, inconsistent implementation, lack of sufficient coordination with current practices, or potential ambiguities or conflicts.

Cross References:

Adoption and Revision Dates:

10/11/1982

4/22/91

March 1994

January 2002

##/##/2022 (renumbered from former Policy 263)

DEVELOPMENT OF ADMINISTRATIVE RULES Policy 253.1

Waunakee Community School District

Page 1 of 2

The Board of Education delegates to the Superintendent the function of defining and managing the detailed arrangements under which the District's schools and other programs and functions are operated on a day-to-day basis. In some cases, these detailed arrangements may be set forth in formal, written administrative rules. As used in this policy, the term "rule" is synonymous and interchangeable with "procedure."

The Superintendent is responsible for developing, approving, reviewing, and overseeing the implementation of administrative rules as needed. While retaining overall accountability for and oversight of such rules, the Superintendent may further delegate these responsibilities to other administrators and supervisors. In addition, the Board encourages the involvement of other affected staff persons and stakeholders in such processes. In addition:

1. All administrative rules shall be consistent with Board policies and legal requirements.
2. Formal administrative rules that are defined and maintained in written form shall be appropriately organized for ease of reference and use. Some administrative rules may be maintained with related Board policies and any related Board-adopted rules.
3. Proposed, new, and revised administrative written rules will be presented to the Board for informational purposes or input.
4. Any District procedure, District plan, or other management document for which Board approval/adoption is required by, and non-delegable under, applicable law shall not be considered an "administrative rule" within the meaning of this policy.

In authorizing the administration to develop, implement, and enforce formal administrative rules, the Board in no way intends to limit the authority of the District's administrative and supervisory personnel to issue other directives, establish other responsibilities and expectations, or define other practices and procedures as may be lawful, prudent, and consistent with Board policy for the sound management of the District. Similarly, certain aspects of the day-to-day management and operation of the District require the exercise of discretion such that it may be either impractical or imprudent to attempt to reduce the matter to a formal policy or rule. Applicable legal authority, District policies and rules, and Board and managerial directives shall guide and provide a general framework for the exercise of such discretion.

Although this policy expressly establishes that the development and implementation of administrative rules is a delegated responsibility, the Board ultimately reserves the right to review, modify, suspend, and revoke administrative rules should the Board conclude that the rules are inconsistent with Board policies or applicable legal requirements, or upon determining that such action is in the best interests of the District.

Legal References:

Wisconsin Statutes

[Section 120.13](#) [power to do all things reasonable for the cause of education, including making rules for the organization, gradation and government of the schools]

DEVELOPMENT OF ADMINISTRATIVE RULES

Policy 253.1

Wauwaukee Community School District

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Cross References:

WASB PRG 253.1 Sample Policy 2

Adoption and Revision Dates:

10/11/1982

4/22/91

March 1994

##/##/2022 (renumbered from former Policy 263.1)

The District's Employee Handbook(s) contain provisions that are derived from or reflective of a variety of sources, including applicable laws and regulations, District policies and procedures, and statements of managerial expectations for employees. The provisions of the Employee Handbook also serve a variety of purposes, including the following:

1. Establishing the District's compliance with certain legal requirements;
2. Giving notice of certain rights, responsibilities, and obligations;
3. Identifying certain conditions of employment; and
4. Serving as a reference document for various employment-related practices and procedures.

Neither the Employee Handbook as a whole nor any specific provision within the Handbook:

1. Constitutes or creates an employment contract, or any other type of contract, between the District and any employee;
2. Modifies, adds to, or subtracts from the terms of any contract that may be held by an individual employee, except to the extent that such contract expressly incorporates one or more Employee Handbook provisions by reference;
3. Is intended to create or confer a property interest in any person's continued employment with the District;
4. Is intended to create or confer any third-party rights or causes of action to persons who are not District employees, except as strictly required by applicable law.

Employee Handbook provisions are subordinate to conflicting provisions of any applicable state or federal law or regulation, any Board of Education-approved individual employment contract, or any Board-ratified collective bargaining agreement. Accordingly, changes in applicable laws, regulations, or contracts may supersede, modify the application of, or eliminate certain provisions found in the Employee Handbook.

To the fullest extent permitted under the law, the District, as the employer, reserves the right to modify the provisions of the Employee Handbook at its discretion at any time. The Board will normally be responsible for approving (or rejecting) proposed modifications to an Employee Handbook.

Where a provision of the Employee Handbook represents the entirety of, an excerpted portion of, or a direct summary of a separately-maintained Board policy or Board-adopted rule, any Board-adopted change to such Handbook provision shall simultaneously amend the associated Board policy or rule, and any Board-adopted change to the associated policy or rule shall simultaneously amend the applicable Handbook provision(s).

The current version of the District's Employee Handbook(s) shall be accessible to employees on the District's website.

Board Expectations for Employees Related to the Employee Handbook

All District employees are subject to and are expected to review and follow the provisions of the

Employee Handbook that are applicable to their position and role.

If an employee has a concern that any provision of the Employee Handbook is or may be in conflict with any applicable state or federal law or regulation or any separately-established District policy, rule, contract, or performance expectation, the employee shall raise the concern with his/her immediate supervisor, who shall involve other employees, supervisors, or administrators as necessary to resolve the issue.

To the extent a provision of the Employee Handbook may be ambiguous as written or as applied, or if any employee otherwise has questions, concerns or requires any clarification regarding any provision(s) of the Handbook, the employee shall contact his/her supervisor, who shall involve other employees, supervisors, or administrators as necessary to resolve the issue.

Legal References:

Wisconsin Statutes

[Section 120.13](#) [power to do all things reasonable for the cause of education, including making rules for the organization, gradation and government of the schools]

Cross References:

WASB PRG 253.2 Sample Policy 1

Adoption and Revision Dates:

##/##/2022

The District's student handbooks are intended to provide information for the benefit of students, parents and guardians, staff and other interested persons in the school community. Student handbooks serve a variety of purposes including the following:

1. Giving notice of certain policies, rules, rights, responsibilities, and obligations;
2. Serving as a reference document for various school-related practices, procedures, and expectations; and
3. Establishing the District's compliance with certain legal requirements.

The Superintendent shall be responsible for ensuring that the District maintains, updates, and periodically reviews student handbooks for each of the District's schools in each school year.

Student handbook provisions are subordinate to conflicting provisions of any applicable state or federal law or regulation, and shall be consistent with applicable Board-adopted policies, rules, and directives. Within these parameters, the Superintendent, or his/her administrative-level designee, has authority to approve and implement changes to the content of student handbooks without seeking advance approval from the Board of Education.

Where a student handbook provision represents the entirety of, an excerpted portion of, or a direct summary of a separately-maintained Board policy or Board-adopted rule, any Board-adopted change to the associated policy or rule shall simultaneously amend the applicable student handbook provision(s).

The current version of the District's student handbook(s) shall be accessible to the public on the District's website.

Student handbook will be approved by the Board annually at or before the regular August Board Meeting.

Legal References:

Wisconsin Statutes

[Section 120.13](#) [power to do all things reasonable for the cause of education, including making rules for the organization, gradation and government of the schools]

Cross References:

WASB PRG 253.3 Sample Policy 1

Adoption and Revision Dates:

##/##/2022

The Superintendent and the Director of Human Resources shall oversee the development, revision, and maintenance of written job descriptions for all employee classifications in the District. At a minimum, each job description shall list the required qualifications and the essential functions (primary duties) that have been identified for the staff position(s) covered within the relevant classification.

Job descriptions for all professional employee classifications that require the employee to hold a Wisconsin Department of Public Instruction (DPI) license, including those for administrative staff, shall be adopted by the Board of Education. Job descriptions for other classifications may be approved and modified under the authority of the Superintendent.

Relevant administrative and supervisory personnel are responsible for reviewing the job descriptions applicable to their area(s) of responsibility on an ongoing basis to ensure that the descriptions remain reasonably current and accurate and to coordinate with the Superintendent and the Director of Human Resources regarding any concerns or potential changes.

The District's current job descriptions shall be accessible to employees on the District website.

Postings for specific positions, individual employment contracts, specific District policies and handbooks, or other supplemental descriptions for specific positions, assignments, and roles within an employee classification may augment a general job description. Further, all employees are expected to perform such duties and attend to such responsibilities as may be reasonably assigned by a supervisor.

Legal References:

Wisconsin Administrative Code

[PI 8.01\(2\)\(a\)](#) [evaluations of licensed personnel to be based, in part, on board-adopted written job descriptions]

Federal Laws

[Americans with Disabilities Act of 1990](#) [disability discrimination in employment; reasonable accommodations]

Cross References:

WASB PRG 254 Sample Policy 1

Adoption and Revision Dates:

##/##/2022

TEMPORARY ADMINISTRATIVE ARRANGEMENTS

Policy 260

Waukegan Community School District

Page 1 of 2

The Superintendent, any building principal, and any other administrator or supervisory employee is responsible for making appropriate arrangements for the in-District leadership and supervisory designations that will apply during a period of leave, in his/her temporary absence from work, or when he/she will not be working on site within the District for any significant portion of a work day. As applicable to such circumstances, the employee shall also ensure that he/she appropriately conveys his/her contact information, or other applicable emergency contact information, to other members of the District's staff who may have a need to consult with or have a decision made by an employee or official with the appropriate knowledge and authority.

In the event of an unexpected vacancy or any temporary absence from work that exceeds or is expected to exceed 2 consecutive weeks in any administrative or supervisory position, the Superintendent or his/her administrative-level designee shall make or approve appropriate interim arrangements for the performance of the duties and responsibilities of the position, subject to the following:

1. The Board of Education shall approve any individual contract modifications or any non-contractual modifications to an employee's monetary compensation that may be necessary to implement such interim arrangements.
2. The Board shall approve any interim replacement for the Superintendent.
3. At its discretion, the Board may elect to modify such interim arrangements.

When all of the following apply, the Board designates the Executive Director of Operations to make decisions or take action in the best interests of the District. If he/she is also unavailable or unreachable, the Directors of Elementary and Secondary Curriculum and Instruction will oversee all matters that involve students or parental concerns and the Director of Human Resources will oversee all matters that involve staff or district operations:

1. An emergency or other urgent situation arises that necessitates an administrative decision or that requires administrative action that would normally be made/taken by the Superintendent;
2. The Superintendent is unavailable or unable to be reached;
3. It would be impractical or clearly imprudent to defer the matter until normal lines of authority could be utilized; and
4. A more-specific interim or temporary administrative arrangement is not in place that applies to the specific situation.

Legal References:

Wisconsin Statutes

[Section 118.24](#) [administrative authority and assignment of responsibilities]

Cross References:

WASB PRG 260 Sample Policy 1

TEMPORARY ADMINISTRATIVE ARRANGEMENTS

Waukegan Community School District

Policy 260

Page 2 of 2

Adoption and Revision Dates:

10/11/82

4/22/91

March 1994

##/##/2022 (renumbered from former Policy 270)

Policies of the Board of Education

Series 200: Administration

ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES

262

The superintendent shall create committees and other advisory groups from within the staff, as the need arises, for the purpose of developing or implementing Board of Education policy or for whatever other purpose the superintendent deems necessary.

In the development of rules, regulations and procedures, the superintendent shall include at the planning stage, whenever possible, employees who are affected.

The Superintendent periodically reviews its committee structure and adopts a committee handbook which outlines the various committees of the District which includes their purposes, membership and responsibilities.

Adopted: 10/11/82

Revised: 4/22/91
March 1994
XX/XX/2022

Waunakee Community School District

| Policy # | Title | Action (suggested by WASB) | Notes from Admin |
|-----------------|--|---------------------------------------|--------------------------------|
| 210 | Administrative Goals | Retain OR Repeal | OK as is |
| 221.1 | Recruitment and Hiring of Administrative Staff | NEW | OK as is |
| 221.1 Rule | Hiring Administrative Staff: Conditional Offeres of Employment | New (if yes) | OK as is |
| 222 | Administrative Contracts | Amend | Ok as is |
| 222.1 | Administrative Compnsation and Benefits | Repeal | |
| 223 | Administrator Professional Develoment Opportunities | NEW | Ok w/o strike through |
| 223 Rule | Proceedures Related to Professional Development Activities of the District Administrator | New (if yes) | Not needed but open to discuss |
| 224 | Board - Administrator Relationship | Amend/Retain/Repeal | OK as is |
| 225 | Performance Evalusion of Administrative Personnel | Amend | Date to reflect process |
| 225 Exhibit | Evaluation of Superintendent | Retain or replace w/ current | Current Eval available |
| 230 | School Building Administratioin | New - Replace old 240 | OK as is |
| 230.1 | School Administrator/Student Ratio | New - Replace old 240.1 | Being reviewed by HR |
| 240 | School Building Administratioin | Repeal Replaced with 230 | |
| 240.1 | Building Administrator/Student Ratios | Repeal Replaced with 230.1 | |
| 253 | Policy Implementation and Compliance | NEW - Replace old 263 | OK as is |
| 253.1 | Development of Administrative Rules | NEW - Replace old 263.1 | OK as is |
| 253.2 | Employee Handbooks | NEW | OK as is |
| 253.3 | Student Handbooks | NEW (topic in 151.4 chg in authority) | OK as is Replaces 151.4 |
| 254 | Employee Job Descriptions | NEW | Ok as is |
| 260 | Temporary Administrative Arrangements | New - Replace old 270 | Ok as is |
| 261 | Administrative Organizaitonal Plan | Repeal | |
| 262 | Administrative Councils, Cabinets, and Committees | Repeal | Keep |
| 263 | Policy Implementation | Repeal - replaced with 253 | |
| 263.1 | Development of Administrative Rules/Handbooks | Repeal Replaced with 253.1 | |
| 270 | Temporary Administrative Arrangements | repeal replaced with 260 | |

Orange= New replacement policies & the Cooresponding Old policies being replaced

Pink= Brand New policies or possibly new policies

Green = Old policies repealed, check website to review

Yellow = Retain old policy - check website to review unless added

White = Action needed/accept as presented

BOARD-SUPERINTENDENT ROLES AND WORKING RELATIONSHIP

224-Board Rule 1

Waunakee Community School District

Page 1 of 2

In addition to other responsibilities or expectations that the Board of Education may identify, the Board's expectations for its working relationship with the Superintendent include the following:

1. The Superintendent shall be prepared to provide the Board with a timely recommendation and supporting rationale regarding decisions that are presented for Board action. Such recommendations are intended to promote the Board's understanding of the relevant issues and to encourage a robust, professional dialogue regarding such decisions.
2. Once the Board makes a decision, it becomes the decision of the Board and the administration. The Superintendent, along with other administrative and managerial-level employees, will support lawful Board decisions by carrying out the decisions to the best of their ability and by not engaging in conduct that serves to undermine a decision, notwithstanding any professional or personal disagreement with the decision.
3. The Superintendent shall exercise sound professional judgment in identifying issues, incidents, and other information of which all members of the District's leadership team need to be aware, and in deciding when and how to appropriately communicate such information to the Board.
4. The Superintendent shall treat all members of the Board even-handedly.

The Board's further expectations for itself, and for which the community should hold its elected representatives accountable, include the following:

1. Through its policies, the Board recognizes that the sound functioning of the District and the achievement of the District's goals require shared responsibility for leadership and the delegation of significant responsibility to (and through) the Superintendent. Should the Superintendent raise a concern to the Board regarding the Board's performance of its primary leadership role or a concern that the Board is intruding too far into the administrative role, the Board owes a duty to the community to give such concerns due consideration.
2. The Board should use its authority as a governing body to limit and diffuse actions by individual Board members that contravene the will of the Board majority and that, in the judgment of the Board, are serving to inappropriately undermine the effectiveness of the District's leadership team.
3. In the event of a disagreement with an administrative recommendation or decision, the Board expects that the interaction among the Board members and administrators will remain respectful.
4. The Board will work with the Superintendent to achieve a resolution to complaints, concerns, or controversies that may arise in a manner that is consistent with each other's respective roles and with established policies and procedures. Individual Board members, in particular, have a responsibility to ensure that they are referring complaints, concerns, or controversies through appropriate channels and not attempting to investigate and resolve such issues in a manner that exceeds their individual authority. An individual Board Member will not investigate or seek to resolve a concern on their own, other than asking clarification

BOARD-SUPERINTENDENT ROLES AND WORKING RELATIONSHIP

224-Board
Rule 1

Wauwaukee Community School District

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~~questions of a complainant who contacts them.~~ A Board Member may request that the administration provide an update to the Board on any issue.

Adoption and Revision Dates:

##/##/2022

WASB PRG 224 Sample Rule 1

Flag Policy

It is the policy of the Waunakee Community School District to display flags with dignity and respect at all school buildings and school owned sites.

1. Definitions. The following definitions shall apply to this Policy:

- “U.S. Flag” means the flag of the United States as defined in 4 USC 1.
- “Wisconsin Flag” means the State Flag of Wisconsin as defined in Wis. Stat. § 1.08.
- “Commemorative Flag” refers to any flag other than the U.S. Flag or the Wisconsin Flag. To constitute a Commemorative Flag, the flag must have previously been approved for display and must actually have been displayed by being flown at the United States Capitol or the State of Wisconsin Capitol within the previous ten (10) years before it can be eligible for display by the WCSD under this Policy. Commemorative Flags may not exceed 3’x5’ in size.
- “Flag Laws” means the applicable laws and policies of the United States, the State of Wisconsin, or the WCSD Board of Education as related to the display of the U.S. Flag and the Wisconsin Flag, including, but not limited to, U.S. Code Title 4, Chapter 1, and Wis. Stat. §§ 1.08, 1.14, and 5.35.

2. General Rule. Every school within the Waunakee Community School District shall fly the Flag of the United States of America and the Flag of the State of Wisconsin on an outside flagpole. All flags displayed at WCSD sites shall comply with all Flag Laws, including, but not limited to, laws and regulations addressing the order in which flags shall be displayed on a flagpole and laws and regulations addressing the lowering of flags to half-mast.

3. Dignity of the Flag of The United States of America:

- The flag of The United States of America will always take a position of prominence when displayed with other flags. The way that the National Flag shall be flown is governed by Federal and State guidelines.
- No flag shall be larger than the Flag of the United States of America.
- No flag shall fly higher than the Flag of the United States of America.
- Where there are multiple flags displayed together, the Flag of the United States of America shall always be displayed in a position of prominence:
 - If there are multiple flag poles, The Flag of the United States of America shall be displayed in the center of three flag poles, where the other secondary flags are displayed on separate flag poles.
 - When facing the front of a building, the Flag of the United States of America shall be to the left of an observer facing the flags when there are two flags, with the secondary flag displayed on the flagpole to the right.

4. Display At Half-Mast. Displaying flags at half-mast: Flags will be flown at half-mast as directed by the Governor of Wisconsin or at the direction of the President of the United States.

5. Commemorative Flags:

These procedures address the display of commemorative flags at WCSD schools.

All flags that are secondary to the Flag of the United States of America and the Wisconsin State Flag, and that are considered for display by the WCSD shall support and align with WCSD policies and shall support and be consistent with safe and inclusive learning and working environments for all students, staff, and community members. The District and the Board of Education shall have the sole discretion to determine whether a flag being considered for display meets this standard and its decision concerning display of the flag shall be final.

Consideration of Commemorative Flags:

- The WCSD may choose to display a Commemorative flag at WCSD sites when approved by the School Board and in accordance with this policy.
- Any member of the School Board may ask the School Board to authorize the display of a Commemorative Flag in accordance with this Policy.
- Commemorative Flags requests are to be submitted to the WCSD School Board no less than 2 full board meetings in advance of the date requested for display of the flag.
- A picture of the actual flag and description of the meaning and purpose for displaying the flag shall be submitted at time of request.
- The only WCSD Facilities at which a Commemorative Flag can be displayed is at a flagpole in front of the school buildings. Display of Commemorative Flags in other places is not permitted
- No more than one Commemorative Flag shall be displayed at a time at each authorized WCSD Site.
- Where a school has only one flagpole, the school may fly no more than one additional flag below the Flag of the United States of America and the State Flag of Wisconsin, on the same flagpole, for an approved period of time.
- Where a school has more than one flagpole, the Flag of the United States of America shall be displayed alone on its own flagpole. The school may fly up to two flags on each additional flagpole for an approved period of time.
- The dates for display of a Commemorative Flag shall be reasonably related to the event or cause to be commemorated.
- The WCSD shall be responsible for informing their school community about any additional flags that the District has approved for display. Such communications must include an explanation of the meaning and purpose for displaying the flag on the school website, including the time period that the flag will be displayed, on the school website.
- The WCSD retains the authority and discretion under this Policy to display a Commemorative Flag for a shorter period of time than requested and may also remove a Commemorative Flag to allow a different Commemorative Flag to be displayed, or for any other purpose deemed appropriate by the WCSD Board, including disruption caused by the flag impacting the school's educational environment, cultural or popular changes in the flag's originally reported meaning or message, or discovery of other meanings or messages that are not consistent with District policy, or state or federal law, any moratorium on or break in displaying Commemorative Flags declared by the Administration and subsequently approved by the Board, and/or any other non-discriminatory reason for removing a Commemorative Flag.
- The Board of Education may also order the flying of a flag in support of community awareness initiatives that align with the Board's values and supports the District's initiatives and are consistent with the mission of the Waunakee Community School District.

