

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

Monday, October 10, 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.youtube.com/channel/UCIgebJT-i0GbAiYqrkpaBmA>

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](mailto: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) and (f).**

A. Review Minutes of 9/12/22 Meeting

B. Review a Public Complaint About School Personnel and Consider an Individual's Employment. The Board of Education May Take Action in Closed Session, if Appropriate.

C. Review Individual Teacher Contract Recommendations, Resignations and Retirements

D. Review Individual Co-Curricular Contract Recommendations

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

**IV. RETURN TO OPEN SESSION**

**V. BOARD DEVELOPMENT WORKSHOP**

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The Board will use this agenda item to discuss the operations of the school board. For the October 10th meeting, the Board will discuss two items:

1. Board/Staff Listening Sessions
2. The process for including the Budget Committee on budget related items that originate from another board committee.

**VI. APPROVAL OF MINUTES**

A. Review Minutes from 9/12/22

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**VII. APPROVAL OF AGENDA AND ADDITIONS**

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

**VIII. PUBLIC COMMENTS**

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The Board of Education provides a public listening session for the public to comment on any item related to the governance or management of the WCSD. A copy of Board Policy 187 - Public Participation at Board Meetings is attached for your reference. Each commenter will be allowed 3 minutes. A total of 30 minutes will be allowed for this item

**IX. TEACHING STAFF, STUDENT,**

**& BOARD REPORTS/RECOMMENDATIONS/ACTION ITEMS**

A. Student Reports

High School Student Council Representatives, Isabelle Hahn and Kaden Cerdena, will report to the Board on events and matters at the high school.

B. Teacher Update

Representatives of the teaching staff will provide an update to the Board.

C. Board Reports/Action Items

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

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

**X. COMMITTEE REPORTS/RECOMMENDATIONS/ACTION ITEMS**

A. Policy Committee

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Review the minutes from the 9/29/22 meeting.

\*This meeting replaced the 9/22/22 meeting that was canceled.

1. Policies for Discussion, Review, and Consideration

a. Consider Policies 330, 334, 335, 341.2, 342.3, 342.4

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Continuation of District's Policy Review: The policies for review on Monday evening are summarized in the attached spreadsheet, and the individual policies are attached per each policy's distinct agenda item. Action can be taken individually or as a whole on the policies being presented.

These policies have been reviewed by staff from the WASB, district administration, the Committee Chair, along with the recommendation from the

Policy Committee. The administration will present each of the policies for consideration.

- 1. Consider adopting WASB PRG version of Policy 330 Curriculum Adoption 21
- 2. Consider Repealing Policy 334 Evaluations/Approval of Instructional Programs 24
- 3. Consider adopting WASB PRG version of 335 and repeal 335 Rule 25
- 4. Consider adopting WASB PRG version policy 341.2 (replaces WCSD 341.1) 28
- 5. Consider adopting WASB PRG version of policy 342.3 31
- 6. Consider adopting WASB PRG policy 342.4 and repealing 342.4 Exhibit 34

b. Consider Policy 422 39  
 Per administrative recommendation, Policy 422 is being considered at this time for a change in the date to receive information regarding exchange students. The administration would like to align the deadline for consideration of an exchange student with the July School Board Meeting.

B. Curriculum Committee 42

Review the minutes from the 10/5/22 meeting.

- 1. Review State Assessment Results 43  
 Tim Schell and Amy Johnson from the Curriculum and Instruction Department will provide an overview of the District's Spring 2022 State Assessment Results.

Attached please find the presentation on district assessment results that they provided at the Curriculum Committee Meeting. They will present a modified summary report of this data on Monday evening.

**XI. ADMINISTRATIVE REPORTS/RECOMMENDATIONS/ACTION ITEMS**

A. Administrative Reports/Action Items

- 1. Title IX Audit Report and Recommendations 57  
 Attached please find the final report and associated exhibits from Janis Doleschal, who the District contracted with to conduct a Title IX Audit of our athletic programs. Also, please find a presentation that the administration will present on Monday evening that summarizes this report, reviews Ms. Doleschal's recommendations, and provides the recommendations from the administration to address the areas of concern from the report.