~~(This sample policy identifies the district administrator as the legal custodian of records for essentially all school district authorities, and also designates deputy custodians. In addition, it outlines specific duties of the records custodian and identifies local public offices in the district for purposes of the public records law. In terms of fees charged to requesters, this sample policy authorizes specific fees to be charged as approved by the board and also permits the records custodian to reduce or waive applicable fees where the custodian determines that such a waiver or reduction is in the public interest.)~~

The various records authorities of the **Waunakee Community** School District shall maintain and provide access to public records in accordance with applicable laws and the policies and procedures of the District. In addition, all officials, employees, and authorized agents of the District shall, to the extent appropriate to the particular record, safeguard the confidentiality of personally-identifiable information in their possession and in the records created or maintained by any school District authority. The District's public records notice, as adopted by the Board, shall be posted in the District's buildings, and the notice may also be made available to the public on the District's website.

Legal Custodian of the Records of School District Authorities

The District Administrator shall serve as the legal custodian of records for the following District records authorities:

1. The District, including the School Board as the governing body;
2. All committees which are subunits of the Board;
3. Other District records authorities created by law or by rule or order;
4. The individual members of the School Board, including the officers of the Board (i.e., President, Vice President, Clerk, Treasurer, ~~secretary, if applicable~~). **However:**
 - a. Each Board member remains a records authority and co-custodian of the records of their public office.
 - b. As to any records of his/her office that a Board member may create or maintain solely at any location or on any computer system that is not owned or controlled by the District, the Board member shall have responsibility for the proper maintenance and retention of such records.
 - c. ~~Unless such a Board member informs the Board-designated legal custodian in writing that the Board member is assuming sole legal responsibility for responding to a request for records of the Board member's office that are in the possession or control of the Board member, and that are not otherwise available to the Board-designated custodian, a Board member shall cooperate with the Board-designated custodian of records in responding to a request for any such public records or in complying with District record retention policies. (Note to Waunakee: The highlighted portions of this provision address issues that presents questions of legal interpretation and that have some significant implications for local practices. It may be an issue that the district wishes to seek legal advice on.)~~

The **Executive Director of Operations** shall serve as a deputy custodian of records in the event that the District Administrator is absent or otherwise temporarily unavailable to perform the duties of the legal custodian of records. In addition, each principal employed by the District shall serve

as a deputy custodian concerning the ~~education~~ **pupil** records of the students presently attending school in their building(s) or programs, as well as those ~~student~~ **pupil** records ~~which~~ **that** are otherwise maintained at their respective building(s).

The legal custodian of records is vested with full legal power to render decisions and carry out the duties of each school District records authority designated above, as such duties are identified under the Wisconsin Public Records Law. For example, the legal custodian shall:

1. Receive, evaluate, and respond to requests to inspect or copy records;
2. Compel the prompt assistance of other District employees in responding to requests for access to public records, to the extent the custodian deems necessary;
3. Take an active role, either personally or via a designee or via written procedures, in supervising the proper maintenance and retention of records by District employees; and
4. Ensure that all employees who are entrusted with the records that are subject to the legal custodian's supervision are notified of the identity of the legal custodian and provided with a description of the legal custodian's duties under applicable law.

The District Administrator, or his/her designee, working in conjunction with the individual school official who has been assigned specific responsibility for ensuring the confidentiality of all personally-identifiable data, information, and records collected or maintained by the District under the Individuals with Disabilities Education Act (IDEA), shall (1) develop rules of conduct for District employees who are involved in collecting, maintaining, using, providing access to, sharing or archiving personally-identifiable information; and (2) ensure that all such employees know their duties and responsibilities relating to protecting personal privacy, including applicable state and federal laws.

Neither the designation of a legal custodian of records nor any other provision of this policy shall be interpreted to affect the powers and duties of any District records authority under the Public Records Law.

Authorized Fees under the Public Records Law

Fees may be charged for costs associated with locating and/or ~~copying~~ **reproducing** requested records and for related postage/shipping costs in accordance with the fee schedule adopted by the Board. The fee schedule shall be included in the public records notice posted in District buildings and on the District's website.

The legal custodian of records may provide copies of a record without charge or at a reduced charge where the custodian determines that a waiver or reduction of the fee is in the public interest. These situations include, but are not necessarily limited to, situations where the records custodian determines that the costs the District would be likely to incur in processing a payment would be likely to exceed the amount of the payment itself; or where the requester is an elected official, the records in question are reasonably necessary for the proper performance of official duties, and the location costs associated with the request are negligible. The legal custodian shall apply any such waiver or reduction of fees with reasonable uniformity and without discrimination as to any status protected by law (e.g., race, sex, disability, etc.).

In a situation where any fees differing from the fees approved by the Board are established by law, or are authorized to be established by law, those other fees may be charged.

Assistance from Legal Counsel

When the legal custodian of records, or a deputy custodian in the absence of the legal custodian, determines that it is necessary or prudent to do so, he/she is authorized to seek specific legal advice from and engage the assistance of District legal counsel. In the event that District legal counsel is contacted for representation in connection with a records request, the individual making such contact shall ensure that the Board President is immediately notified of the expected scope of such legal representation.

Local Public Offices

Several positions within the District constitute local public offices for purposes of the Wisconsin Public Records Law, including the following positions:

1. Seats held by individual Board members
2. Officers of the School Board
3. District Administrator
4. **Elementary School Principal**
5. **Intermediate School Principal**
6. **Middle School Principal**
7. **High School Principal**
8. **Executive Director of Operations**
9. [Identify other positions within the District that are identified as local public offices and ensure that the full list is kept current and that the list identified in the public records notice is consistent with this list.]

Legal References:

Wisconsin Statutes

[Sections 19.21 – 19.39](#) [Public Records Law and related statutes]
[Section 120.13\(28\)](#) [board authority to designate legal custodians]

Federal Laws

[34 C.F.R. §300.623](#) [confidentiality safeguards regarding IDEA-related records]

Cross References:

[Insert appropriate cross references to the policy as applicable to your district.]

Adoption Date:

XX/XX/2022

ACCESS TO PUBLIC RECORDS: PUBLIC RECORDS NOTICE AND FEE SCHEDULE

823-Exhibit

Sample Exhibit

Page 1 of 5

~~(This sample exhibit includes the public records notice information required by law and includes a non-mandatory paragraph re-directing parents and guardians seeking their own child's student records to the appropriate school official. Each school district is required to adopt a public records notice and to prominently display the notice and make it available for copying at each of its buildings.)~~

The **Waunakee Community** School District is a ~~common/unified/union high school~~ public school district providing education to students in grades **4K** through **12**. The School Board, consisting of ~~three, five, seven, nine, or eleven~~ members is the governing body of the District. Individual members of the School Board are elected or appointed to their office ~~per~~ **as provided by** state statutes.

The District's schools are comprised of the following:

- ~~1. [Identify the number of elementary schools, or list the elementary schools by school name and street address.]~~
Arboretum Elementary School, 1350 Arboretum Dr., Waunakee, WI 53597
Heritage Elementary School, 501 South St., Waunakee, WI 53597
Prairie Elementary School, 700 N. Madison St., Waunakee, WI 53597
- ~~2. [Identify the number of intermediate and/or middle schools, or list the intermediate and/or middle schools by school name and street address.]~~
Waunakee Intermediate School, 6273 Woodland Dr., Waunakee, WI 53597
Waunakee Middle School, 1001 South St., Waunakee, WI 53597
- ~~3. [Identify the number of high schools, or list the high schools by school name and street address.]~~
Waunakee High School, 301 Community Dr., Waunakee, WI 53597
- ~~4. [Identify the number of charter schools which are instrumentalities of the District, or list such charter schools by school name and street address.]~~
- ~~5. [Identify any special schools/programs not addressed within this list, above.]~~

The main administrative office of the District is located at:

- 905 Bethel Circle, Waunakee, WI 53597**

~~Administratively, the District is organized into the following Departments:~~

- ~~1. [List administrative department(s), if applicable; or replace this listing of administrative departments with a statement that says "The main administrative office of the District is located at [insert street address]."]~~
- ~~2.—~~
- ~~3.—~~

ACCESS TO PUBLIC RECORDS: PUBLIC RECORDS NOTICE AND FEE SCHEDULE

~~Sample Exhibit~~

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Several positions within the District constitute local public offices for purposes of the Wisconsin Public Records Law, including the following positions:

1. Seats held by individual board members
2. Officers of the School Board
3. District Administrator
4. ~~[Elementary School Principal, if applicable]~~ **Elementary School Principal**
5. ~~[Middle School Principal, if applicable]~~ **Intermediate School Principal**
6. **Middle School Principal**
7. ~~[High School Principal, if applicable]~~ **High School Principal**
8. ~~[The Director of Business Services, if applicable]~~ **Associate Principals**
9. **Executive Director of Operations**
10. ~~[Identify other positions within the District that are identified as local public offices.]~~

The District Administrator serves as the legal custodian of records for the following District~~s~~ authorities: **pursuant to Wisconsin Statute 19.33(4)**.

- ~~1. The District, including the School Board as the governing body;~~
- ~~2. All committees which are subunits of the Board;~~
- ~~3. Other District records authorities created by law or by rule or order;~~
- ~~4. The individual members of the School Board, including the officers of the Board (i.e., President, Vice President, Clerk, Treasurer, [secretary, if applicable]) to the extent provided in the Board's policy that express designates the custodian. Board members remain a records authority and co-custodian of the records of their individual public office.~~

The ~~[identify the position(s) held by the deputy (ies)]~~ shall serve as a deputy custodian of records in the event that the District Administrator is absent or otherwise temporarily unavailable to perform the duties of the legal custodian of records. In addition, each building principal employed by the District shall serve as a deputy custodian concerning the education records of the students presently attending school in their building(s) or programs, as well as those student records which are otherwise maintained at their respective building(s).

ACCESS TO PUBLIC RECORDS: PUBLIC RECORDS NOTICE AND FEE SCHEDULE

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~~Sample Exhibit~~

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Members of the public may request access to the public records that are under the supervision of the legal custodian by submitting a request to the ~~records~~-custodian during the regular business hours of the District's main Administrative Office, which are Monday through Friday from ~~identify the appropriate office hours – e.g., 7:30 a.m. to 4:30 p.m.~~, except for holidays and such other exceptions as may be established in connection with the school calendar. ~~One option for submitting a request~~ **may also be submitted, in writing,** ~~is to submit the request in writing to the following address:~~

Waunakee Community School District
Custodian of Public Records
~~{Address Line 1}~~ **905 Bethel Circle**
~~{Address Line 2}~~
~~{City, State and Zip Code}~~ **Waunakee, WI 53597**

All requests must be reasonably specific as to the subject matter **of** and time period ~~of the records~~ covered by the request.

All requests will be processed as soon as practicable and without delay. The time it takes the custodian to respond to the request will depend on factors including the nature and extent of the request and the availability of staff and other resources necessary to process the request.

FEE SCHEDULE APPLICABLE TO REQUESTS FOR ACCESS TO PUBLIC RECORDS

The following fees are authorized to be charged to persons who request to inspect or copy the records of a District authority, to the extent such request is submitted, or responded to, under the Wisconsin Public Records Law:

{Editor's Note: The district will have to determine the extent to which, for example, a per-page fee that is charged for making copies of records includes applicable staff time, or if staff time charges will be separate from the per-page copy rate or the cost of the physical medium that is used. The fee schedule example listed below lists them as separate charges.}

1. Hard Copies of Records:

- (Black and White) - ~~[\$0.05, or other per-page amount]~~ per side of a page for each paper copy that is made of any standard-size paper record or printed copy of an electronic record, not including any applicable costs of staff time as referenced below.
- (Color) – ~~[\$0.10, or other per-page amount]~~ per side of a page for each paper copy that is made of any standard-size paper record or printed copy of an electronic record, not including any applicable costs of staff time as referenced below.

2. Electronic Copies of Records (includes any electronic records provided by email, PDF, DVD, flash drive, or other electronic format):

ACCESS TO PUBLIC RECORDS: PUBLIC RECORDS NOTICE AND FEE SCHEDULE

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~~Sample Exhibit~~

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- The cost of the physical medium used will be charged when copying records already in a digital format onto a physical medium, as well as any applicable costs of staff time as referenced below.

[List the physical mediums used by the district for copying electronic records and the actual cost of the physical medium to the district and charged to the person requesting the copy of the record(s). For example:

*DVD (each) – [\$.15, or other actual amount] (4.7 GB)
Flash drive (each) – [\$5.00, or other actual amount] (8GB)
[\$6.50, or other actual amount] (16 GB)]*

- Except for any applicable costs of staff time as referenced below, there will be no charge for copying records from one digital format to another for electronic distribution (e.g., email) or for scanning physical documents and saving them into a digital format (e.g., PDF) for electronic distribution.
3. The actual, necessary and direct cost of photographing and photographic processing, including applicable costs of staff time in excess of [insert the same time period that is used in the next paragraph – e.g., “one-half (1/2) hour”], as referenced below, will be charged for providing a photograph of a record when the record does not permit standard copying.
 4. If, based on the quantity or type of records requested, the copying or other reproduction of the records requires more than [insert the applicable time period – e.g., “one-half (1/2) hour”] of a staff member's time, then the requester will be charged the hourly rate of total compensation of the lowest-paid employee capable of performing the copying/reproduction. **{Editor's Note: According to the Attorney General's [Public Records Compliance Guide](#), as a general rule, the rate for an actual, necessary, and direct charge for staff time should be based on the pay rate of the lowest-paid employee capable of performing the task and that would have clearance to review the body of records likely to include the records requested. The law recognizes that specialized personnel (e.g., a computer programmer or an instructional technology professional) with higher hourly rates of pay may be needed to formulate and effectuate certain types of record location and copying tasks. However, authorities should limit the amount of time spent by specialized personnel to only that time required to perform the specialized portion of the local task, thereby minimizing the time spent using specialized and more costly personnel.}**
 5. There shall be no charge for the costs associated with locating a record unless the actual, necessary and direct location costs associated with the request exceed \$50, in which case the entire actual cost shall be imposed upon the requester. “Locating” a record means to find it by searching, examining, or experimenting. The cost of staff time required for the location of records will be charged at the hourly rate of total compensation of the lowest-paid employee who is reasonably capable of performing the task **and that would have clearance to review the body of records likely to include the records requested** .

ACCESS TO PUBLIC RECORDS: PUBLIC RECORDS NOTICE AND FEE SCHEDULE

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~~Sample Exhibit~~

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6. If records are mailed to the requester, the actual, necessary and direct postage/shipping costs will be charged.
7. Prepayment of authorized fees may be required for any request where the total fees **for reproduction of records** exceed \$5, **the cost of location exceeds \$50, or both.**
8. Notwithstanding other provisions of this fee schedule, if a record is produced or collected by a person who is not a records authority pursuant to a contract entered into by that person and the District, the fee charged for copying the record shall be the actual, direct and necessary cost of reproduction incurred by the person making the reproduction or transcription of the record, unless a fee is otherwise **different fee or basis for computing fees** **is** authorized or established by law.
9. In a situation where any fees differing from the fees identified in this Notice are established by law, or are authorized to be established by law, ~~these~~ **such** other fees may be charged **under this policy.**

Requesters shall make checks for fees payable to [*identify proper payee*].

SPECIAL NOTICE REGARDING RECORDS CONTAINING INFORMATION THAT IS PERSONALLY-IDENTIFIABLE TO A STUDENT PUPIL INFORMATION

A parent, guardian or adult student who, pursuant to applicable state or federal law, wishes to inspect or copy personally-identifiable ~~student~~ **pupil** records maintained by the District should submit such requests to the office of the student's current building principal, provided that the student in question is still enrolled in the District. Requests for records of former students should be submitted to [*identify proper position/office*]**the District Registrar**, except that requests for a copy of an individual's own high school transcript should be submitted to [*identify proper position/office*]**the High School Counseling Office**. For more information regarding student records and accessing ~~student~~ **pupil** records, see the District's ~~student~~ **pupil** records policies and the student handbook. Fees other than those fees applicable to access to public records may apply to requests for ~~student~~ **pupil** records.

Adoption Date:

XX/XX/2022

GENERAL PROCEDURES FOR HANDLING PUBLIC RECORD REQUESTS

823-Rule

~~Sample Rule 1~~

Page 1 of 3

~~(This sample rule provides general guidance and procedures for both requesters and the legal custodian of records, including fee-related information.)~~

Individuals may have access to records maintained by the Waukeek Community School District and the various District records authorities in accordance with applicable law, District policy, and the additional procedures outlined below.

A. Accessibility of Records

1. Members of the public may request access to ~~the public records that are under the supervision of the legal custodian~~ by submitting a request to the records custodian during the regular business hours of the District's main Administrative Office, which are Monday through Friday from [identify the appropriate office hours – e.g., 7:30 a.m. to 4:30 p.m.], except for holidays and such other exceptions as may be established ~~in connection with~~ **by** the school calendar.
2. A requester will be permitted to use facilities comparable to those available to District employees to inspect or copy a record.
3. The legal custodian of records or his/her designee may require supervision of the requester during inspection or may impose other reasonable restrictions to maintain the security **and/or integrity** of the record(s).

B. Record Requests under the Wisconsin Public Records Law

1. All requests to inspect or copy a public record shall be made to the legal custodian of records or his/her designee.
2. All requests must be reasonably specific as to the subject matter and time period of the records covered by the request.
3. Record requests may be made orally or in writing. Requesters may, but are not required to, contact the District to ensure receipt of the request.
4. ~~At the discretion of~~ The records custodian, ~~and where there are legitimate reasons for doing so, the records custodian~~ may promptly contact the requester to seek clarification of ~~an ambiguous~~ **any** request prior to ~~seeking~~ **locating** responsive records or providing a formal response.
5. ~~A requester may be required to show acceptable identification whenever the requested record is kept at a private residence, whenever security reasons require such measures, or where applicable state or federal law otherwise requires or permits an authority to request identification.~~
6. Neither any records authority nor any legal custodian of records is required to create new records that do not presently exist in response to any request for information from

GENERAL PROCEDURES FOR HANDLING PUBLIC RECORD REQUESTS

823-Rule

~~Sample Rule 1~~

Page 2 of 3

the authority.

7. The records custodian is authorized by applicable law to reject "standing requests" **or "continuing" request, except as provided in Wisconsin Statutes 19.84 (1)(b)** for access to records that do not exist at the time of the request, but that may be created at a later date.

C. Responses to Records Requests

1. All requests will be processed as soon as practicable and without delay. The time it takes the custodian to respond to the request ~~will~~ **can** depend on **several** factors, including the nature and extent of the request and the availability of staff and other resources necessary to process the request. Access to inspect or copy records on the same day that the request is submitted is available only in ~~limited~~ **exceptional** circumstances.
2. Not all records created or maintained by the District are subject to inspection or copying by the public. Examples of records to which access may be prohibited or restricted include, but are not limited to, certain ~~student~~ **pupil** records and certain records concerning applicants for positions, district employees, or public officers. In some cases, only a portion of record is subject to public inspection, while the remaining portion must remain confidential.
3. If the legal custodian decides to permit access to certain types of records concerning employees or individuals who hold a local public office, the custodian shall first determine whether the law requires the custodian to provide the record subject with advance notice of the decision to release the records. If such notice is required, it shall be provided prior to any release of the records, and the record subject shall be afforded the rights further outlined in state law. **Including at Wisconsin Statute 19.356.**
4. In the event a records custodian denies a records request, either in whole or in part, the custodian shall ~~identify~~ **state** the reasons ~~that access to the records is being denied~~ **for denying access to the records and share be given information required by State Statutes 19.35(4)(b).**
5. If a written request is denied in whole or in part, the requester shall receive a written statement of the reasons for the denial. Verbal requests may be denied verbally unless the requester makes a demand for a written statement of the reasons denying the request within five business days of the oral denial.
6. If the records custodian issues a written denial of a request, the custodian must also expressly notify the requestor within the response that the denial is subject to review in an action for mandamus under section 19.37(1) of the Wisconsin Statutes, or by application to the district attorney or attorney general.
7. The legal custodian of records or his/her designee shall not sell or rent a record containing an individual's name or address of residence, unless specifically authorized by

GENERAL PROCEDURES FOR HANDLING PUBLIC RECORD REQUESTS

823-Rule

~~Sample Rule 1~~

Page 3 of 3

state law. The collection of general fees applicable to a records request is not a sale or rental under these procedures.

D. Fees

The fees that the District may charge in connection with a public records request are determined under Board policy and the fee schedule that appears in the District's posted public records notice.

~~*{Either repeat the fee provisions that are included in the district's public records notice in their entirety or state the following: "The fees that the District may charge in connection with a public records request are determined under Board policy and the fee schedule that appears in the District's posted public records notice. Information about such fees can also be obtained from the office of the District's legal custodian of records."}*~~

Adoption Date:

Xx/xx/2022

USE OF ~~SECLUSION AND RESTRAINT~~ PHYSICAL FORCE, RESTRAINT, AND SECLION

A. Definitions.

1. “Physical restraint” or “restraint” means personal restriction that immobilizes or reduces the ability of a pupil to move his or her torso, arms, legs, or head freely. ~~The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a pupil who is acting out to walk to a safe location. It also does not include briefly holding a child in order to calm or comfort the child or intervening in a fight,~~
2. “Seclusion” means the involuntary confinement of a child **alone** in a room or area from which the child is physically prevented from leaving. ~~It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the child in a non-- locked setting, and is implemented for the purpose of calming. Seclusion In addition, It It~~ does not include such things as in-school suspensions; detention; or a child requested break in a separate setting; ~~or the child is instructed to return to his/her desk and/or sit on the sidelines.~~

B. Policy

Maintaining a safe and productive environment for pupil learning is a high priority of the Waunakee Community School District’s Board of Education. ~~School Board.~~ The Board recognizes that there may be times when a pupil will engage in dangerous or disruptive behavior that requires immediate attention and intervention. In such cases, designated school personnel shall use the least restrictive intervention appropriate ~~for~~ the situation.

Seclusion and physical restraint shall only be used by designated school personnel when the physical safety of the pupil or others is in immediate danger. Use of such behavior interventions as seclusion and physical restraint shall be for the shortest time possible. Verbal outbursts and threats do not constitute a threat to physical safety unless the pupil also demonstrates a means to carry out the threat. The purpose for using seclusion or physical restraint is to defuse a physically dangerous situation, protect the pupils and others from injury, and regain a safe ~~and productive~~ learning environment. ~~Neither physical restraint nor seclusion should be used as a punishment or as a substitute for appropriate educational/behavioral intervention and support. Only designated staff who have received proper training may implement seclusion and physical restraint interventions.~~

To help ensure its appropriate use, the Board sets forth the following ~~procedures guiding principles~~ for the use of seclusion and physical restraint in the District:

A. General Procedures for Use of Seclusion

1. Seclusion may only be used when a student's behavior presents a clear, present, and imminent risk to the physical safety of the student or others and when less restrictive or alternative approaches have been considered, attempted or deemed inappropriate.
2. Seclusion shall be administered in a humane, safe and effective manner, considering known medical or psychological limitations of the student. Seclusion shall not be used as an intervention when it is known that the use of the intervention would involve an inappropriate risk to the student's health or safety due to the student's personal medical issue(s) or medical condition(s).
3. The duration of the student's seclusion can only be as long as necessary to resolve the clear, present, and imminent risk to the physical safety of the student or others.
4. Constant supervision of the student is maintained, either by remaining in the room or area with the student or by observing the student through a window that allows for the student to be seen at all times.
5. The room, or area, in which the student is secluded must be free of objects or fixtures that may injure the student. The door No door connecting the room, or area in which the student is secluded, cannot be locked to prevent a student's exit. is capable of being locked.
6. The student must have has adequate access to bathroom facilities, drinking water, necessary medication, and regularly scheduled meals.

B. General Procedures for Use of Physical Restraint

1. Physical restraint may be used on students at school only when a student's behavior presents a clear, present and imminent risk to the physical safety of the student or others and it is the least restrictive intervention feasible.
2. No Ddistrict employee may use physical restraint on a student without having received appropriate training, as required by state law, with one exception;. Physical restraint may be used by non-trained school personnel in an emergency situation, but only if an individual who has received training on the use of physical restraint is not immediately available due to the unforeseen nature of the emergency.
3. The degree of force used and the duration of the physical restraint cannot exceed the degree and duration that are reasonable and necessary to resolve the risk.
4. Physical restraint must be is applied in a humane, safe, and effective manner considering known medical or psychological limitations of the student.
5. There must not be any medical contraindications for the use of physical restraint.
6. The restraint must not constitute corporal punishment, which is the intentional infliction of physical pain as a means of discipline.
7. Neither mechanical nor chemical restraints are used.
8. A student cannot be restrained in a prone position. Only restraints/holds taught in Non-Violent Crisis Intervention (NVCi) training may be used to restrain a student.

C. Student with Disabilities

1. After the second incident of seclusion or physical restraint is used for a student with a disability, the District will ask the student's Individualized Education Program (IEP) team to shall convene within 10 school days to consider the following:of the incident to:

1. Conducting a Functional Behavioral Assessment (FBA) if one has not been completed already for the behavior of concern;
2. Developing or determining an appropriate Behavior Support Plan (BSP) based upon the FBA addressing the behavior or concern;
3. Reviewing the student's IEP to ensure that it contains appropriate positive behavioral interventions and supports to address the behavior of concern; and
4. Revising the IEP if necessary.

D. Documentation and Notification/Reporting

1. The building principal, or their designee, is required to complete all of the following whenever seclusion or physical restraint is used on a student by covered individuals or by law enforcement:
 1. Notify the student's parent(s)/guardian(s) of the incident on the same day the incident occurred.
 2. Notify the student's parent(s)/guardian(s) that they will receive a written report with the details of the incident within 3 business days. This also includes notifying parent(s)/guardian(s) of all incidents of seclusion or physical restraint involving law enforcement officers.
 3. Facilitate a debriefing meeting with all covered individuals who participated in the incident to discuss the events preceding, during, and following the use of seclusion or physical restraint and how to prevent the need for seclusion and restraint in the future. This conversation must include factors that may have contributed to the escalation of the student's behaviors, alternatives to physical restraint such as de-escalation techniques and possible interventions, and other strategies that the school principal, or designee, determines are appropriate.
 4. Complete a seclusion/restraint report no later than two business days after the incident that includes all of the following information:
 1. The student's name
 2. The date, time, and duration of the use of seclusion or physical restraint.
 3. A description of the incident, including a description of the actions of the student before, during, and after the incident.
 4. The names and titles of the covered individuals present during the incident, including law enforcement.
- a. The principal, or designee, is required to retain the written report and within three business days of the incident, send the report to the student's parent/guardian by first class mail or by electronic transmission, or hand deliver the report to the student's parent or guardian.
- b. Share a copy of the seclusion/restraint report with the Director of Special Education.
- c. Annually, by October 1st, the principal, or designee must submit to the Board of Education a report that includes data disaggregated as follows:
 1. The number of incidents of seclusion and physical restraint during the previous school year;
 2. The total number of students involved in incidents of seclusion during the previous school year;

3. The number of students with disabilities who were involved in incidents of seclusion during the previous school year;
4. The number of incidents of physical restraint during the previous school year;
5. The total number of students who were involved in incidents of physical restraint during the previous school year.

E. Staff Training Requirement and Documentation

WCSD has implemented Non-Violent Crisis Intervention Training (NVCI) from the Crisis Prevention Institute. This training meets and/or exceeds all legal requirements for training under state law.

Seclusion and restraint shall be implemented only by Covered Individuals who have a valid training status.

1. A Covered Individual who is not trained or who has an invalid training status may use physical restraint on a student only in an emergency and only if a trained Covered Individual with a valid status is not immediately available due to the unforeseen nature of the emergency.
 2. All building-level administrators will be trained in each school building and will maintain a valid training status.
 3. The Director of Special Education, or designee, shall maintain a list of all Covered Individuals who have completed NVCI Training and the period of time for which the training is considered valid.
- ~~a. Positive behavioral interventions and supports shall be considered and utilized to address behavior that interferes with the pupil's learning or the learning of others. School personnel should only use seclusion or physical restraint when less restrictive or alternative approaches have been considered and attempted, or considered and deemed inappropriate for the current situation.~~
 - ~~b. The type of behavioral intervention utilized in a given situation should be appropriate to the child's age and developmental level, and take into account any medical, psychological or other issues the child may have. Physical restraint or seclusion shall not be used as an intervention if the child has known physical, medical or psychological problems which would knowingly exacerbate if such behavioral interventions were used. Seclusion and physical restraint shall be used consistent with any applicable individualized education program (IEP) and behavior intervention plan.~~
 - ~~c. Seclusion and physical restraint shall be administered in a humane, safe and effective manner, and without intent to harm or create undue discomfort (physical or emotional).~~
 - ~~d. The District shall not discriminate in the methods, practices and materials used for counseling pupils, standards or rules of behavior or disciplinary actions, including the use of seclusion or physical restraint, on the basis of the pupil's sex, race, color, national origin, religion, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. This does not prohibit the use of special counseling materials or techniques to meet the individualized needs of pupils. Discrimination complaints shall be processed in accordance with established procedures~~
 - ~~e. The District shall provide training to designated staff members in each school building that are most likely to be called upon to prevent or address disruptive or dangerous pupil behavior. Only~~

~~designated school personnel who have received proper training may implement seclusion and physical restraint interventions.~~

~~f. All use of seclusion and physical restraint shall be documented and reported to the building principal and to the child's parent/guardian as soon as practical, no later than the end of the day.~~

~~Nothing in this policy prevents school personnel from using reasonable and necessary force under the conditions outlined in state law and Board policy.~~

~~At no time shall the following means of restraint be used in the district.~~

~~a. Prone Restraint—a specific type of restraint in which a child is intentionally placed down on the floor or another surface, and physical pressure is applied to the child's body to keep the child in the prone position.~~

~~b. Chemical restraint—any medication that is used to control behavior or restricts the child's freedom of movement that is not a prescribed treatment for the child's medical or psychiatric condition.~~

~~c. Mechanical restraint—the use of any device or material attached to or adjacent to the child's body that is intended to restrict the normal freedom of movement and which cannot be easily removed by the child. The term does not include an adaptive or protective device recommended by health care professional to promote normative body positioning and physical functioning and/or to prevent self-injurious behavior. The term also does not include seatbelts and other safety equipment when used to secure pupils during transportation.~~

~~Pupils, parents/guardians and school staff shall be informed of this policy annually.~~

LEGAL REF.: Sections 115.787(3) Wisconsin Statutes
118.13
118.164
118.31

Individuals with Disabilities Education Act (IDEA)
No Child Left Behind Act

CROSS REF.: District Procedures for Using Seclusion and Physical Restraint Interventions
Pupil Conduct and Discipline Policy
Reporting Child Abuse or Neglect Policy
School Safety Policy
Pupil Code of Classroom Conduct (Removal of Pupils from Class)
Response to Intervention Plan/Policy
School Emergency Response Plans
Special Education Policy and Procedure Handbook

ADOPTED: February 2019

| | |
|--------------|-------------------------------|
| Book | Policy Manual |
| Section | 300 - Instruction |
| Title | Service Animals in the School |
| Code | |
| Status | Active |
| Adopted | |
| Last Revised | January 2022 |

Service Animals in the School

No. _____

The Waunakee Community School District recognizes its responsibility to permit students and staff with disabilities to be accompanied by a "service animal" in its buildings, classrooms and at school functions as required by Title II of the Americans with Disabilities Act, its accompanying regulations, and any other applicable laws and/or regulations.

Procedures and a request form to allow a student's service animal to accompany them at school may be found on the School District's policy and procedure web page or by contacting the Director of [Special Education Student Services](#).

Definitions

Service Animal:

A service animal means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. For the purpose of this definition, other species of animals, whether wild or domestic, trained or untrained, are not service animals. See 28C.F.R §35.104.

Work or tasks performed:

The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of the work or tasks that can be provided by a service animal may include, but are not limited to: assisting individuals who are blind or have low vision with navigation and other tasks, pulling a wheelchair, alerting a person who is deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, assisting an individual during a seizure, alerting an individual to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks for the purpose of this definition. See 28 C.F.R §35.104. The animal must be individually trained to do work or a task for the individual with a disability. A "therapy animal" is not a service animal for the purposes of these policies and procedures.

Guidelines

Appropriate questions about the service animal:

If an individual requires the assistance of a service animal in order to effectively participate in the educational programs of the Waunakee Community School District, the school staff may ask:

1. If the animal is required because of a disability; and
2. What work or task(s) the animal has been trained to perform

School staff should not ask about the nature or extent of the person's disability. In addition, school staff should not make additional inquiries about a service animal when it is readily apparent that an animal is trained to do work or

perform task(s) for an individual with a disability. (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair or providing assistance with stability or balance to an individual with an observable mobility disability.) See 28 C.F.R §35.136

Documentation:

School staff shall ~~not~~ require documentation of vaccination status for the animal and additional information required in the Service Animal Request Form, such as proof that the animal has been certified, trained or licensed as a service animal. ~~However, the District may make such inquiries where permitted by law.~~

Access to areas of the school:

Individuals with disabilities shall be permitted to be accompanied by their service animals in all areas of the District's facilities where members of the public, participants in services, programs or activities or invitees, as relevant, are allowed to go.

Surcharges:

The District shall not require an individual to pay a surcharge to permit the service animal to accompany the person with the disability, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. An individual may be charged the ordinary charges assessed for participation in a program or activity, e.g., tickets to an event. If the District normally charges individuals for the damage they cause, an individual with a disability may be charged for damages caused by his or her service animal.

Animal under handler's control:

A service animal shall be under the control of its handler at all times. A service animal shall have a harness, leash or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks. If a service animal is controlled with a harness, leash or other tether, the service animal must otherwise be under the handler's control (e.g., voice control, signals or other effective means.).

The owner/handler must ensure that the service animal is not aggressive towards others. The owner and/or handler, shall be liable for any harm or injury caused by the service animal.

Care or supervision:

The District is not responsible for the care or supervision of a service animal, including walking the service animal or responding to the animal's need to relieve itself. The District will provide a location for the animal to relieve itself. The owner/handler of a service animal is responsible for anticipating and identifying when the animal needs to relieve itself to avoid accidents in classrooms, but should be equipped to clean up an in classroom accident promptly. The owner/handler is responsible for cleaning up after the animal in a sanitary manner.

The owner/handler is responsible to keep the service animal from disrupting the educational environment. For example, the service animal is to remain quiet and should generally stay within 24 inches of the handler unless needed ~~to~~ go further to perform work or a task and does not block aisles or doorways.

Vaccinations and licenses:

The owner/handler shall provide evidence prior to each school year that all service animal vaccinations are current and service animals must wear a rabies vaccination tag as required pursuant to Wis. Stats. § 95.21(2)(f).

The owner/handler is responsible for all licenses of the service animal. Service animals are to be licensed at no cost pursuant to Wis. Stats. § 174.055.

Removal of Service Animal:

The District may ask an individual to remove a service animal from the premises if it is not unlawful to do so and if: (1) the animal is out of control and the handler does not take effective action to control it; (2) the animal is not housebroken or if the animal has an accident (urine or bowel); (3) the service animal "whose behavior or history evidences" a direct threat to the health and safety of those present; or (4) the animal's presence would "fundamentally alter" the nature of the program, service or activity. Examples may include, but are not limited to, science labs, areas requiring protective clothing, technical ~~ed~~ education shops with power tools, and food preparation areas.

In the event a service animal would prevent the individual from having a service animal present as provided above, the

**Waunakee Community School District
Service Animals in the School**

Request for Service Animal and Service Animal Agreement

Parent/Guardian/Caregiver Name: _____

Student's Name: _____

Grade: _____

What specific work or task(s) has the animal been trained to perform?

What academic, or access need, is served by having the animal perform this work or task(s)?

What specific training has the dog had to perform the tasks outlined above?

Please attach documentation of proper vaccination.

I have read and understand Board Policy ###, Service Animals in the School and:

- I agree to provide annual evidence that the service animal's vaccinations are current.
- I understand that an individual's service animal shall be under the control of its handler at all times and that the District is not responsible for the care or supervision of an individual's service animal.
- The District may ask an individual to remove a service animal from the premises if it is not unlawful to do so and if: (1) the animal is out of control and the handler does not take effective action to control it; (2) the animal is not housebroken or if the animal has an accident (urine or bowel); (3) the service animal "whose behavior or history evidences" a direct threat to the health and safety of those present; or (4) the animal's presence would "fundamentally alter" the nature of the program, service or activity. Examples may include, but are not limited to, science labs, areas requiring protective clothing, technical education shops with power tools, and food preparation areas.

Parent/Guardian: _____
Signature

Date

Received by: _____
Name and Title

Date

Minutes of Human Resources Committee

The Board of Education Waunakee Community School District

A Human Resources Committee of the Board of Education of Waunakee Community School District was held Monday, January 31, 2022, 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 8:15AM.

II. ROLL CALL

Present: Judy Engebretson, Joan Ensign, Brian Hofer

Also Present: Brian Grabarski, Steve Summers, Allie Dye, Randy Guttenberg, Sheila Weihert

III. APPROVE AGENDA

A motion was made by Ensign, second by Hofer to accept the agenda as posted with the change that the agenda item Summer School Wages becomes number VI and agenda item Aquatic Center Wages becomes number V. Motion carried 3-0.

IV. PUBLIC COMMENTS

There were no public comments.

****Aquatic Center Wages Item was reviewed before the Summer School Wages item in the meeting.

V. SUMMER SCHOOL WAGES

Sheila Weihert presented and answered questions regarding a suggested wage structure change for summer school teachers and teaching assistants. Summers shared and answered questions on how unique a summer school program is within WI Public School Finance. Summers also shared that the Budget Committee would like to review proposals related to funding for long term planning. Summers indicated that if it was brought to the Budget Committee at the 2/7/22 meeting he and Allie Dye would walk the committee through the need for this increase as well as funding possibilities of this increase.

The Human Resources committee discussed the wage increase for summer school in light of comparisons to area school districts. They also discussed the request from the Budget Committee. A motion was made by Hofer, second by Ensign, to support the proposed wage increase and ask that it be moved forward to the budget committee for their review. Motion Carried 3-0.

****Summer School Wages Item was reviewed after the Aquatic Center Wages item in the meeting.

VI. AQUATIC CENTER WAGES

Grabarski presented and answered questions regarding the current Aquatic Center wages and the increasingly difficult competition for workers from general businesses who require little or no training. Grabarski and Summers shared that these wage increases could be funded with Fund 80 or by increased swim fees. Summers also shared that the Budget Committee would like to review proposals related to funding for long term planning.

After much discussion, a motion was made by Ensign, second by Hoefler, to support the proposed wage increase and ask that it be moved forward to the budget committee for their consideration of funding. Motion Carried 3-0.

VII. DISCUSSION OF STRATEGIES FOR 22/23 SCHOOL YEAR COMPENSATION PLAN INCREASES

Grabarski and Summers presented and answered questions in light of the state funding challenges facing the district and the compensation systems enacted within the last year. Three general approaches for the 22/23 school year were presented. Summers also explained an overview of fund 10 and a few scenarios to help with the funding needs.

The potential scenarios are outlined in the agenda. The committee would like to offer #2, but with so many unknowns # 1 will allow the district to look at how the budget comes out with allowing for some advancement at the start of the new school year. The committee was not comfortable with #3.

This will be a continued discussion at the next Human Resources Committee Meeting.

VIII. HOURLY STAFF HIRING ANNIVERSARY ADVANCEMENT

Grabarski presented and answered questions on the current district practice for advancement of hourly employees based on the payroll nearest to their hiring anniversary. This practice is fairly time-intensive for the payroll staff and the proposed plan to make these adjustments twice a year on July 1 and January 1.

The committee was in support of this handbook change. Grabarski will make the change in the 22/23 handbooks and it will be board approved at that time.