- 2. Facility and Referendum Planning Update 91  
 Attached please find a brief update on the planning for Heritage Elementary School. The Visionary Team has narrowed its focus to Option #4 -- the version of the design associated with the Flex Cafe. I will present this update to the Board on

Monday evening and share more about the Flex Cafe Model. I will be seeking input from the Board so the team can continue its work and focus.

Steve and I will also provide any additional referendum updates on Monday at the meeting.

3. Resolution Amending the Resolution Authorizing the Issuance and Establishing Parameters for a Taxable Temporary Borrowing in an Amount not to Exceed \$8,700,000 pursuant to Section 67.12(8)(a)1, WIS.Stats. Adopted on September 12, 2022 103

The purpose of this agenda item is to request school board approval of the resolution for our cash flow borrowing process for the 2022-2023 school year. Attached please find the resolution that administration is recommending for approval. NOTE: This agenda item was approved at the September school board meeting, but we are bringing it back for the October board meeting because the interest rate market has increased above the level approved by the school board in September. The resolution that is attached is amended from the September resolution to reflect the higher interest rate market.

The resolution provides the parameters for moving forward with a cash flow borrowing process. Our district completes an annual cash flow borrowing process to account for the differences between the receipt of revenues and the payment of expenses. The process for 2022-2023 takes into account the November 2022 referendum process as a school district can only borrow up to \$10,000,000 per year tax exempt. This cash flow borrowing process is taxable so that the potential \$10 million referendum borrowing in December would be tax exempt.

Attached please find the amended resolution.

4. Third Friday Count 109

Attached please find the Third Friday Count email communication and data that was shared with all School Board members on September 30th.

5. Consideration of Special Education Positions. 110

Adaptive Special Education Teacher - District Wide  
Cross Categorical Special Education Teachers - WIS

The district has completed the Department of Public Instruction transfer of service process for each of these positions. This means that the district will be able to increase revenues for the 2022-2023 school year to fund the cost of these positions, excluding the state categorical special education aid. As a reminder, the state categorical special education aid is provided the year after an expenditure takes place.

6. Announcements/Correspondence	
a. Announcements/Correspondence	114
National Merit Scholars - Brian Borowski	
<b>XII. <u>CONSENT AGENDA</u></b>	
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 September 2021. Please feel free to reach out to Allie Dye at alexandradye@waunakee.k12.wi.us if you have any questions.	
B. Finance	
1. Monthly Finance Reports	115
Attached you will find the Budget Status report as of September 30, 2022 and the Cash Reconciliation report for August 2022.	
C. Post Secondary Credit Options	
D. Consideration of Club/Org Advisor Pay	
1. Consideration of Paid advisor for Model UN	116
E. Consideration of School Safety Drills	118
F. Gifts and Field Trips	
1. Gifts	
a. Pride Pump Donation - Meffert Oil - \$1000	121
2. Field Trips	
G. Approve Individual Teacher, Co-curricular, Support Staff & Custodial Recommendations, Resignations, Leaves & Retirements	
<b>XIII. <u>BOARD BUSINESS</u></b>	
A. Fall 2022 Board/Staff Listening Sessions	122
Attached please find a schedule of proposed dates for the Board/Staff Listening Sessions.	
B. Board Correspondence	
<b>XIV. <u>FUTURE AGENDAS AND MEETINGS</u></b>	
A. Agenda Items for Next Meeting	
B. Special Meeting - Setting the Tax Levy Meeting.	
C. Budget Committee	
D. Co-Curricular Committee	
E. Curriculum Committee	
F. Facility Committee	
G. Human Resources Committee	
H. Policy Committee	
I. DEI Committee	
<b>XV. <u>RETURN TO CLOSED SESSION</u> - (if necessary) to complete agenda as listed under agenda item III</b>	
<b>XVI. <u>RETURN TO OPEN SESSION</u></b>	