IX. HEALTH ASSESSMENT PARTICIPATION FOR SPOUSES OF EMPLOYEES ON THE FAMILY INSURANCE PLANS

Grabarski presented and answered questions regarding suspended spousal participation in health assessments due to pandemic-related staffing concerns and appointment availability. We would request that we continue that practice for the 2022 Health Assessments as we work with DHP to revise both the assessment activities and the DHP offered incentives.

A motion was made by Ensign, second by Hoefler, to make this handbook change, as presented. Motion carried 3-0.

X. ITEMS FOR FUTURE MEETINGS

Compensation Planning will be part of the next meeting agenda.

The next meeting will be on 3/2/22 at 8:15AM

ADJOURN

Ensign made a motion, second by Hoefler, to adjourn the meeting at 9:53 AM. Motion carried 3-0.

To: Human Resources Committee

From: Kristy Nacker Aquatic Center Director / Brian Grabarski, HR Director

Re: Proposal - Aquatic Center Pay Increases

Date: January 27, 2022

We are facing staffing shortages in the Aquatic Center that could have a negative effect on both summer school and community education programming. Despite increased efforts in recruiting staff, we have faced significant staffing shortages over the past 18 months and the situation is worsening. The last pay increase package was in 2016.

Aquatic center employees require certifications, starting at 28.5 hours of training and increasing to 83.75 hours at the highest level. Our staff can go to area employers for \$15 per hour without any training requirements for a general position. We also compete with private community pools and area swim centers. Our current pay structure is below the districts around us. The proposed wage schedule would position us well for the current and foreseeable future.

| Lifeguard | Lifeguard / Water Safety Instructor | Head Lifeguard | Lifeguard Instructor |
|--|-------------------------------------|--------------------------|-----------------------|
| Proposed \$17 | Proposed \$20 | Proposed \$20 | Proposed \$30 |
| Current \$9.09 | Current \$12.12 | Current \$12.12 | Current \$14.14 |
| Ave (2020) \$10.64 High (2020) \$15 | Ave \$13.48 High \$20 | Ave \$14.16 High \$20 | Ave \$20 High \$25 |
| Training 28.5 hours | Training 31.25 hours | No additional hours | Training 24 hours |

The majority of the hours are funded through Fund 80, Community Education. Community education costs are paid by participants. Our community education offerings are very reasonably priced and this would not significantly affect the cost. For example, swim lessons are \$45 for an eight session course (\$5.63 per session). An area swim center charges \$22 per session.

| | Daily Drop-In | | Sunday Family Swim | | 10 Punch Card | | 3 Month Membership | | Swim Lessons/class * | | Masters | |
|------------------------------------|---|---------------|---|------------|--|-------------|--|-------------|---|----------------|---|-----------------|
| | RES | NR | RES | NR | RES | NR | RES | NR | RES | NR | Member | Non-Member |
| Waunakee Current Fees | \$3.00 | N/A | \$5/Family | N/A | \$30 | N/A | \$50 | \$60 | \$45.00 | \$55.00 | \$100 | \$150 |
| | Fee not increased since opening May implement in future with on site cashless payment option | | Fee not increased since opening | | replaced \$3/visit drop in New in 2021 - cashless | | Changed from trimester to quarter in 2018 resulting in \$50/year increase for year round users | | \$5.63/class \$6.90/class 8 class session or prorated 2011 increase \$5-ARC increase 2014 Added NR Fee | | \$6.67/class \$10/class 15 Workouts/Weeks 2 Session per year | |
| Current Users per category | Currently not using Replaced w/ punch card | | 2-10 families per week | | 71 Active Punch Cards (5 or 10 Visits @\$3/visit) 108 punch cards sold June '21-Feb '22 | | 37 | 1 | 73 Current Enrollments Program smaller than March 2020 due to staffing & physical distancing Winter '20 Sunday program-98 Spring '20 Sunday program-113 70 - Res 3 - NR | | 5 Members 10 Non-Members | |
| Area School District Low | \$3.00 | \$3.00 | N/A | | \$27 | \$31.50 | \$45 | \$59 | \$5.63 | \$6.90 | | 99 |
| Area School District High | \$6.00 | \$7.00 | N/A | | \$80 | \$90 | \$70 | \$100 | \$7.40 | \$12.00 | | |
| Proposed Increases | \$5.00 | \$6.00 | \$10/Family | | \$50 | \$60 | \$60 | \$70 | \$60.00 | \$70.00 | \$150.00 | \$200.00 |
| Forecasted Revenue Increase | | | \$1,125/year 5 families/week-45 wks | | \$3,000/year 150 punch cards per year | | \$1,400/year 35 Resident membership 4 X per year | | \$4,500/year 100 res registrations 3 X per year | | \$1,500/year \$1,000 NM/2 session \$500 Member/2 session | |
| | \$2 increase resident New NR fee | | \$5 increase | | \$20 increase resident New NR Fee | | \$10 increase resident \$10 increase NR | | \$15 increase resident \$15 increase NR Once staff is built back up an additional weeknight session will add 50+ enrollments at \$15/enrollment | | \$50 increase resident \$50 increase NR | |

Potential Annual Revenue Increase: \$11,525.00

* Private Swim Schools lessons are significantly higher than school district programs

To: BOE Personnel Committee
From: Sheila Weihert
Re: Proposal - Summer School Pay Increases
Date: January 17, 2022

We are facing staffing shortages in summer school which may result in reducing our summer school program. Despite increased efforts in recruiting staff, we have faced significant staffing shortages. Our last summer school pay increase package was in 2013.

Our current pay structure is below the districts around us that are also hiring for summer school. Below is information for two categories of summer pay - teachers and teaching assistants. I have not included paraeducators or classified staff pay increases as those pay rates are based upon our school year rates and increase to match those school year rates.

Proposed Teaching Salary Increase:

Current teacher pay: Enrichment - Non WCSD \$20 per hour

Enrichment - WCSD \$25 per hour

Remedial/Spec Ed - Non WCSD \$25 per hour

Remedial/Spec Ed - WCSD \$30 per hour

Proposed teacher pay increase:

Enrichment - \$30 per hour

Remedial/Spec Ed - \$35 per hour

This \$5 hour per teacher raise would equate to an estimated cost of 132 teachers at 4 hours for 23 days = \$60,720. This is an estimate as some programs have shorter hours and some run a bit longer. It also varies from year to year about WCSD teaching staff and outside teaching staff. For some teachers it would be a \$5 per hour increase and for some it would be \$10 per hour. We have not been able to pull in our current WCSD staff at that rate we anticipated with the tiered pay system. With an increase in salary, we are hopeful we can pull in more teachers both inside and outside of our district to meet the needs of our large program. We do hire our

own teaching staff prior to advertising to outside teachers. Below is salary information from local hiring districts that are competing for the same pool of teachers.

| District | District Teaching Staff | Non-District Teaching Staff |
|-----------------|--------------------------------|------------------------------------|
| Waunakee | \$25 Enrich/\$30 Remedial | \$20 Enrich/\$25 Remedial |
| Sun Prairie | Up to \$32 per hour/per diem | \$25 per hour |
| Middleton | \$28 per hour | \$28 per hour |
| DeForest | \$28 per hour | \$25 per hour |

Proposed Teaching Assistant Salary Increase:

Currently, our teaching assistant positions held by our high school students pay at minimum wage. We would like to consider a raise for these positions as well to keep us competitive with our local hiring market.

Current wages at \$7.25 at 4.25 hours in 23 days = \$708.69

Proposed wage at \$12 at 4.25 hours in 23 days = \$1,173

\$464.31 increase per teaching assistant at 70 assistants = \$32,501.70

The majority of our teacher contracts are four hours per day. Our summer school programs run either 22, 23, or 24 days. We vary from year to year based upon days off to observe the Fourth of July.

Cy: Brian Grabarski

Minutes of Facility Committee - Open

The Board of Education Waunakee Community School District

A Facility Committee of the Board of Education of Waunakee Community School District was held Monday, February 7, 2022, beginning at 5:00 PM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

Chairperson Boetcher called the meeting to order at 5:00PM

II. ROLL CALL

Present: Boetcher, Frey, Heinemann

Also present: Randy Guttenberg, Steve Summers, John Cramer, Alexandra Dye

III. APPROVE AGENDA

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

Motion carried 3-0.

IV. CLOSED SESSION - ADJOURN TO CLOSED SESSION – PER WISCONSIN STATUTES 19.85 (1) (e)

A motion was made by Heinemann, second by Frey, to adjourn to closed session pursuant to Wisconsin Statutes 19.85 (1) (e) to review the closed session item as posted. Motion carried 3-0 on a roll call vote.

Roll Call: Boetcher – Yes, Frey – Yes, Heinemann - Yes

A. Update on potential future land options/future negotiations with a land owner

V. RETURN TO OPEN SESSION – BEGIN REGULAR AGENDA

A motion was made by Heinemann, second by Frey, to adjourn closed and reconvene in open session Motion carried 3-0. Time: 5:15 PM The board committee reconvened in open session at 5:17 PM

VI. PUBLIC COMMENTS

There were no public comments.

VII. BETHEL CIRCLE REMODELING

Summers presented and answered questions regarding an updated plan for Bethel Circle remodeling. These two new offices were designed in a manner that will coincide with any future plans for remodeling at Bethel Circle.

The Committee would like to see quotes from local contractors as well as Vogel Brothers.

Summers will move forward with the process to obtain these quotes.

VIII. NOVEMBER 2022 REFERENDUM PLANNING PROCESS

A. Community Survey

Summers presented and answered questions regarding the administration's process of drafting a community survey regarding the November 2022 referendum planning process. The draft will be presented to the school board at the regular February board meeting. The full board will be given time for feedback and the survey will go out sometime after spring break.

B. Request for Proposal for a Land Purchase

Summers presented and answered questions regarding the topic of the location of a new Middle School. A new location would require a land purchase by the district and administration would recommend submitting a request for proposal for a land purchase to the Waunakee Community.

A motion was made by Heinemann, second by Frey, to recommend the full board to consider WCSD submitting a request for proposal for a land purchase. Motion carried 3-0.

C. Facility Project Management Options

Summers presented and answered questions regarding the administrative request to delay any decision on facility project management options until a point in time when a potential November 2022 referendum has been narrowed down to a specific plan, in order to align the decision making process for management options with the determination of the specific referendum plan. The committee supported this approach.

IX. **FUTURE MEETINGS**

The next Facility Committee meeting will be 2/28/22 @ 6:30PM to continue the discussion on referendum planning and to review potential 2022-23 capital projects.

X. **ADJOURN**

A motion was made by Heinemann, second by Frey, to adjourn at 5:45PM Motion Carried 3-0.

Minutes of Budget Committee

The Board of Education Waunakee Community School District

A Budget Committee of the Board of Education of Waunakee Community School District was held Monday, February 7, 2022, 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 6:00PM

II. ROLL CALL

Present: Ensign, Heinemann, Hetzel

Also Present: Summers, Dye, Grabarski, Weihert (virtually)

III. APPROVAL OF AGENDA

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

IV. PUBLIC COMMENTS

There were no public comments.

V. 2021-2022 BUDGET UPDATE

Summers presented and answered questions regarding the projected end of the year balance. As of the end of January, no expenditures have come from the contingency fund and no other significant changes to the budget have taken place. No action was taken by the committee.

VI. 2022-2023 BUDGET PLANNING

A. Timeline

Summers presented and answered questions regarding the draft of the 2022-2023 budget process timeline. The committee discussed the topic of starting the next budget cycle earlier, so that all of the financial requests for the 2023-24 fiscal year line up according to a comprehensive timeline. No action was taken by the committee.

B. Review Budget Planning Process

Summers presented and answered questions regarding the preliminary Budget Planning Process document for 2022-23. This document is based on the enrollment planning model recommended by the Budget Committee. The committee asked for clarity on page 4, titled 2021-2022 Staffing Ratios. After much discussion, Summers will work with the Curriculum department create information regarding this data in the format that the committee and public would find more clear and informative. The Committee is specifically requesting class size information for the 7th – 12th grades. No action was taken by the committee.

C. Three Year Staffing Requests

Summers presented and answered questions regarding the three year staffing requests that have been submitted by members of the administrative team. The administrative team is continuing to review and prioritize these requests. The next Budget Committee meeting will identify priorities, for consideration of including these requests within the budget plan. No action was taken by the committee.

D. Budget Planning Between School Board Committees

Summers presented and answered questions regarding the Human Resources Committee's two proposals that impacted the budget planning process. These proposals were for an increase in the Aquatic Center wages, and the Summer School wages. Brian Grabarski and Sheila Wiehert were available to answer questions.

Aquatic Center:

Summers explained and answered questions regarding funding the wage increases using a combination of increased fees and then the remaining balance may be funded by the use of either the Fund 80 fund balance or the tax levy. After some discussion, a motion was made by Hetzel, second by Ensign, to recommend for the full board to consider funding the aquatic center wage increase by increasing fees and the use of Fund 80 fund balance. Motion carried 3-0.

Summer School:

Summers explained and answered questions regarding the wage increase proposal for the Summer School program and reviewed the positive fiscal impacts regarding themembership count from a summer school program.

A motion was made by Ensign, second by Hetzel to recommend the full board consider the summer school wage increase as proposed. Motion carried 3-0.

E. High School Special Education Staffing Request

Summers presented and answered questions regarding a request to add a Special Education staff to the High School for the 2022-2023 school year. This request is a result of student enrollment increases in the Special Education program and administration will be requesting transfer of service funds for staffing increases in both the Special Education and English Language Learner departments as necessary for new students enrolling in the district.

A motion was made by Hetzel, second by Ensign, for the full board to consider this recommendation in order to take advantage of hiring early in the season. Motion carried 3-0.

F. 2022-23 Budget Planning/November 2022 Referendum Planning

Summers presented and answered questions regarding the November 2022 referendum process. Administration has drafted a question in the community survey regarding the operational referendum question. The first draft of the community survey will be provided to the school board at the February meeting for the board to review. No action was taken by the

committee.

VII. DISCUSSION/ACTION ON PROPOSALS

There are no proposals for review this month.

VIII. OTHER ITEMS FOR DISCUSSION

A. Cyber Security Assessment

Allie Dye presented and answered questions regarding an update on the Cyber Security Assessment process. The recommendation is to work with CISA which is a governmental organization that provides no cost assessments to other governmental organizations. The initial review will be followed up with a more in-depth assessment.

A motion was made by Ensign, second by Hetzel to continue to move forward with this process. Motion carried 3-0.

IX. FUTURE AGENDA ITEMS

The next Budget Committee Meeting will be 3/3/22 @ 7:30AM

X. ADJOURN

A motion was made by Ensign, second by Hetzel, to adjourn the meeting at 7:04PM.

Motion carried 3-0.

**Budget Request/Reduction/Reallocation Form
2022-2023**

Description: Request for Two Additional Special Education Paraprofessionals at WCHS

School/Department: Special Education

Requested by: Tiffany Loken
Director of Special Education

Type of Request: Budget Request

Nature of Request: Position

Full Time Equivalency: 1.0

Classification: Special Education Paraprofessional

Grades Affected: 9-12

Population Served: 9-12 Students Receiving Special Education Services

Salary/Benefits Cost: Estimate: \$33,000 per position (Transfer of Service)

Rationale: I am respectfully requesting the addition of two special education paraeducators for Waunakee Community High School beginning in the 2022-2023 school year.

The rationale for this request is that we have had a total of 40 new special education students enroll across the district since June of 2021, which continues to impact our ability to meet the needs of all students with special needs. Our goal for the high school special education department for the 2022-2023 school year is to provide more services to students out in their regular education classrooms through the co-teaching model. In order to co-teach successfully we need enough staff to implement this model with fidelity, which means that paraeducators will play a supporting role in this model as well. We will submit for Transfer of Service Funding as the need for this position is the result of new students moving into the school district with IEP requirements requiring additional staff.

Thank you for your consideration.

Attachment?

No

Submitted:

08/23/2021

For Business Office Use

- Approved
- Denied
- Budget/Acct # _____
- Budgeted amount \$ _____
- Notified Requestor _____
- Notified Dept: _____

**Budget Request/Reduction/Reallocation Form
2022-2023**

Description: Request for Additional Special Education Teacher at WCHS

School/Department: Special Education

Requested by: Tiffany Loken
Director of Special Education

Type of Request: Budget Request

Nature of Request: Position

Full Time Equivalency: 1.0

Classification: Teacher

Grades Affected: 9-12

Population Served: 9-12 Students Receiving Special Education Services

Salary/Benefits Cost: Estimate: \$70,000 (Transfer of Service)

Rationale: I am respectfully requesting the addition of one special education teacher for Waunakee Community High School beginning in the 2022-2023 school year.

The rationale for this request is that we have had a total of 40 new special education students enroll across the district since June of 2021, which continues to impact our ability to meet the needs of all students with special needs. Our goal for the high school special education department for the 2022-2023 school year is to provide more services to students out in their regular education classrooms through the co-teaching model. In order to co-teach successfully we need enough staff to implement this model with fidelity. We will submit for Transfer of Service Funding as the need for this position is the result of new students moving into the school district with IEP requirements requiring additional staff.

Thank you for your consideration.

Attachment? No

Submitted: 08/23/2021 109



RISK AND VULNERABILITY ASSESSMENT

The CISA team supports Federal, State, Local, Tribal and Territorial Governments and Critical Infrastructure partners by providing proactive testing and assessment services.

CISA's Risk and Vulnerability Assessment (RVA) is a one-on-one engagement with stakeholders that combines open-source national threat and vulnerability information with data collected through remote and onsite assessment activities to provide actionable risk analysis reports with remediation recommendations prioritized by severity and risk.



CAPABILITIES

Penetration Testing: CISA conducts an array of tests to determine susceptibility to an actual real-world attack by infiltrating the target environment using current tactics, techniques, and procedures. Specific types of testing and assessments include network, web application, wireless, war dial, and social engineering in the form of an email phishing campaign.

Configuration Review: CISA reviews and analyzes operating system and database settings and configurations, which the team compares to industry standards, guidelines, and best practices to identify security issues.



ASSESSMENT OBJECTIVES

- Identify weaknesses through network, system, and application penetration testing
- Test stakeholders using a standard, repeatable methodology to deliver actionable findings and recommendations
- Analyze collected data to identify security trends across all RVA stakeholder environments



ASSESSMENT TIMELINE

Pre-Planning

- Request RVA
- Receive RVA brief
- Sign and return documents

Execution (Ten Days)

- One week external testing
- One week internal testing
- Remote Penetration Testing – external only

Planning

- Confirm schedule
- Establish Trusted Point of Contact
- Determine RVA services, scope, and logistics during pre-assessment call(s)

Post-Execution

- Out-Brief – provide initial findings
- Report review and receipt – 10 days
- Follow-up on remediation actions – 180 day



ABOUT

Our Team

The CISA team is a group of highly trained information security experts. Our mission is to measurably reduce cybersecurity risks to our Nation.

CISA leads the national effort to protect and enhance the resilience of the Nation's physical and cyber infrastructure.

Our services provide:

- **A proactive, risk-based approach** to analyzing stakeholder systems
- **Expertise** in identification of vulnerabilities, risk evaluation, and prioritized mitigation guidance
- **Comprehensive services that empower stakeholders** to increase speed and effectiveness of their cyber response capabilities

Additional Information

CISA's security services are available at no cost. Stakeholders include Federal, State, Local, Tribal and Territorial governments, as well as Critical Infrastructure private sector companies. CISA does not share attributable information without written and agreed consent from the stakeholder. CISA uses anonymized data to develop non-attributed reports for trending and analysis purposes.



GET STARTED

Capabilities and service delivery timelines are available upon request. Service availability is limited. Contact us at vulnerability_info@cisa.dhs.gov to get started. Service delivery queues are prioritized on a continuous basis to ensure no stakeholder or sector receives a disproportionate amount of resources and that the data collected is a diverse representation of the nation.



MISSION AND VISION

Mission: *Providing cybersecurity assessments to facilitate the identification of risk for the purpose of protecting the Nation's cyber infrastructure.*

Vision: *To be the preeminent government leader providing comprehensive, innovative, and dynamic cybersecurity assessments for the purpose of facilitating and protecting the federal, state, private sector and critical infrastructure networks of the United States, reducing attack surfaces, eliminating threats, and fostering partnerships across the government landscape.*



CYBER HYGIENE: VULNERABILITY SCANNING

The CISA team supports Federal, State, Local, Tribal and Territorial Governments and Critical Infrastructure partners by providing proactive testing and assessment services.

CISA’s Cyber Hygiene Vulnerability Scanning is “internet scanning-as-a-service.” This service continuously assesses the “health” of your internet-accessible assets by checking for known vulnerabilities and weak configurations, and recommends ways to enhance security through modern web and email standards.



SCANNING OBJECTIVES

- Maintain enterprise awareness of your internet-accessible systems
- Provide insight into how systems and infrastructure appear to potential attackers
- Drive proactive mitigation of vulnerabilities and reduce risk



SCANNING PHASES AND STAGES

PHASES

- **Target Discovery:** Identify all active internet-accessible assets (networks, systems, and hosts) to be scanned
- **Vulnerability Scanning:** Initiate non-intrusive checks to identify potential vulnerabilities and configuration weaknesses

STAGES

Pre-Planning

- Request service
- Receive Cyber Hygiene brief
- Provide target list (scope)
- Sign and return documents
- 12 hours for “critical”
- 24 hours for “high”
- 4 days for “medium”
- 6 days for “low”
- 7 days for “no vulnerabilities”

Planning

- Confirm scanning schedule
- Pre-scan notification

Execution

- Initial scan of submitted scope
- Rescan scope based on detected vulnerability severity:

Reporting

- Ongoing weekly summary report
- Vulnerability mitigation recommendations
- Detailed findings in consumable format



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Memorandum

To: School Board Members
From: Steve Summers, Executive Director of Operations
Date: February 9th, 2022
Re: November 2022 Referendum Planning Process

The November 2022 referendum planning process continues during the regular School Board meeting on February 14th. The purpose of this memo is to continue the conversations on this topic.

Fall 2022 Referendum Projects and Projected Costs – The referendum planning team (district administration, EUA, Vogel Brothers) previously developed high level cost estimates for the options under consideration by the School Board, prior to our pause in the referendum planning process. The community survey draft does include some high level cost information that is being shared with the public. In order to provide this information, the plans and costs that existed pre-covid required a review process so that the numbers could be updated to reflect current market conditions. Attached you will find a document prepared by Vogel Brothers that provides the basis for the cost information that has been incorporated in the draft of the community survey. Please know that cost information will continue to be reviewed/updated when the referendum planning process continues, after the results of the community survey have been received.

Consideration of Draft School Perceptions Survey – The referendum planning team (district administration, EUA, Vogel Brothers) has been working through the process of developing a draft of a community survey with School Perceptions. School Perceptions is the statewide leader on the topic of community surveying by school districts. The intent of this process is to request School Board approval of the final version of the community survey at the March School Board meeting, and then distribute the community survey after the school district spring break. School Perceptions will provide the survey results back to the district during the month of May, after all of the results have been tabulated. The School Board will then have the opportunity to spend the months of May – August finalizing any potential referendum plan/questions while taking into account the feedback received by the community.

Given the importance of the community survey, School Board member feedback is welcome and appreciated. We have already incorporated into the survey feedback that has been received from School Board members through committee work or other meetings. Attached you will find a draft of the community survey, and we look forward to this discussion on the 14th.

Please feel free to call me, email, or schedule a meeting if you have any questions or concerns on the above information or if you would like additional information. Thanks for your time.

All,

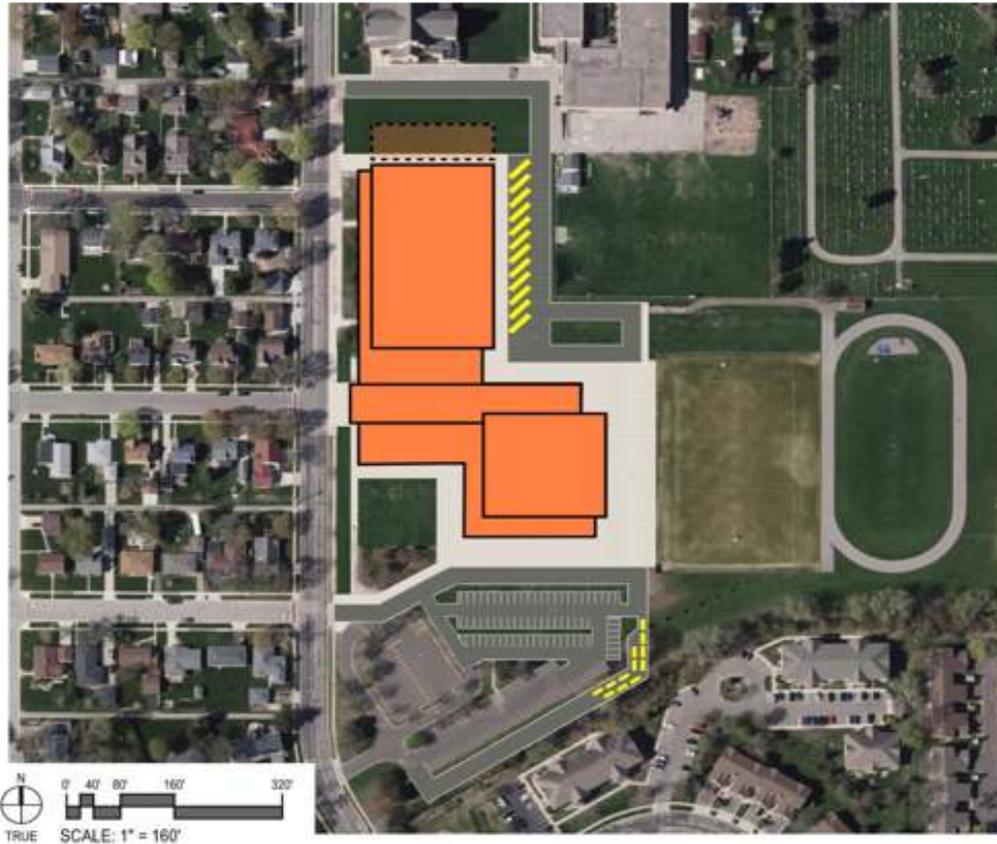
Based on our discussion yesterday, I've attached the budget summary updates for each facility. Below I've summarized the total project budgets and outlined a few things we should discuss on the back end of the survey meeting on Tuesday. Feel free to reach out to me if you have any questions. Thanks.

| | |
|--|----------------------|
| Middle School -Heritage Site (233,000sf/900 students) | \$ 88,704,169 |
| Middle School - New Site (233,000sf/900 students) | \$ 99,136,325 |
| Elementary School -Intermediate Site (147,000sf/614 students) | \$ 57,066,981 |
| Elementary School -Heritage Site (147,000sf/614 students) | \$ 57,087,555 |

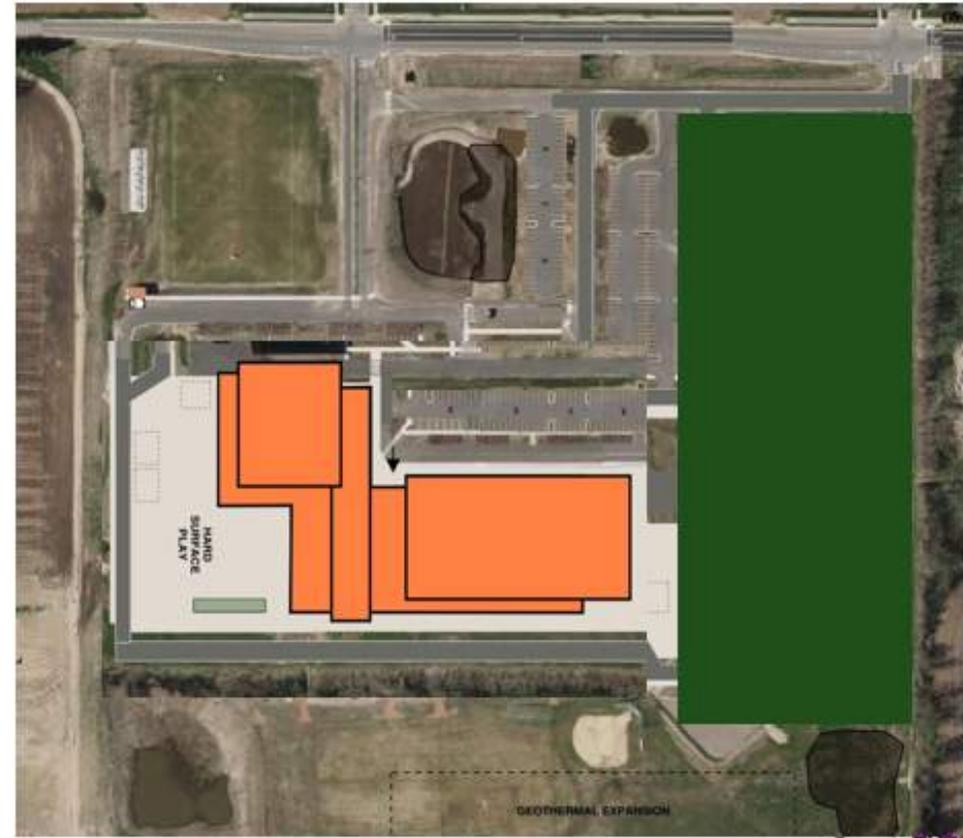
1. I based the budgets on the attached PDF (WCSD – Elementary-Middle School Options) and included the same design parameters as last time (i.e. match Intermediate and geothermal HVAC system). I used the Intermediate site as the “New Site” baseline for budgeting purposes since it was a 40A site.
2. These numbers are total project numbers including soft costs. Please review the Design, FF&E and “New Site” costs I’ve assumed.
3. I did not include any money yet for the performance/cafetorium space we discussed yesterday.
4. Escalation amounts – I’ve included a contingency of 15% for each project similar to what we carried last time. The typical year to year escalation has been 2-4%, however it was 13% between January 2021-January 2022. If we used 3% it would be a little over \$2M additional for the MS and \$1.3M for the ES.

MIDDLE SCHOOL OPTIONS:

NEW MIDDLE SCHOOL AT HERITAGE

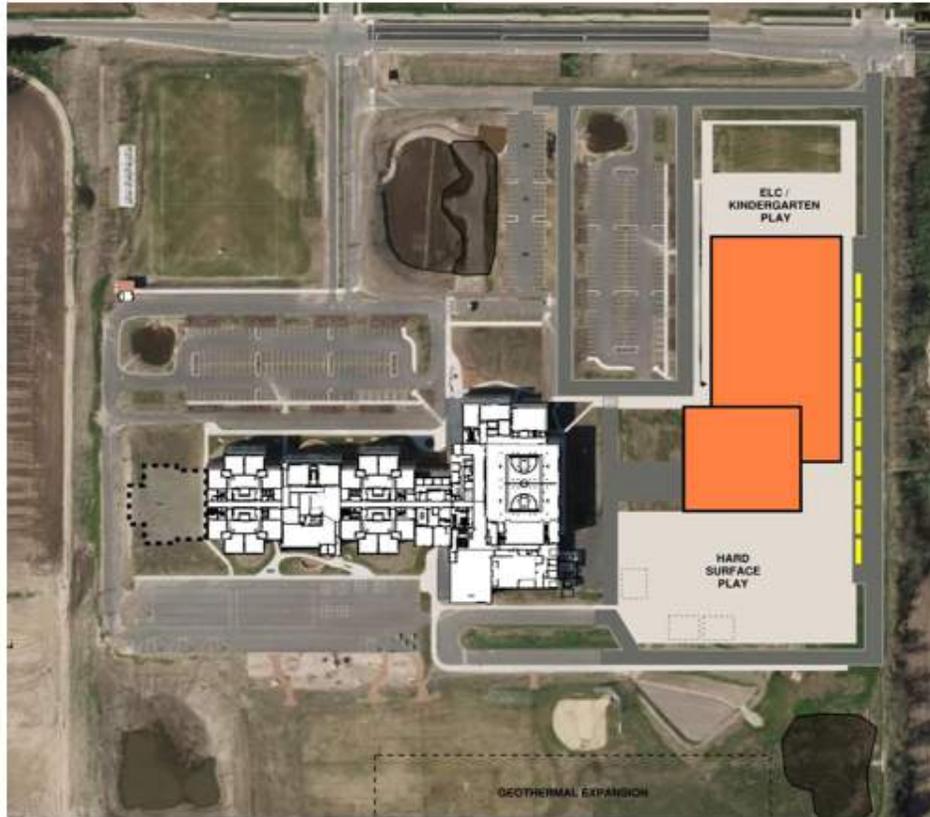


NEW MIDDLE SCHOOL NEW SITE - TBD

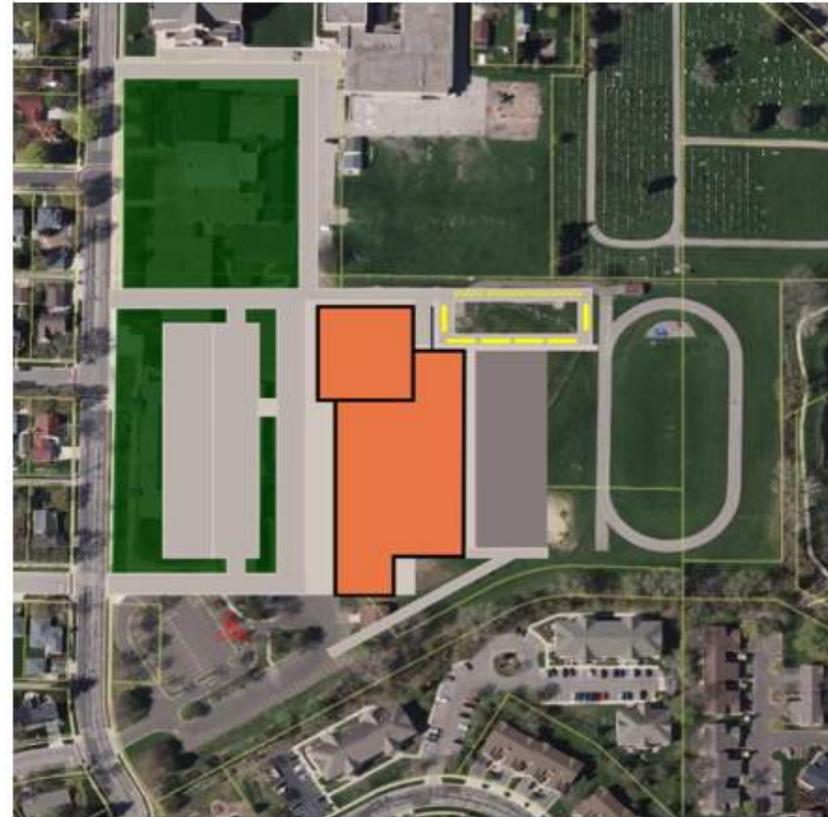


ELEMENTARY OPTIONS:

NEW ELEMENTARY AT INTERMEDIATE



NEW ELEMENTARY AT HERITAGE SITE



Waunakee Community School District - Heritage Elementary Budget

February 3, 2022

| DESCRIPTION OF WORK | OPTION 1 - At Intermediate | OPTION 2 - At Heritage | COMMENTS |
|---|----------------------------|------------------------|--------------------|
| Student Capacity | 614 | 614 | |
| New Square Feet | 147,139 | 147,139 | |
| Renovated Square Feet | - | - | |
| Total Square Feet | 147,139 | 147,139 | |
| TOTAL PROJECT BUDGET | | | |
| Construction Budget | \$ 44,412,448 | \$ 44,429,003 | |
| Bond and Fee | \$ 750,550 | \$ 750,830 | |
| Contingency | \$ 6,661,867 | \$ 6,664,350 | |
| Soft Costs | \$ 5,242,116 | \$ 5,243,372 | |
| TOTAL | \$ 57,066,981 | \$ 57,087,555 | |
| Construction Budget | | | |
| Division 02 - Existing Site Conditions | \$ - | \$ 513,555 | |
| Division 03 - Concrete | \$ 3,977,008 | \$ 3,977,008 | |
| Division 04 - Masonry | \$ 3,198,250 | \$ 3,198,250 | |
| Division 05 - Metals | \$ 3,902,045 | \$ 3,902,045 | |
| Division 06 - Carpentry | \$ 680,396 | \$ 680,396 | |
| Division 07 - Thermal & Moisture Protection | \$ 2,932,731 | \$ 2,932,731 | |
| Division 08 - Doors & Openings | \$ 2,444,729 | \$ 2,444,729 | |
| Division 09 - Finishes | \$ 5,162,209 | \$ 5,162,209 | |
| Division 10 - Specialties | \$ 1,086,750 | \$ 1,086,750 | |
| Division 11 - Equipment | \$ 454,000 | \$ 454,000 | |
| Division 12 - Furnishings | \$ 1,268,699 | \$ 1,268,699 | |
| Division 14 - Conveying Equipment | \$ 120,000 | \$ 120,000 | |
| Division 21 - Fire Suppression | \$ 588,556 | \$ 588,556 | |
| Division 22 - Plumbing | \$ 1,496,390 | \$ 1,496,390 | |
| Division 23 - HVAC | \$ 6,329,838 | \$ 6,329,838 | |
| Division 26 - Electrical | \$ 5,259,865 | \$ 5,259,865 | |
| Division 31 - Earthwork | \$ 1,054,190 | \$ 763,190 | |
| Division 32 - Exterior Improvements | \$ 2,026,778 | \$ 2,026,778 | |
| Division 33 - Utilities | \$ 706,000 | \$ 500,000 | |
| Division 01 - General Requirements | \$ 1,724,014 | \$ 1,724,014 | |
| Subtotal Construction Budget | \$ 44,412,448 | \$ 44,429,003 | |
| Performance and Payment Bond | \$ 270,900 | \$ 271,000 | |
| Construction Management Fee | \$ 479,650 | \$ 479,830 | |
| Subtotal Bond and Fee | \$ 750,550 | \$ 750,830 | |
| Contingency and Escalation | | | |
| Design Contingency (5%) | \$ 2,220,622 | \$ 2,221,450 | |
| Construction & Estimating Contingency (5%) | \$ 2,220,622 | \$ 2,221,450 | |
| Owner Contingency (5%) | \$ 2,220,622 | \$ 2,221,450 | |
| Escalation | \$ - | \$ - | 3% would be \$1.3M |
| Subtotal Contingency and Escalation | \$ 6,661,867 | \$ 6,664,350 | |
| Soft Costs | | | |
| Design Services | \$ 3,368,616 | \$ 3,369,872 | |
| Preconstruction/Pre-referendum Fees | \$ 60,000 | \$ 60,000 | |
| Reimbursable Expenses | \$ 25,000 | \$ 25,000 | |
| Site Survey/Soil Boring/Material Testing | \$ 100,000 | \$ 100,000 | |
| Furniture, Fixtures and Equipment | \$ 1,535,000 | \$ 1,535,000 | |
| FF&E Design Fee | \$ 153,500 | \$ 153,500 | |
| Builder's Risk Insurance | \$ - | \$ - | |
| Environmental Testing/Abatement | \$ - | \$ - | |
| Utility Impact Fee/Accounting/Legal Fees | \$ - | \$ - | |
| Subtotal Soft Costs | \$ 5,242,116 | \$ 5,243,372 | |