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

**XVIII. 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.”

**Fall Listening Sessions 2022**

Arboretum Elementary Thursday 11/10/22 3:00 PM - Library


Middle School Monday 11/14/22 7:30 AM – LMTC


Heritage Monday 11/14/22 3:00PM -LGA


Dist. Admin. & Maint. Ctr. Tuesday 11/15/22 1:30PM – BOE Room


High School Wednesday 11/16/22 7:30AM – PAC


Tentative Zoom Wednesday 11/16/22 7:00 PM


Intermediate Thursday 11/17/22 @ 7:40AM – Art Room


Prairie Elementary– Monday 11/21/22 3:00PM


# Minutes of Regular Meeting - OPEN

## The Board of Education Waunakee Community School District

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A Regular Meeting of the Board of Education of Waunakee Community School District was held Monday, September 12, 2022, beginning at 5:30 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 Hetzel, second by Hoefler, to adjourn to closed session pursuant to Wisconsin Statutes 19.85 (1)(c),(e),(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 5:30 PM

### **II. ROLL CALL**

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

Also Present: Randy Guttenberg, Brian Grabarski, Steve Summers, WCSO Attorney Kirk Strang and para legal Rebecca Stangler.

### **III. CLOSED SESSION - ADJOURN TO CLOSED SESSION PER WISCONSIN STATUTES 19.85 (1) (c)(e)(f) AND (g) AND THE ATTORNEY-CLIENT PRIVILEGE**

- A. Review Minutes of August 08, 2022 Meeting and the August 22, 2022 Meeting
- B. Consult with Legal Counsel Regarding Title IX Issues
- C. Review Individual Teacher/Administrator Contract Recommendations, Resignations and Retirements
- D. Review Individual Co-Curricular Contract Recommendations
- E. Review Individual Support Staff/Custodial Staff Recommendations, Resignations and Retirements
- F. Review a Public Complaint About School Personnel

### **IV. RETURN TO OPEN SESSION**

A motion was made by Hetzel, second by Heinemann, to adjourn closed session and reconvene in open session Motion carried 7-0. Time:6:56PM

The board reconvened at 7:04PM

### **V. APPROVAL OF MINUTES**

A motion was made by Engebretson, second by Frey, to approve the August 8, 2022 regular meeting minutes and August 22, 2022 additional meeting minutes. Motion carried 7-0.

### **VI. APPROVAL OF AGENDA AND ADDITIONS**

A motion was made by Hetzel, second by Dotzler to approve the agenda as posted. Motion carried 7-0.

**VII. PUBLIC COMMENTS**

The Board of Education provides a public listening session for the public to comment on any item related to the governance or management of the WCSD.

There were no public comments received, as outlined on the notice, for this meeting.

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

A. Teacher Report – there was no teacher report.

B. Student Report

Student Council Representatives Izzy Hahn and Kaden Cerdena shared updates about the start of the 2022-2023 school year. Items they discussed included the Club org fair, Homecoming, Cross Country and Girls golf, and how the school routine seems to be going well.

C. Board Reports/Action Items

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

There were no reports from the board this month.

2. School Board Priorities for 2022-2023

Guttenberg reviewed these priorities a discussed with the board.

**IX. START OF SCHOOL REPORT**

Guttenberg provided the Board with an update on the start of the 2022-2023 school year. Items shared included the overall satisfaction with transportation, still working on hiring some paras and custodians, the start of the year has been positive. Our enrollment is at 4408 which is very close to predicted. He shared information regarding the hold at the High School on Friday and communication regarding it.

**X. COMMITTEE REPORTS/RECOMMENDATIONS/ACTION ITEMS**

A. Budget Committee

The 08/29/22 Meeting Minutes were reviewed.

1. 2021-2022 Fund Balance Allocations

Summers presented and answered questions regarding the 2021-2022 Fund Balance Allocations. The Budget Committee recommended allocating \$25,000 toward the branding efforts, identifying the \$300,000 in capital maintenance projects that were moved from Fund 41 to Fund 10 in the 2021-2022 fiscal year and the committee requested creating a "Hybrid" option for the fund balance allocation. The Hybrid option is the higher balance for each building/department.

A motion was made by Hetzel, second by Engebretson, to approve the committee recommendations as presented and to approve the hybrid option as presented for the fund balance allocations. Motion carried 7-0.