Waunakee Community School District - Middle School Budget Summary

February 3, 2022

| DESCRIPTION OF WORK | OPTION 1 - At Heritage | OPTION 2 - At New Site TBD | COMMENTS |
|---|------------------------|----------------------------|------------------|
| Student Capacity | 900 | 900 | |
| New Square Feet | 233,996 | 233,996 | |
| Renovated Square Feet | - | - | |
| Total Square Feet | 233,996 | 233,996 | |
| TOTAL PROJECT BUDGET | | | |
| Construction Budget | \$ 69,568,897 | \$ 70,935,377 | |
| Bond and Fee | \$ 1,175,740 | \$ 1,198,800 | |
| Contingency | \$ 10,435,335 | \$ 10,640,307 | |
| Soft Costs | \$ 7,524,198 | \$ 16,361,841 | |
| TOTAL | \$ 88,704,169 | \$ 99,136,325 | |
| Construction Budget | | | |
| Division 02 - Existing Site Conditions | \$ 525,000 | \$ - | |
| Division 03 - Concrete | \$ 6,373,228 | \$ 6,373,228 | |
| Division 04 - Masonry | \$ 4,566,687 | \$ 4,566,687 | |
| Division 05 - Metals | \$ 6,385,459 | \$ 6,385,459 | |
| Division 06 - Carpentry | \$ 1,157,491 | \$ 1,157,491 | |
| Division 07 - Thermal & Moisture Protection | \$ 5,271,264 | \$ 5,271,264 | |
| Division 08 - Doors & Openings | \$ 3,631,686 | \$ 3,631,686 | |
| Division 09 - Finishes | \$ 7,983,041 | \$ 7,983,041 | |
| Division 10 - Specialties | \$ 1,921,463 | \$ 1,921,463 | |
| Division 11 - Equipment | \$ 587,000 | \$ 587,000 | |
| Division 12 - Furnishings | \$ 2,602,848 | \$ 2,602,848 | |
| Division 14 - Conveying Equipment | \$ 120,000 | \$ 120,000 | |
| Division 21 - Fire Suppression | \$ 935,984 | \$ 935,984 | |
| Division 22 - Plumbing | \$ 2,598,956 | \$ 2,598,956 | |
| Division 23 - HVAC | \$ 9,843,836 | \$ 9,843,836 | |
| Division 26 - Electrical | \$ 8,603,856 | \$ 8,603,856 | |
| Division 31 - Earthwork | \$ 1,637,434 | \$ 2,807,414 | |
| Division 32 - Exterior Improvements | \$ 2,154,328 | \$ 2,519,328 | |
| Division 33 - Utilities | \$ 723,500 | \$ 1,080,000 | |
| Division 01 - General Requirements | \$ 1,945,834 | \$ 1,945,834 | |
| Subtotal Construction Budget | \$ 69,568,897 | \$ 70,935,377 | |
| Performance and Payment Bond | \$ 424,400 | \$ 432,700 | |
| Construction Management Fee | \$ 751,340 | \$ 766,100 | |
| Subtotal Bond and Fee | \$ 1,175,740 | \$ 1,198,800 | |
| Contingency and Escalation | | | |
| Design Contingency (5%) | \$ 3,478,445 | \$ 3,546,769 | |
| Construction & Estimating Contingency (5%) | \$ 3,478,445 | \$ 3,546,769 | |
| Owner Contingency (5%) | \$ 3,478,445 | \$ 3,546,769 | |
| Escalation | \$ - | \$ - | 3% would be \$2M |
| Subtotal Contingency and Escalation | \$ 10,435,335 | \$ 10,640,307 | |
| Soft Costs | | | |
| Design Services | \$ 5,276,698 | \$ 5,380,341 | |
| Preconstruction/Pre-referendum Fees | \$ 60,000 | \$ 60,000 | |
| Reimbursable Expenses | \$ 25,000 | \$ 25,000 | |
| Site Survey/Soil Boring/Material Testing | \$ 100,000 | \$ 100,000 | |
| Furniture, Fixtures and Equipment | \$ 1,875,000 | \$ 1,875,000 | |
| FF&E Design Fee | \$ 187,500 | \$ 187,500 | |
| Builder's Risk Insurance | \$ - | \$ - | |
| Environmental Testing/Abatement | \$ - | \$ - | |
| Utility Impact Fee/Accounting/Legal Fees | \$ - | \$ 250,000 | |
| Land Cost | \$ - | \$ 6,984,000 | |
| Infrastructure | \$ - | \$ 1,500,000 | |
| Subtotal Soft Costs | \$ 7,524,198 | \$ 16,361,841 | |



Dear Community Members:

In 2014, our voters supported the first phase of a long-range facility master plan to:

- ✓ Build the intermediate school
- ✓ Update and expand Prairie Elementary
- ✓ Address our most critical maintenance issues

In 2019, we began identifying facility projects to include in the next phase of the plan. These efforts were put on hold to work through COVID-19 issues.

In 2021, we restarted the planning process. The middle school is already utilizing two portable classroom trailers. In January, we received an enrollment study that predicts **we will experience significant growth in the foreseeable future.**

We need your input to design the next phase of this plan. **As always, we are committed to finalizing a plan that reflects the priorities of our taxpayers.**

All survey data is returned to School Perceptions to ensure your feedback is kept confidential. Please take 5 to 10 minutes to complete this survey.

TAKE THE SURVEY IN ONE OF TWO WAYS

Option 1: To reduce mailing expenses, please go online –

Go to the survey website:

www.Feedback2000.com

Enter your survey code:

Option 2: By paper – If you do not have internet access, please return the survey to any school office, or mail it to School Perceptions, PO Box 607, Slinger, WI 53086.

Additional Surveys: The survey code can be used only once. To obtain additional surveys for other adults in your household, please call the district office at 608.849.2000.

Para pedir una copia traducida de esta encuesta en español, favor de llamar 608.219.6542.

Please complete the survey before DATE.

If you would like the survey in a different language or have a disability that makes it difficult to read and/or take the survey, please contact the district office.

Final survey results will be reported at a School Board meeting and will also be available on the District website. Your input is very important to us. Thank you for taking the time to complete this survey.

Sincerely,

Joan Ensign
Board President

Randy Guttenberg
Superintendent

Respondent Information Please mark your response.

What is your age? 18-24 25-34 35-44 45-54 55-64 65+

In which municipality do you reside?

- Village of Waunakee Town of Dane Town of Springfield
 Town of Vienna Town of Westport City of Madison
 City of Middleton Other

Do you live in the Waunakee Community School District? Yes No Not sure

Are you an employee in the District? Yes No

Do you have children attending a school in the District? Yes No

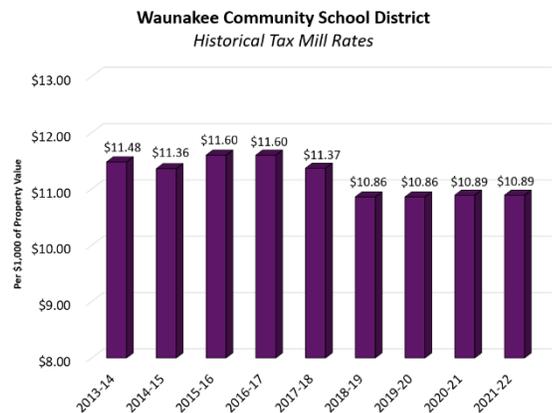
Planning Background

There are two types of referenda school districts use to request additional funding.

An **operational referendum** is used to maintain/improve current programs, services, and class sizes. The Waunakee community supported this type of referendum in 2014 and 2020. This type of referendum can also be used to pay for building operating expenses when new space is added.

A **capital referendum** allows a district to issue debt (take out a loan) to pay for major facility projects. Much like a home mortgage, a capital referendum is typically financed over an extended period of time, often 20 years. The Waunakee community supported this type of referendum in 2014 to fund the first phase of the facility master plan.

The District works very hard to control expenses and make decisions that improve our finances. As seen in the chart to the right, **our goal has been to maintain a consistent mill rate.** (The mill rate is used to calculate the school district’s share of local property taxes).



In 2013, the District developed a master plan to guide future facility investments. Given the scope of the investment needed, the plan is being implemented in phases. In 2014, voters approved the first phased which was completed on time and within budget.

| Phase | Project | Status |
|-----------------|---|------------------------------------|
| I | Built the intermediate school, partially remodeled Heritage Elementary, updated/expanded Prairie Elementary, and addressed the most critical maintenance issues | Completed fall of 2016 |
| II | Renovate or rebuild Heritage, build a new middle school, make minor renovations at the high school, and address the most critical maintenance issues | In development/ next referendum |
| Future phase(s) | Expand the intermediate school, build a fourth elementary school, and create a high school campus with the current middle school | Timing to be determined |

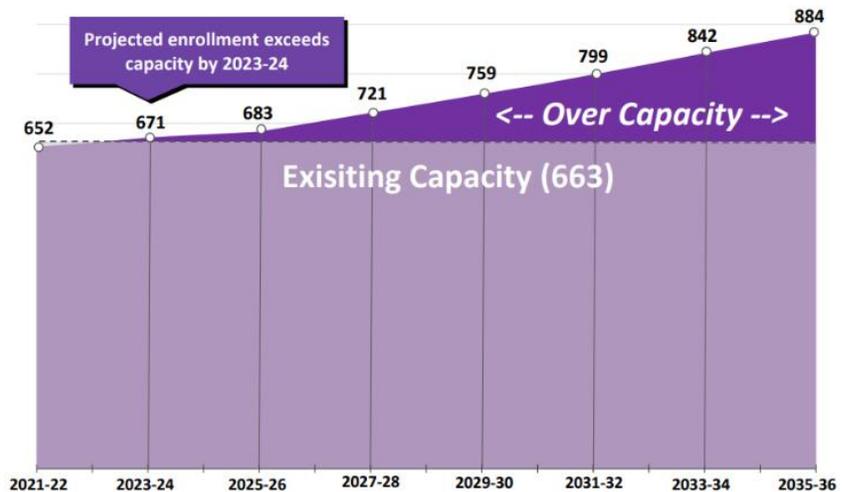
Current Challenges

1) Enrollment Growth

Based on a recent enrollment study conducted by MD Roffers, the District is projected to grow by more than 1,300 students by 2035. It is important to note that it will take two to three years after a referendum is approved before school construction is completed and spaces are available. While the enrollment increases will eventually affect all schools, the most immediate impact is at the middle school level.

2) Middle School Capacity

The middle school has capacity for 663 students. (This does not include the portable classrooms.) Our projected enrollment will exceed the school's capacity beginning in 2023. By 2035, total middle school enrollment is expected to grow to nearly 900 students.



3) Critical Maintenance Issues

Regular maintenance helps us extend and sometimes exceed the expected lifespan of our schools. Our older schools are more expensive to maintain, heat, and clean. Some building systems throughout the District (such as heating, electrical, plumbing, roofs, windows, etc.) have reached or exceeded their service life.

4) Heritage Elementary

A section of Heritage Elementary was built more than 70 years ago as the District's high school. Since that time, the building has had 11 additions. Consequently, classrooms are not designed to support today's learning models. Based on a recent facility audit, the following issues were identified:

- Due to the size of the building, the patchwork of the multiple additions, and the number of load-bearing walls, remodeling options are limited.
- An investment of \$6 million will be needed soon to replace the roof and replace plumbing, electrical, and heating/ventilation system components.
- The kitchen and cafeteria are too small.
- Renovations are needed to address Americans with Disabilities Act (ADA) compliance issues.
- Due to its age, the building is more expensive to heat and operate.
- The school lacks flexible learning and collaboration spaces.

New Middle School Location

Based on projected enrollment growth, a new middle school will be needed in the near future. Two pathways have been developed for community feedback that vary depending on where the new middle school is built. The District explored building the new middle school at the intermediate school location, but this site is no longer being considered because it was found to be too small. Voters would need to approve a **capital referendum** to fund either pathway.

Pathway 1: Build the new middle school on the Heritage Elementary School site



New Middle School

Built on the current Heritage Elementary site

Estimated cost: \$88.7 million



Heritage Elementary School

Rebuild
(location to be determined)

Estimated cost: \$57 million



Current Middle School

Becomes part of the high school campus to address future growth

With this approach, middle school students could walk to the high school and access athletics and performance spaces.

Pathway 2: Build the new middle school on the outer edges of Waunakee



New Middle School

Built on the outer edges of the Village of Waunakee

Estimated cost: \$99.7 million



Heritage Elementary School

Replace or remodel
(location to be determined)

To replace: \$57 million
To remodel: up to \$53 million



Current Middle School

Becomes part of the high school campus to address future growth

This option would require purchasing land. Because this site will not be within walking distance of the high school, we would need to build athletics and performance spaces for the new school.

| | |
|---|---|
| <p>What advice would you give in terms of the best location to build a new <u>middle school</u>?</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Build on the Heritage site (pathway 1) <input type="checkbox"/> Build on the outer edge of town (pathway 2) <input type="checkbox"/> I would support either pathway <input type="checkbox"/> I would <u>not</u> support either pathway <input type="checkbox"/> I'm not sure/need more information |
|---|---|

Comments/suggestions:

Heritage Elementary Planning

If the community supports building a middle school on the outer edges of the Village, we need to decide how the Heritage school would be remodeled or replaced.

It is possible to address many of the issues with Heritage by updating and reconstructing parts of the school. However, even with this investment, the school will still have some limitations due to the current facility design, the number of additions over time, and a large number of load-bearing walls.

| | |
|---|--|
| <p>If the community supports building a middle school on the outer edges of the Village (pathway 2), what advice would you give regarding whether to remodel or replace the Heritage school?</p> | <p><input type="checkbox"/> Remodel the current Heritage building</p> <p><input type="checkbox"/> Rebuild/replace Heritage Elementary</p> <p><input type="checkbox"/> I would support either option</p> <p><input type="checkbox"/> I would not support either option</p> <p><input type="checkbox"/> Not sure/need more information</p> |
|---|--|

If the community supports rebuilding/replacing the Heritage school, there are three potential locations.

1. **Build the new Heritage Elementary School on the current site behind the existing school.**
Upon completion, the existing building would be demolished, and that area would be reconfigured for parking, playground, and greenspace.
2. **Build the new Heritage Elementary School next to the intermediate school on Woodland Drive.**
3. **Build the new Heritage Elementary School at the South Woodland site** (near the Southbridge and Carriage Ridge neighborhoods on the corner of Peaceful Valley Parkway and Woodland Dr.)

If the new school is built at either #2 or #3, the existing site would be maintained for a future school.

| | |
|--|--|
| <p>If the community supports building a middle school on the outer edges of the Village (pathway 2), what advice would you give regarding rebuilding/replacing the Heritage school?</p> | <p><input type="checkbox"/> Build at the current Heritage site</p> <p><input type="checkbox"/> Build next to the Intermediate School</p> <p><input type="checkbox"/> Build on the South Woodland site</p> <p><input type="checkbox"/> I would support building <u>at any location</u></p> <p><input type="checkbox"/> I would <u>not support</u> any location</p> <p><input type="checkbox"/> I'm not sure/need more information</p> |
|--|--|

Comments/suggestions:

Operational Funding Support

In addition, the District could pursue an **operational referendum** to fund the following:

Retain Staff: Recruiting and retaining quality staff is a top priority. This has become a significant challenge due to the statewide teacher and support staff shortages, as well as the fact that our staff salaries are average to below average as compared to our neighboring districts depending on the position.

| | |
|---|---|
| Would you support referendum funding to retain high-quality staff? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Undecided |
|---|---|

Operating New Space: Depending on what new construction projects are approved, additional funding would be needed to heat, clean, and operate the additional space.

| | |
|---|---|
| Would you support referendum funding to operate new spaces and/or buildings? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Undecided |
|---|---|

Maintaining Academic and Support Services: Federal ESSER funding (COVID-19 relief) has allowed us to maintain academic and support services and staff. In 2023, this funding will no longer be available.

| | |
|---|---|
| Would you support referendum funding to maintain the current level of academic and support services? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Undecided |
|---|---|

Maintaining Programs and Services: In November of 2020 Waunakee voters approved a \$2.1 million referendum to maintain current programs and services during the COVID pandemic. In 2025, this funding will expire.

| | |
|---|---|
| Would you support referendum funding to replace the \$2.1 million to maintain current programs and services? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Undecided |
|---|---|

Comments/suggestions:

Funding Support

The Waunakee Community School District continues to be in a strong financial position. The School Board has maintained a consistent property tax rate over time. This practice has allowed us to pay debt early to reduce interest costs. This has also positioned the District well for future investments.

Based on the pathways described earlier in this survey, the District would ask voters to approve both an operational referendum and a capital referendum. The specific projects to operate and increase enrollment capacity will be determined based on the results of this survey. The School Board’s goal would be to finalize a plan that maintains the current property tax mill rate.

Waunakee Community School District
Projected Tax Mill Rate



The School Board could propose a plan funded by an operational and capital referendums that would not increase the mill rate over the current level.

| | |
|---|--|
| <p>Assuming the projects included were acceptable to you, would you support both operational and capital (building) referendums that would keep the property tax mill rate at the current level (\$10.89)?</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Definitely yes <input type="checkbox"/> Probably yes <input type="checkbox"/> Undecided <input type="checkbox"/> Probably no <input type="checkbox"/> Definitely no |
|---|--|

Comments/suggestions:

Thank you for your participation. We sincerely value your time and feedback!

**Waunakee Community School District
905 Bethel Circle
Waunakee, WI 53597**

Non-Profit Organization
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Permit No. 30

***Please complete the survey by **DATE**
We need your input!***

**If you have questions, please email
wcsd_fall2022referendum@waunakee.k12.wi.us
or visit www.waunakee.k12.wi.us/district/referendum-2022.cfm**

“Committed to Children ... Committed to Community ... Committed to Excellence”

*This publication was produced for the residents of the **Waunakee Community School District**. Due to the overlap of postal routes, residents from neighboring school districts may receive this publication. Given the limitations of bulk mailing, this overlap was difficult to eliminate without significant cost. Thank you for your understanding.*

2021 Summer School in Review

DPI Reports for the past 10 years:

| Year | Full Time Equivalency | Days Offered | Residents Enrolled | Non-residents Enrolled |
|------|-----------------------|--------------|--------------------|------------------------|
| 2021 | 160 | 23 | 2320 | 0 |
| 2020 | 120 | 24 | 1989 | 0 |
| 2019 | 185 | 23 | 2760 | 9 |
| 2018 | 175 | 22 | 2609 | 8 |
| 2017 | 168 | 22 | 2464 | 22 |
| 2016 | 167 | 23 | 2513 | 22 |
| 2015 | 153 | 24 | 2527 | 22 |
| 2014 | 134 | 24 | 2511 | 27 |
| 2013 | 122 | 23 | 2330 | 93 |
| 2012 | 124 | 22 | 2433 | 50 |
| 2011 | 114 | 23 | 2046 | 17 |

Enrollment: Headcount of all students who have enrolled and attended at least one class.

FTE (Full Time Equivalency): Determined by totaling all student membership minutes and dividing by 48,600 (one FTE). FTE is used by the state when calculating the aide payment to the district.

2021 Summer School Highlights:

- The Summer School Program used a new HR Employment Application software system in 2021 called Fast Track.

- All Summer School employees piloted the new True Time electronic time card system in 2021.
- DPI passed Emergency Rule 2003 for the summer of 2020. It allowed districts to offer summer school in an online format for all grades K-12. The ruling only applied to the summer of 2020. DPI has not extended that ruling to 2021 summer school but is reviewing that. They indicated if the proposal becomes a law, they will reopen the form and allow districts to compile minutes for those courses. WCSD had 28,176 virtual minutes in 2021 that would be eligible to be counted if the law passes. It would be .58 FTEs.
- There was a 33% decrease in registrations for the summer of 2020. In 2021, we bounced back and were at 86% of our 2019(pre pandemic) registration and FTE numbers.
- According to DPI September 2021 student counts, there were 421 school districts reporting in Wisconsin. WCSD ranked #41 in the state for size based on student count. Per the DPI 2021 Summer School Report, there were 392 school districts who reported data. WCSD ranked #20 in size based on FTEs.
- It was very difficult in 2021 Summer School to get staffing. Many teachers who have typically taught summer school felt the need to take the summer off. We also had many outside applicants choose to work in a different district as their pay rates were better.

Looking Ahead:

- **Summer Science:** this program has traditionally been for 7th grade students. The program was not offered in Summer School 2021 as the curriculum involved multiple field trips that weren't possible to do this summer. Due to continued pandemic restrictions it isn't possible to offer this class in 2022. We will revisit it again for 2023.
- **New pay rates for summer school teaching staff:** summer school teacher pay rates have not changed since 2015. New proposed summer school teacher pay rates are being submitted to the BOE for consideration.
- **HS credit recovery process:** Administration will be reviewing the way we have handled high school credit recovery in the past. The process is very inefficient and expensive. We will look for ways to modify and improve this area of summer school.
- **Summer school busing:** in 2021 there were many families who didn't register for busing prior to the deadline. For 2022, families will not need to register their student's for regular transportation. Any student who registers for summer school and lives in a bus zone will be set up for transportation. Parents will have the option of completing an Opt Out form if they don't wish to have their student ride the bus. Families who want alternate transportation will still need to register for that.
- **HR/Payroll:** 2021 Summer School had both a new HR system and payroll system. We will work on ways to tweak and improve those systems and procedures for 2022.