B. Facility Committee Meeting

The 08/29/22 Meeting Minutes were reviewed.

1. Referendum Planning - Subcontractor Process Update

The process for selecting subcontractors was reviewed. Interviews will take place in October. Jay Thomsen from Vogel Brothers was available to answer any questions

regarding the process for the subcontractors and will also assist in the process.

2. Consideration of MS Science Lab Remodel

Summers presented and answered questions regarding the science lab project for the middle school. The funds for this project will come from the capital maintenance funds from the Fund 41 budget.

A motion was made by Hoefler, second by Dotzler, to approve this project as presented.

Motion carried 7-0/

C. DEI Committee Meeting

The minutes from the 08/29/22 meeting were reviewed.

1. Consideration/Feedback on a Draft District Equity Statement

The committee reviewed several examples of a possible DEI/Equity Statement. The board gave their feedback to the statement examples in comparison with the District's Mission Statement, Vision Statement, and Visionary Aspirations. The Committee will use this feedback to finalize this statement.

D. Co-Curricular Meeting

Review and Consider the 08/30/22 Meeting Minutes

1. Consideration of Robotics Club at the High School

Guttenberg presented and answered questions regarding the request to establish a Robotics Club at the high school. Initial funding for this program can be supported by funds from our State CTE Grant. This club is being proposed by the administration per a need identified within our STEM program by the advisory group associated with the Innovation Center. WCSD would start a club in this area of study first, prior to offering a course proposal.

A motion was made by Heinemann, second by Frey to approve this club as presented.

Motion carried 7-0.

E. Human Resources Committee Meeting.

The minutes from the 8/30/22 meeting were reviewed.

1. Consideration of Technology Department Staffing Redesign Plan

Grabarski presented and answered questions regarding changing some of the District's technology staff positions in order to better serve the district's technology needs. The changes as presented will also make these positions easier to fill.

A motion was made by Hetzel, second by Hoefler to approve these staff changes as presented. Motion carried 7-0.

2. Proposed Adjustment to Classified Staff (L2, L3, L4) Pay Schedule

Grabarski presented and answered questions regarding the request to consider eliminating the first two steps in the wage schedule for Classified Staff in L2 (LTMC Asst, Reg Ed Para), L3 (Health, Tech Asst) and L4 (Special Ed and ELL Paras). The starting hourly rate would then increase, as would all current employees in those classifications.

A motion was made by Dotzler, second by Hetzel. Motion carried 7-0.

F. Curriculum Committee Meeting

The 09/08/22 meeting minutes were reviewed.

## **XI. ADMINISTRATIVE REPORTS/ACTION ITEMS**

### **A. Fall 2022 Referendum Update**

Guttenberg and Summers updated the board on the upcoming referendum. They specifically discussed the communications plan and meeting schedule, draft referendum presentation, and a draft of the 2nd referendum mailing. They reviewed the guidelines for referendum advocacy, and discuss some of the initial work of the Heritage Visionary Committee.

### **B. Resolution Authorizing the Issuance and Establishing Parameters for a Taxable Temporary Borrowing in an Amount not to Exceed \$8,700,000 pursuant to Section 67.12(8)(a)1, WIS.Stats.**

Summers presented and answered questions regarding the approval of the resolution for our cash flow borrowing process for the 2022-2023 school year.

A motion was made by Heinemann, second by Hoefler, to approve the resolution as presented. Motion carried 7-0.

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

### **C. Seclusion and Restraint Report**

Loken presented and answered questions regarding the 2021-2022 Seclusion and Restraint Report.

A motion was made by Heinemann, second by Dotzler, to approve the report as presented. Motion carried 6-0 (Hetzel stepped out of the room for a moment)

### **D. Parking Lot Lease Agreement with Village of Waunakee**

Guttenberg presented and answered questions regarding the Parking Lot Lease Agreement between the WCSD and the Village of Waunakee.

A motion was made by Dotzler, second by Frey, to approve the lease agreement as presented. Motion carried 7-0.