2022 SUMMER CLASS OFFERINGS

Alpha order by grade grouping. Please refer to the catalog description for details.
Classes should be selected based on the grade your student will be in the 2022-23 school year.

| Grades K -4 | | | |
|-----------------------------|-----------|---------------------------|---------|
| ENRICHMENT (3 week classes) | Fees | REMEDIAL (6 week classes) | Fees |
| CAMP KINDERGARTEN | K \$0 | READY, SET, GO- READING | 1 \$0 |
| ACTIVE FUN FITNESS | 1-4 \$0 | READY, SET, GO- MATH | 1 \$0 |
| ARTS AND CRAFTS | 1-4 \$0 | JUMP START MATH | 2-4 \$0 |
| BRAIN GAMES | 1-4 \$0 | READING EXPRESS | 2-4 \$0 |
| BUILD IT | 1-4 \$0 | | |
| LEGOS | 1-4 \$0 | | |
| MAKING MUSIC | 1-4 \$0 | | |
| BOOK CLUB | 1-2 \$0 | | |
| COMPUTER CAMP | 1-2 \$0 | | |
| GOING BUGGY | 1-2 \$0 | | |
| BOOK CLUB | 3-4 \$0 | | |
| DUCTIVITY | 3-4 \$0 | | |
| SCIENCE WORLD | 3-4 \$0 | | |
| TECHNO FUN | 3-4 \$0 | | |
| CAMP INVENTION | 1-6 \$ 45 | | |

| Grades 5-6 | | | |
|-----------------------------|---------|---------------------------|---------|
| ENRICHMENT (6 week classes) | Fees | REMEDIAL (6 week classes) | Fees |
| CODING, DESIGN & ROBOTICS | 5-6 \$0 | COMMUNICATION ARTS 5-6 | 5-6 \$0 |
| CRAFTY CREATIONS | 5-6 \$0 | MATH 5-6 | 5-6 \$0 |
| GAMING | 5-6 \$0 | | |
| GET IN THE GAME | 5-6 \$0 | | |
| GET READY TO BABYSIT | 5-6 \$0 | | |
| IMPROV COMEDY THEATER | 5-6 \$0 | | |
| INVASION OF THE TOADS | 5-6 \$0 | | |
| KEYBOARDING | 5-6 \$0 | | |
| MAD SCIENTIST'S WORKSHOP | 5-6 \$0 | | |
| PHOTOSHOP | 5-6 \$0 | | |
| SUMMER FITNESS | 5-6 \$0 | | |
| THE ARTIST IN YOU! | 5-6 \$0 | | |

| Grades 7-12 | | | |
|---|-----------|---------------------------|-----------|
| ENRICHMENT (6 week classes) | Fees | REMEDIAL (6 week classes) | Fees |
| ACT TEST PREP | 10-12 \$0 | COMMUNICATION ARTS 7-8 | 7-8 \$0 |
| CAMP INVENTION JUNIOR COUNSELOR | 7-9 \$45 | ENHANCING SKILLS MS | 7-8 \$0 |
| PLANTS TO PLASTIC AND GEAR | 7-8 \$0 | MATH 7-8 | 7-8 \$0 |
| PODCASTING/RADIO BROADCASTING | 7-8 \$0 | ENHANCING SKILLS HS | 9-12 \$0 |
| STRENGTH AND CONDITIONING - MS BOYS | 7-8 \$0 | REMEDIAL ENGLISH | 10-12 \$0 |
| STRENGTH AND CONDITIONING - MS/HS GIRLS | 7-12 \$0 | REMEDIAL MATH | 10-12 \$0 |
| STRENGTH AND CONDITIONING - HS BOYS | 9-12 \$0 | REMEDIAL SCIENCE | 10-12 \$0 |
| STRENGTH AND CONDITIONING - HS GIRLS | 9-12 \$0 | REMEDIAL SOCIAL STUDIES | 10-12 \$0 |
| SUMMER ART | 7-8 \$0 | TRANSITIONAL WORK PROGRAM | 12+ \$0 |
| TECHNOLOGY TWIST | 7-8 \$0 | | |
| HS ONLINE ENRICHMENT(virtual) | 10-12 \$0 | | |
| ONLINE PHY ED(virtual) | 10-12 \$0 | | |
| SUMMER TEACHING ASSISTANT | 10-12 \$0 | | |

| MUSIC 5-12 | | | |
|-----------------------------|----------|------------------------------------|-----------|
| ENRICHMENT (6 week classes) | Fees | ENRICHMENT (6 week classes) | Fees |
| BAND 6 | 6 \$0 | ALTERNATIVE INSTRUMENT JAM SESSION | 10-12 \$0 |
| BAND 7-8 | 7-8 \$0 | ORCHESTRA 5 | 5 \$0 |
| BAND 9-12 | 9-12 \$0 | ORCHESTRA 6 | 6 \$0 |
| BAND-2ND INSTRUMENT LESSONS | 8-9 \$0 | ORCHESTRA 7-8 | 7-8 \$0 |
| BAND-COMPUTER COMPOSING | 7-9 \$0 | ORCHESTRA 9-12 | 9-12 \$0 |
| BAND-MS BAND CAMP | 7-8 \$0 | ORCHESTRA -2ND INSTRUMENT LESSONS | 7-12 \$0 |
| BAND-HS BAND CAMP | 9-12 \$0 | ORCHESTRA- MS CAMP | 7-9 \$0 |
| CLASSIC PIANO LESSONS | 7-9 \$0 | SONGWRITING WORKSHOP | 7-12 \$0 |
| POP MUSIC LESSONS | 8-9 \$0 | | |

| SWIM K - 12) | | | |
|----------------------------|------------|---------------------------|------------|
| Classes are 2 weeks M - TH | Grade Fees | REMEDIAL (2 week classes) | Grade Fees |
| LEARN-TO-SWIM LEVELS 1-6 | K-11 \$0 | ADAPTED AQUATICS | K-12+ \$0 |

WAUNAKEE COMMUNITY SCHOOL DISTRICT - SECOND FRIDAY IN JANUARY COUNT 2022

FOR DPI PURPOSES: OPEN ENROLLMENT- IN STUDENTS ARE NOT COUNTED
 OPEN ENROLLMENT- OUT STUDENTS ARE COUNTED

| PRAIRIE | RESIDENTS | OPEN ENROLLMENT IN | OPEN ENROLLMENT OUT |
|----------------------------|-----------|--------------------|---------------------|
| FOUR-YEAR OLD KINDERGARTEN | 0 | 0 | 0 |
| EC/S&L | 0 | 0 | 0 |
| FULL DAY KINDERGARTEN | 96 | 6 | 0 |
| FIRST GRADE | 91 | 10 | 0 |
| SECOND GRADE | 88 | 7 | 0 |
| THIRD GRADE | 109 | 2 | 0 |
| FOURTH GRADE | 103 | 8 | 0 |
| BUILDING TOTAL | 487 | 33 | 0 |

| HERITAGE | RESIDENTS | OPEN ENROLLMENT IN | OPEN ENROLLMENT OUT |
|----------------------------|-----------|--------------------|---------------------|
| FOUR-YEAR OLD KINDERGARTEN | 0 | 0 | 0 |
| EC/S&L | 18 | 1 | 0 |
| FULL DAY KINDERGARTEN | 93 | 15 | 0 |
| FIRST GRADE | 81 | 11 | 0 |
| SECOND GRADE | 114 | 9 | 0 |
| THIRD GRADE | 98 | 8 | 0 |
| FOURTH GRADE | 67 | 13 | 0 |
| BUILDING TOTAL | 471 | 57 | 0 |

| ARBORETUM | RESIDENTS | OPEN ENROLLMENT IN | OPEN ENROLLMENT OUT |
|----------------------------|-----------|--------------------|---------------------|
| FOUR-YEAR OLD KINDERGARTEN | 0 | 0 | 0 |
| EC/S&L | 0 | 0 | 0 |
| FULL DAY KINDERGARTEN | 84 | 3 | 0 |
| FIRST GRADE | 85 | 1 | 0 |
| SECOND GRADE | 84 | 2 | 0 |
| THIRD GRADE | 84 | 4 | 0 |
| FOURTH GRADE | 95 | 1 | 0 |
| BUILDING TOTAL | 432 | 11 | 0 |

| EC-4 TOTALS | RESIDENTS | OPEN ENROLLMENT IN | OPEN ENROLLMENT OUT |
|----------------------------|-----------|--------------------|---------------------|
| FOUR-YEAR OLD KINDERGARTEN | 246 | 26 | 2 |
| EC/S&L | 18 | 1 | 0 |
| FULL DAY KINDERGARTEN | 273 | 24 | 1 |
| FIRST GRADE | 257 | 22 | 1 |
| SECOND GRADE | 286 | 18 | 1 |
| THIRD GRADE | 291 | 14 | 4 |
| FOURTH GRADE | 265 | 22 | 0 |
| ELEMENTARY TOTALS | 1636 | 127 | 9 |

| INTERMEDIATE | RESIDENTS | OPEN ENROLLMENT IN | OPEN ENROLLMENT OUT |
|-----------------------|-----------|--------------------------|---------------------------|
| FIFTH GRADE | 320 | 10 | 1 |
| SIXTH GRADE | 304 | 17 | 2 |
| BUILDING TOTAL | 624 | 27 | 3 |

| MIDDLE SCHOOL | RESIDENTS | OPEN ENROLLMENT IN | OPEN ENROLLMENT OUT |
|-----------------------|-----------|--------------------------|---------------------------|
| SEVENTH GRADE | 340 | 12 | 0 |
| EIGHTH GRADE | 289 | 13 | 4 |
| BUILDING TOTAL | 629 | 25 | 4 |

| HIGH SCHOOL | RESIDENTS | OPEN ENROLLMENT IN | OPEN ENROLLMENT OUT |
|-----------------------|-----------|--------------------------|---------------------------|
| NINTH GRADE | 307 | 11 | 4 |
| TENTH GRADE | 329 | 19 | 2 |
| ELEVENTH GRADE | 326 | 13 | 5 |
| TWELFTH GRADE | 326 | 20 | 8 |
| BUILDING TOTAL | 1288 | 63 | 19 |

| PK-12 TOTALS | RESIDENTS | OPEN ENROLLMENT IN | OPEN ENROLLMENT OUT |
|------------------------|-----------|--------------------------|---------------------------|
| | 4177 | 242 | 35 |
| TOTAL DPI COUNT | 4212 | | |

| | STUDENTS | FACTOR | FTE |
|----------------------------|----------|--------|------|
| FOUR-YEAR OLD KINDERGARTEN | 248 | 0.6 | 149 |
| EC | 18 | 0.5 | 9 |
| FULL DAY KINDERGARTEN | 274 | 1 | 274 |
| 1ST-12TH | 3672 | 1 | 3672 |
| TOTAL | 4212 | | |

| | |
|------------------------------|------|
| TOTAL REVENUE CAP FTE | 4104 |
|------------------------------|------|

SUMMARY REPORT - STUDENT COUNT 2021-22

| | January 2022 | September 2021 |
|---------------------|---------------------|-----------------------|
| Residents | 4177 | 4149 |
| Open Enrollment In | 242 | 242 |
| Open Enrollment Out | 35 | 38 |
| DPI Count Total | 4212 | 4187 |
| Actual Attendance | 4419 | 4391 |

The DPI count is equal to residents plus open enrollment out.

The actual attendance is equal to residents plus open enrollment in.

The DPI Count changes during the school year over the last five years are as follows.

| | |
|----------------------------|----|
| 17-18 September to January | 8 |
| 18-19 September to January | 5 |
| 19-20 September to January | 16 |
| 20-21 September to January | 12 |
| 21-22 September to January | 28 |

Changes by building, based on residents plus open enrollment students:

| | |
|--------------|----|
| Prairie | 9 |
| Heritage | 3 |
| Arboretum | 8 |
| Intermediate | 7 |
| Middle | 2 |
| High | -3 |
| 4K | 2 |
| Total Change | 28 |

ADMISSION OF NON-RESIDENT STUDENTS

422

Admission of non-resident students to the Waunakee Community School District requires the approval of the Board of Education. The Board shall make a written agreement with the parents/guardians for the payment of tuition. Transportation for nonresident students is the responsibility of the parents/guardians.

Requests for enrollment in a particular school may be granted to nonresident students with the approval of the superintendent and the principal after a review of enrollment and class size has been considered. Enrollment will be temporary until the Board approves student entrance. Tuition charges will be applied as per state statute.

Exception by Law

1. Students who have gained twelfth grade status and are residents of the Waunakee School District at the time of gaining such status shall be able to complete the twelfth grade without payment of tuition, even though they or their parents are non-residents. They shall count as residents for school membership.
2. Students who are eligible for a tuition waiver. (See 422-Rule (1))
3. Students from foreign countries who participate in exchange student programs approved by the Board may attend the Waunakee Community Schools without payment of tuition. A foreign student who is in the United States is prohibited from attending elementary school (K-8) if under an F-1 visa. A foreign student in the United States in grades 9-12 must pay full tuition in advance if the student holds an F-1 visa and is limited to a period of attendance not to exceed twelve (12) months. These restrictions do not affect foreign students in any other immigration status. The District will establish and maintain its certification as an F1 visa school.
4. A student moving into the district may request enrollment prior to establishing residency. This request can be granted for nine weeks. Tuition shall be charged in advance of enrollment and will be refunded if residency is established within nine weeks. There will be no refund of tuition if residency is not established.

An extension of nine weeks can be requested with an additional tuition payment. The additional tuition payment will be refunded if residency is established within the additional nine weeks. There will be no refund of tuition if residency is not established.

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 approval for the start of the fall semester of the upcoming school year. All applications must be from exchange programs approved by the Board of Education. Individual applicants are subject to acceptance or rejection as determined by the high school principal.

The school district is not required to enroll a student during the term of his/her expulsion from another school district. The district shall require, in cases where students have been expelled from other school districts, that administration will obtain the following information from the former school district before recommending to the Board whether a student be enrolled in Waunakee Community Schools: 1) a copy of the expulsion findings and order, 2) a written explanation of the reasons why the student was expelled, and 3) the length of the term of the expulsion.

The District shall not discriminate in admissions to any school, class, program or activity on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. This does not prohibit placement in a class, program or school based on objective criteria. Discrimination complaints shall be processed in accordance with established procedures.

Legal Ref.: Sections 118.13 Wisconsin Statutes
120.13(i)(h)
121.77-121.84
Illegal Immigration Reform and Immigration Responsibility Act of 1996
PI9, Wisconsin Administrative Code

Cross Ref.: 411-Rule (1), Student Discrimination/Harassment Complaint Procedures
420, School Admissions
421, Entrance Age
423, Full-time Open Enrollment
424, Part-time Open Enrollment
432, School Attendance Areas
433, Assignment of Students to Classes

Adopted: 10/9/89

Revised: March 1994
12/11/95
9/18/97
4/13/98
10/12/98
8/14/00
March 2002
July 2004
July 2006
December 2012
May 2017

Waunakee Community School District

2021-22 Budget Status Report-January 31, 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 | 14,380,502.42 | 0.00 | 50.89% | 13,876,146.58 |
| Personnel Costs: Benefits | 10,313,596 | 10,313,596 | 5,353,625.91 | 0.00 | 51.91% | 4,959,970.09 |
| Total | 38,570,245 | 38,570,245 | 19,734,128.33 | 0.00 | 51.16% | 18,836,116.67 |
| Buildings | Budget | Revised Budget | Spent | Ordered | % Spent/Or. | Available |
| Prairie School | 82,370 | 82,370 | 48,563.33 | 7,088.70 | 67.56% | 26,717.97 |
| Prairie School CSF | 18,322 | 21,053 | 16,978.26 | 215.91 | 81.67% | 3,859.20 |
| Heritage School | 84,700 | 84,700 | 47,020.36 | 20,799.43 | 80.07% | 16,880.21 |
| Heritage School CSF | 16,046 | 18,688 | 5,998.67 | 7,267.56 | 70.99% | 5,421.40 |
| Arboretum School | 71,625 | 71,625 | 42,275.48 | 4,560.77 | 65.39% | 24,788.75 |
| Arboretum School CSF | 15,970 | 18,393 | 12,907.56 | 920.28 | 75.18% | 4,565.06 |
| Intermediate School | 142,830 | 142,830 | 62,237.53 | 14,392.46 | 53.65% | 66,200.01 |
| Intermediate School CSF | 23,746 | 27,263 | 20,341.00 | 85.87 | 74.93% | 6,835.70 |
| Middle School | 153,220 | 153,220 | 95,000.46 | 20,617.42 | 75.46% | 37,602.12 |
| Middle School CSF | 22,229 | 25,779 | 18,886.35 | 2,465.44 | 82.83% | 4,427.43 |
| High School | 553,993 | 553,993 | 191,735.22 | 47,017.16 | 43.10% | 315,240.62 |
| High School CSF | 50,603 | 57,933 | 24,090.06 | 2,778.42 | 46.38% | 31,064.91 |
| Athletics | 354,477 | 354,477 | 200,964.49 | 106,061.66 | 86.61% | 47,450.85 |
| Departments | | | | | | |
| Utilities | 1,042,000 | 1,042,000 | 739,204.65 | 288,136.26 | 98.59% | 14,659.09 |
| Maintenance | 1,003,090 | 1,003,090 | 876,939.55 | 291,859.26 | 116.52% | -165,708.81 |
| Capital Projects | 150,000 | 150,000 | 0.00 | 0.00 | 0.00% | 150,000.00 |
| Contingency Fund | 100,000 | 100,000 | 2,345.95 | 0.00 | 2.35% | 97,654.05 |
| Energy Conservation | 83,894 | 83,894 | 99,718.13 | 0.00 | 118.86% | -15,824.13 |
| Transportation | 1,273,528 | 1,273,528 | 534,964.63 | 733,112.09 | 99.57% | 5,451.28 |
| Technology | 966,179 | 966,179 | 531,159.23 | 28,073.63 | 57.88% | 406,946.14 |
| Technology Erate/Fees | 53,600 | 53,600 | 29,363.16 | 5,262.40 | 64.60% | 18,974.44 |
| Curriculum-Secondary | 204,029 | 204,029 | 333,371.80 | 10,237.79 | 168.41% | -139,580.59 |
| Curriculum-Elementary Operations | 197,982 | 197,982 | 65,517.11 | 15,364.51 | 40.85% | 117,100.38 |
| Curriculum-Elementary District | 945,000 | 945,000 | 476,000.00 | 469,000.00 | 100.00% | 0.00 |
| Human Resources | 35,850 | 35,850 | 26,603.30 | 0.00 | 74.21% | 9,246.70 |
| Superintendent | 84,600 | 84,600 | 79,840.58 | 32,277.65 | 132.53% | -27,518.23 |
| Student Services-Operations | 71,250 | 71,250 | 7,969.07 | 1,170.96 | 12.83% | 62,109.97 |
| Student Services-District | 92,500 | 92,500 | 26,721.40 | 42,079.62 | 74.38% | 23,698.98 |
| Business Office | 499,673 | 499,673 | 504,114.19 | 150,899.12 | 131.09% | -155,340.31 |
| District Wide | 1,344,610 | 1,344,610 | 580,229.64 | 77,563.34 | 48.92% | 686,817.02 |
| 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 | | | | | | |
| 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 | 40,874.08 | 66.36 | 45.60% | 48,835.56 |
| Title 1 Grant (Private) | 6,199 | 6,199 | 2,680.49 | 0.00 | 43.24% | 3,518.51 |
| Title 2 Grant (Public) | 50,807 | 54,375 | 32,534.24 | 0.00 | 59.83% | 21,840.76 |
| 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 | 8,796.00 | 0.00 | 100.00% | 0.00 |
| Title 4A Grant (Private) | 351 | 1,219 | 0.00 | 0.00 | 0.00% | 1,219.00 |
| Career/Tech Ed Grant | 73,654 | 73,654 | 10,234.82 | 1,095.00 | 15.38% | 62,324.18 |
| CEIS Federal Flo-Through | 153,367 | 153,302 | 74,927.69 | 0.00 | 48.88% | 78,374.31 |
| Ed. Effectiveness Grant | 29,520 | 30,080 | 0.00 | 0.00 | 0.00% | 30,080.00 |
| 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 | 10,756.74 | 0.00 | 56.87% | 8,157.26 |
| 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 | 3,509.00 | 7,051.00 | 14.08% | 64,440.00 |
| SAODA | 0 | 1,000 | 0.00 | 0.00 | 0.00% | 1,000.00 |
| Other Program Totals | | | | | | |
| 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 | 118,918.59 | 123,361.39 | 100.01% | -29.98 |
| Subtotals | Original Budget | Revised Budget | Spent | Ordered | % Spent/Or. | Available |
| Salary & Benefits Totals | 38,570,245 | 38,570,245 | 19,734,128.33 | 0.00 | 51.16% | 18,836,116.67 |
| Building Totals | 1,590,131 | 1,612,324 | 786,998.77 | 234,271.08 | 63.34% | 591,054.23 |
| Department Totals | 8,217,725 | 8,217,725 | 4,968,810.43 | 2,145,078.42 | 86.57% | 1,103,836.15 |
| Grant Totals | 1,192,576 | 1,197,655 | 215,345.59 | 8,212.36 | 18.67% | 974,097.05 |
| Other Program Totals | 6,648,894 | 6,648,894 | 118,918.59 | 123,361.39 | 3.64% | 6,406,614.02 |
| Total Fund 10 Expenditures | 56,219,571 | 56,246,843 | 25,824,201.71 | 2,510,923.25 | 50.38% | 27,911,718.12 |

2021-22 Budget Status Report-January 31, 2021

GENERAL FUND 10 REVENUES

| Building/Department | Original Budget | Revised Budget | Received | Ordered | % Received | Unreceived |
|-------------------------|-----------------|----------------|---------------|---------|------------|---------------|
| Prairie School | 5,720 | 5,720 | 3,744.88 | 0.00 | 65.47% | 1,975.12 |
| Heritage School | 5,950 | 5,950 | 3,307.61 | 0.00 | 55.59% | 2,642.39 |
| Arboretum School | 6,375 | 6,375 | 3,958.50 | 0.00 | 62.09% | 2,416.50 |
| Intermediate School | 33,350 | 33,350 | 11,729.20 | 0.00 | 35.17% | 21,620.80 |
| Middle School | 32,600 | 32,600 | 11,890.44 | 0.00 | 36.47% | 20,709.56 |
| High School | 169,750 | 169,750 | 158,674.46 | 0.00 | 93.48% | 11,075.54 |
| Curriculum - Elementary | 0 | 0 | 188.00 | 0.00 | --- | -188.00 |
| Curriculum - Secondary | 8,800 | 8,800 | 8,232.09 | 0.00 | 93.55% | 567.91 |
| Maintenance | 6,000 | 6,000 | 21,265.55 | 0.00 | 354.43% | -15,265.55 |
| Energy Conservation | 0 | 0 | 4,909.30 | 0.00 | --- | -4,909.30 |
| Athletic Dept | 38,000 | 38,000 | 4,176.00 | 0.00 | 10.99% | 33,824.00 |
| Human Resources | 2,200 | 2,200 | 62.93 | 0.00 | 2.86% | 2,137.07 |
| Technology | 2,750 | 2,750 | 8,207.41 | 0.00 | 298.45% | -5,457.41 |
| E-Rate | 53,600 | 53,600 | 8,513.19 | 0.00 | 15.88% | 45,086.81 |
| District | 54,512,009 | 54,512,009 | 23,628,549.95 | 0.00 | 43.35% | 30,883,459.05 |

Grants - Fund 10

| | | | | | | |
|-----------------------------|---------|---------|-----------|------|---------|------------|
| Common School Fund-District | 152,716 | 162,337 | 0.00 | 0.00 | 0.00% | 162,337.00 |
| Title 1 Grant (Public) | 89,776 | 89,776 | 420.08 | 0.00 | 0.47% | 89,355.92 |
| Title 1 Grant (Private) | 6,199 | 6,199 | 355.25 | 0.00 | 5.73% | 5,843.75 |
| 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 | 52,677.69 | 0.00 | 34.36% | 100,624.31 |
| Ed. Effectiveness Grant | 29,520 | 30,080 | 0.00 | 0.00 | 0.00% | 30,080.00 |
| ESSER2 | 626,122 | 626,122 | 0.00 | 0.00 | 0.00% | 626,122.00 |
| ESSER3 | 0 | 0 | 13,500.00 | 0.00 | --- | -13,500.00 |
| Peer Mentor Grant | 2,975 | 2,975 | 2,975.00 | 0.00 | 100.00% | 0.00 |
| Perkins Grant | 18,914 | 18,914 | 3,294.92 | 0.00 | 17.42% | 15,619.08 |
| Reading Readiness | 8,375 | 8,375 | 0.00 | 0.00 | 0.00% | 8,375.00 |
| Dane Co. Mental Health | 20,511 | 20,511 | 14,510.49 | 0.00 | 70.74% | 6,000.51 |
| School-Based Mental Health | 75,000 | 75,000 | 0.00 | 0.00 | 0.00% | 75,000.00 |
| SAODA | 0 | 1,000 | 0.00 | 0.00 | 0.00% | 1,000.00 |

| | | | | | | |
|-------------------------------|-------------------|-------------------|----------------------|-------------|---------------|----------------------|
| Total Fund 10 Revenues | 56,219,571 | 56,234,271 | 23,965,142.94 | 0.00 | 42.62% | 32,269,128.06 |
|-------------------------------|-------------------|-------------------|----------------------|-------------|---------------|----------------------|

SPECIAL EDUCATION FUND 27 EXPENSES

| Salaries & Benefits (no grants) | Budget | Revised Budget | Spent | Ordered | % Spent/Or. | Available |
|---------------------------------|------------------|------------------|---------------------|-------------|---------------|---------------------|
| Salaries | 5,894,937 | 5,894,937 | 2,832,315.08 | 0.00 | 48.05% | 3,062,621.92 |
| Benefits | 2,339,942 | 2,339,942 | 1,088,539.13 | 0.00 | 46.52% | 1,251,402.87 |
| Total | 8,234,879 | 8,234,879 | 3,920,854.21 | 0.00 | 47.61% | 4,314,024.79 |

Departments

| | | | | | | |
|-----------------------|---------|---------|------------|------------|---------|-------------|
| Special Ed-Operations | 28,839 | 28,839 | 4,750.27 | 4,746.35 | 32.93% | 19,342.38 |
| Special Ed-District | 126,557 | 126,557 | 133,299.23 | 115,918.93 | 196.92% | -122,661.16 |
| Transportation | 323,008 | 323,008 | 158,433.48 | 152,922.52 | 96.39% | 11,652.00 |
| Medicaid | 9,000 | 9,000 | 8,980.61 | 0.00 | 99.78% | 19.39 |

Grants-Fund 27

| | | | | | | |
|-------------------------------|---------|---------|------------|-----------|--------|------------|
| IDEA FlowThrough Grant | 778,446 | 778,446 | 327,673.66 | 86,667.39 | 53.23% | 364,104.95 |
| IDEA FlowThrough Grant-ESSER3 | 198,857 | 198,857 | 0.00 | 0.00 | 0.00% | 198,857.00 |
| IDEA PreSchool Grant | 23,500 | 23,500 | 6,874.19 | 2,189.18 | 38.57% | 14,436.63 |
| 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 | 4,560,865.65 | 362,444.37 | 50.52% | 4,822,178.98 |
|-----------------------------------|------------------|------------------|---------------------|-------------------|---------------|---------------------|

SPECIAL EDUCATION FUND 27 REVENUES

| Source | Budget | Revised Budget | Received | Ordered | % Received | Unreceived |
|-------------------------------|-----------|----------------|------------|---------|------------|--------------|
| IDEA FlowThrough Grant | 778,446 | 778,446 | 117,937.26 | 0.00 | 15.15% | 660,508.74 |
| IDEA FlowThrough Grant-ESSER3 | 198,857 | 198,857 | 0.00 | 0.00 | 0.00% | 198,857.00 |
| IDEA PreSchool Grant | 23,500 | 23,500 | 4,276.87 | 0.00 | 18.20% | 19,223.13 |
| 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 | 690,968.61 | 0.00 | 7.92% | 8,031,314.39 |

| | | | | | | |
|-------------------------------|------------------|------------------|-------------------|-------------|--------------|---------------------|
| Total Fund 27 Revenues | 9,745,489 | 9,745,489 | 813,182.74 | 0.00 | 8.34% | 8,932,306.26 |
|-------------------------------|------------------|------------------|-------------------|-------------|--------------|---------------------|

FOOD SERVICE FUND 50 EXPENSES

| Function | Budget | Revised Budget | Spent | Ordered | % Spent/Or. | Available |
|----------|-----------|----------------|--------------|--------------|-------------|-----------|
| All | 2,356,669 | 2,356,669 | 1,085,431.05 | 1,208,296.69 | 97.33% | 62,941.26 |

FOOD SERVICE FUND 50 REVENUES

| Source | Budget | Revised Budget | Received | Ordered | % Received | Unreceived |
|--------|-----------|----------------|--------------|---------|------------|------------|
| All | 2,406,900 | 2,406,900 | 1,503,593.79 | 0.00 | 62.47% | 903,306.21 |

2021-22 Budget Status Report-January 31, 2021

| 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 | 3,744.88 | 1,975.12 | 82,370 | 55,652.03 | 26,717.97 | 24,742.85 | 42,420.88 |
| Heritage School | 17,611.01 | 5,950.00 | 3,307.61 | 2,642.39 | 84,700 | 67,819.79 | 16,880.21 | 14,237.82 | 31,848.83 |
| Arboretum School | 21,718.99 | 6,375.00 | 3,958.50 | 2,416.50 | 71,625 | 46,836.25 | 24,788.75 | 22,372.25 | 44,091.24 |
| Intermediate School | 48,083.05 | 33,350.00 | 11,729.20 | 21,620.80 | 142,830 | 76,629.99 | 66,200.01 | 44,579.21 | 92,662.26 |
| Middle School | 38,027.78 | 32,600.00 | 11,890.44 | 20,709.56 | 153,220 | 115,617.88 | 37,602.12 | 16,892.56 | 54,920.34 |
| High School | 87,228.82 | 169,750.00 | 158,674.46 | 11,075.54 | 553,993 | 238,752.38 | 315,240.62 | 304,165.08 | 391,393.90 |
| Athletic Dept | 60,229.50 | 38,000.00 | 4,176.00 | 33,824.00 | 354,477 | 307,026.15 | 47,450.85 | 13,626.85 | 73,856.35 |
| Curriculum-Elementary (Oper) | 13,687.23 | 0.00 | 0.00 | 0.00 | 197,982 | 80,881.62 | 117,100.38 | 117,100.38 | 130,787.61 |
| Curriculum-Secondary | 20,932.26 | 8,800.00 | 8,232.09 | 567.91 | 204,029 | 343,609.59 | -139,580.59 | -140,148.50 | -119,216.24 |
| CTE Grant | | 73,654.00 | 0.00 | 73,654.00 | 73,654 | 11,329.82 | 62,324.18 | -11,329.82 | -11,329.82 |
| 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 | 26,603.30 | 9,246.70 | 7,109.63 | 10,749.50 |
| Maintenance | 311,049.59 | 6,000.00 | 21,265.55 | -15,265.55 | 1,003,090 | 1,168,798.81 | -165,708.81 | -150,443.26 | 160,606.33 |
| 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 | 9,140.03 | 62,109.97 | 62,109.97 | 88,683.20 |
| Superintendent | 15,395.84 | 0.00 | 0.00 | 0.00 | 84,600 | 112,118.23 | -27,518.23 | -27,518.23 | -12,122.39 |
| Technology | 340,408.09 | 56,350.00 | 16,720.60 | 39,629.40 | 1,019,779 | 593,858.42 | 425,920.58 | 386,291.18 | 726,699.27 |
| 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 | | | | | | | 681,281.07 | 1,714,339.27 |



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 January 2022.

| | School Address | Type of Drill | Date of Drill |
|------------|---|----------------------|----------------------|
| AES | Arboretum Elementary School 1350 Arboretum Drive Waunakee, WI 53597 | Hold | 1/10/2022 |
| HES | Heritage Elementary School 501 South Street Waunakee, WI 53597 | Hold | 01/18/2022 |
| PES | Prairie Elementary School 700 N. Madison Street Waunakee, WI 53597 | Hold | 01/12/2022 |
| WIS | Waunakee Intermediate School 6273 Woodland Drive Waunakee, WI 53597 | Hold | 01/19/2022 |
| 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

Building Drill Summary YEAR: 2021/2022

| Building | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN |
|--------------|--|-----|-----|-------------|-----|-----|-----|-----|-----|-----|
| Arboretum | F | H | H | H | H | | | | | |
| Heritage | F | F | F | H* | H | | | | | |
| Prairie | F | F | F | H | H | | | | | |
| Intermediate | F | F | F | H | H | | | | | |
| Middle | F | H | F | H* | C | | | | | |
| High | F | H | F | H (medical) | F | | | | | |
| 14 | *Hold Drill previously scheduled for the same day as the Social Media School Violence challenge. Drills cancelled so as not to cause student/staff/parent concerns that the drill was an actual event. | | | | | | | | | |

| Legend | Description | Additional Notes |
|--------|-------------------------------|---|
| A | ALICE Drill - Lockdown | <i>Written evaluation of drill submitted to BOE within 30 days of school violence drill</i> |
| B | Bus Evacuation | |
| C | Planned Drill Cancelled | |
| E | Evacuation | |
| F | Fire | |
| H | Hold | <i>Written evaluation of drill submitted to BOE within 30 days of school violence drill</i> |
| T | Tornado | |

**School Violence Drill Evaluation Report
Waunakee Community School District**

**Must be completed with 30 days of the drill and sent to
Safety Coordinator for submission to Board of Education**

| | | | |
|--------------------------------|-----------------------------|-------------------------|---|
| School Site and Address | Arboretum Elementary | Date | January 10, 2022 |
| Type of Drill/Exercise | Hold Procedures | Drill Supervisor | Sheila Weihert |
| Number of Students Present | 401 | Number of Staff Present | 63 |
| Duration of Drill | 9:04-9:08 a.m. 4 minutes | Assisting Staff | All Staff Bob Homan Denise Mehlhoff Special Ed Staff |

| <i>Pre-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? | | N/A | |
| <i>During</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</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 | |

HOLD Procedures

Monday, January 10, 2022 due to child behavior

Staff Hold Procedures:

https://docs.google.com/document/d/1kvshE8LDFJOSpG48ory_alWdKDp7mCDLf6iMG1WExxs/edit

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: 1/10/2022
(digitally signed and dated)

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 | HES 501 South St. Waunakee, Wi | Drill Date | Tuesday, January 18, 2022 |
| Type of Drill/Exercise | Hold Drill | Drill Supervisor | Dan Carter |
| Number of Students Present | 471 | Number of Staff Present | 80 |
| | 4:00 min | Assisting Staff | Carter, Dawson, Gillis, Bower, Cramer |

| <i>Pre-Drill Planning</i> | Yes | No | N/A |
|--|------------|-----------|------------|
| Have Staff been trained in the procedure for this scenario? | Yes | | |
| Have Students been trained in the procedures for the scenario? | Yes | | |
| Were parents notified prior to the drill? | | No | |
| Were staff notified prior to the drill? | Yes | | |
| Were police, fire or other emergency responders invited to attend? | | No | |
| <i>During the Drill</i> | Yes | No | N/A |
| Was plain language used to initiate the drill? | Yes | | |
| Were any code words used during the drill? | | No | |
| Was the announcement/alert heard in every location occupied by students? | Yes | | |
| Were there any problems during the drill(Explain in narrative section) | | No | |

| <i>After the Drill</i> | Yes | No | N/A |
|--|------------|-----------|------------|
| Was a debrief held with the School Safety Team? | Yes | | |
| Were police, fire and other included in the debrief? | | No | |
| Will staff and students be debriefed? | Yes | | |
| Will parents be informed of the drill results? | | No | |

| Narrative - Description of the drill, problems encountered, lessons learned |
|---|
| |

Report Prepared by: Dan Carter/Gina Wherley Date: 01/18/2022
 (digitally signed and dated)

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 | 700 N. Madison St. | Drill Date | 1/12/2021 @ 9:00 am |
| Type of Drill/Exercise | Hold | Drill Supervisor | Katie Grundahl, Dean Kaminski |
| Number of Students Present | 180 | Number of Staff Present | 64 |
| Duration of Drill | 5 minutes | Assisting Staff | Biddick, Grundahl, Kaminski, Frederick, Voeller, Mayrand |

| <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 | |

| After the Drill | Yes | No | N/A |
|---|------------|-----------|---|
| Was a debrief held with the School Safety Team? | | | X (debr. with office staff) |
| Were police, fire and others 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 |
|---|
| <p>Dean announced at 9:00 - "We are in a hold drill. This is only a drill. If you are in the hallway, please proceed to the nearest classroom. All doors must be shut and locked. You may continue teaching. An announcement will be made when the drill is over."</p> <p>Emergency Button was pulled to test the notification system. Notice via email but not with Informacast App. IT will investigate.</p> <p>9:01-9:05 Doors checked. Empty room door was open. Need to connect with the teacher next door and staff who uses the room to lock the door. Door to back entry into the office left open. Will follow up with staff offices near the door to make sure it is closed.</p> <p>9:05 - announced drill is over.</p> |

Report Prepared by: _____Dean Kaminski_____ Date: _____1/14/2021_____

Date submitted to Superintendent Office: ___1/14/2021_____

**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**

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|-----------------------------------|--|--------------------------------|---------------------------------|
| School Site and Address | Intermediate School, 6273 Woodland Drive | Drill Date | 1/19/22 8:15 a.m.- 8:22 a.m. |
| Type of Drill/Exercise | HOLD | Drill Supervisor | Tim Mommaerts |
| Number of Students Present | 609 | Number of Staff Present | 83 |
| Duration of Drill | 7 minutes | Assisting Staff | Lisa Jondle |

| <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? In weekly newsletter | 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? HOLD | 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? Will occur at next staff meeting | | x | |
| Were police, fire and other included in the debrief? | | x | |
| Will staff and students be debriefed? Will occur at next assembly | | x | |
| Will parents be informed of the drill results? | | x | |

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| Narrative - Description of the drill, problems encountered, lessons learned |
| Water North East doors were ajar |

Report Prepared by: Julia A. Colloche Date: 1/20/22
Date submitted to Superintendent Office: 1/20/22

TO: Waunakee School District Board of Education

FROM: Jeff Kenas/Patti Coffren

DATE: Jan 18, 2022

RE: ELA donation from Gary Peterson

Waunakee Middle School has received a donation of \$1500.00, donated by Gary Peterson 281 Lawthorn St., The Villages, FL 32162, grandfather of teacher Kate Peterson. This money is to be used by 8th grade ELA teachers in an area they see a need.

Waunakee Community High School Activities Department



608-849-2100 X2053 | 301 COMMUNITY DRIVE | WAUNAKEE, WI 53597

January 25, 2022

MEMO TO: Mr. Guttenberg & Board of Education Members

FROM: Aaron May, Activities Director

RE: Donation for the HS Cross Country Team

Steve & Heather Raffel generously donated \$500 on December 22, 2022 to fund the purchase of new exercise bands for the HS Cross Country Team.

A thank you can be sent to Steve & Heather Raffel, 7770 Noll Valley Road, Verona, WI 53593.

Please feel free to contact me with any questions or concerns regarding this request.



February 9, 2022

Memo To: WCSD Board of Education

From: Randy Guttenberg

Re: Pride Pump Donation

Meffert Oil Co. 300 South Division St. PO Box 157 Waunakee WI 53597. Made a donation of \$1000.00 to the WCSD Athletic Department from the proceeds of their Pride Pump Campaign



Memorandum

February 3, 2022

To: Mr. Guttenberg
School Board Members

From: Brian Borowski

Re: Proposed Orchestra Overnight Trip

Mrs. Elizabeth Heiks, High School Orchestra Director, is requesting permission to plan for an overnight trip to Goshen, Indiana from April 5-6, 2022. The trip would involve 30-40 upperclassmen students in Symphony Orchestra at Waunakee High School. Please review the following details provided by Mrs. Heiks.

Field Trip Proposal

- Where: Goshen College, Goshen, Indiana (1.5 hours from Chicago)
- Why: To see orchestral star and icon Edgar Meyer perform with Scottish Ensemble and have a private rehearsal/talk with the musicians
- When: April 5-6
- Students: 30-40 upperclassmen in Symphony Orchestra
- Cost: \$150-\$200 (includes tickets, lodging and bus)

My alma mater, Goshen College, extended an exclusive invitation to myself and my students to meet Edgar Meyer, and hear him perform with the Scottish Ensemble on April 5. Edgar Meyer is as iconic as Yo Yo Ma for those of us in the string world, and this is a once in a lifetime opportunity I would be thrilled to share with my students. Due to concert venue policy, this experience would be limited to fully vaccinated students.

ITINERARY -

April 5

- 10am Depart WHS
- 12:30-2:00 pm Lunch break at Water Tower Place
- 5:00 EST Arrive downtown Goshen- dinner reservations at local establishment 6:30 pm arrive arrive at Goshen College for sound check rehearsal with Edgar Meyer
- 7:30 pm Concert
- Post-Concert: Private talk with Edgar Meyer
- 10 pm: Arrive to local lodging for evening

April 6

- Depart after breakfast (around 9am)
- Lunch near Rockford exit
- 3:00 pm Arrive back at WHS

As Ms. Heiks has noted, this trip is considered a once in a lifetime opportunity; therefore, I am respectfully requesting your approval.

Please feel free to contact me or Mrs. Heiks with any questions related to this request.