### **E. Consideration of MOU with Psychotherapy Center of Waunakee for the 22/23 school year.**

Guttenberg presented and answered questions regarding the Memorandum of Understanding between the Waunakee Community School District and the Psychotherapy Center of Waunakee to provide on-site services for students in grades 9-12. The board asked if this program would continue to receive an end of the year report on the number so students serviced?

A motion was made by Hoefler, second by Hetzel, to approve the MOU as presented. Motion carried 6=Y – 1=N

### **F. Announcements/Correspondence**

National Merit Scholars – These students will not be presented this merit until after this board meeting so we will bring this back in October to announce the students.

## **XII. CONSENT AGENDA**

The board asked Summers to explain the Fund 21 account item in more detail.

Ensign recognized Meffert Oil for the pride pump donation and WAEF for the staff start of the school year donation.

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

A. Approval of Checks

B. Finance

1. Monthly Finance Reports

Attached you will find the Budget Status report as of June 30, 2022 and the Cash Reconciliation report for July 2022.

2. Approval of Fund 21 Accounts

The purpose of this agenda item is to request approval of Fund 21 student activity accounts.

3. Approval of Fund Balance Allocations

The purpose of this agenda item is to request School Board approval of the fund balance allocations.

C. Consideration of Paid Advisor for Clubs at High School

The Fishing Club and the BSU both qualify for paid advisor positions. We are working to bring these requests forward in the spring of the year, which is a change from past practice of them coming in the fall. These two clubs were not included in the spring and should have been part of the list for consideration. Both clubs have been in existence and are successful at the high school for three years or more.

1. Fishing Club

2. Black Student Union

D. Gifts and Field Trips

1. Gifts

a. Pride Pump Donation from Meffert Oil Company \$1000

b. Staff Welcome Back to School Donation from WAEF

2. Field Trips

a. Volleyball Travel to Plainfield IL on 10/14-15/2022

b. Band Trip to Boston MA Spring 2023

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

**Internal Staff Changes - BOE Action needed**

Lindsey Laufenberg, from 5th Grade Teacher, IS, to Associate Principal, IS

**New Teacher Staff**

Robert Staggenborg, English Teacher, HS

Jamie Swenson, Reading Interventionist, HES

Katherine Varney, Testing Coordinator, HS

**New Support Staff**

Susan Brown, LMTC Assistant, HS

Kylie Chaimson, Para Educator Regular Education, PES

Tongxin Hagedon, Para Educator Regular Education, HES

Brittany Hoffman, Para Educator Regular Education, HES

Stephanie Parker, LMTC Assistant, AES

Arely Tinoco-Guerrero, Para Educator Regular Education

**Resignations**

Mark Felten, LMTC Assistant, HS

Elizabeth Johnson, Para Educator Special Education, IS

Luz Padilla Macias, Para Educator Special Education, PES

Molly MacVenn, Para Educator Special Education, HES  
Jennifer Steffen, Reading Interventionist, HES

\*\*The Co-Curricular update is in the extras section of the agenda

XIII. **BOARD BUSINESS** NA

XIV. **FUTURE AGENDAS AND MEETINGS**

- A. Agenda Items for Next Meeting
- B. Special Meeting
- C. Budget Committee
- D. Co-Curricular Committee
- E. Curriculum Committee 10/5/22 at 10:30am
- F. Facility Committee
- G. Human Resources Committee
- H. Policy Committee
- I. DEI Committee

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

XVI. **RETURN TO OPEN SESSION**

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

XVIII. **ADJOURN**

The board of Education adjourned at 8:58PM on a motion by Hoefler, second by Dotzler, and passed unanimously by a voice vote 7-0.

Respectfully submitted,

\_\_\_\_\_  
Judith Engebretson, Clerk

Date \_\_\_\_\_  
JE:rm

# PUBLIC COMMENT PERIODS DURING BOARD MEETINGS

Policy 187

Waunakee Community School District

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

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

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

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

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

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

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

# PUBLIC COMMENT PERIODS DURING BOARD MEETINGS

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

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

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

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

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

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

## Legal References:

### Wisconsin Statutes

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

# PUBLIC COMMENT PERIODS DURING BOARD MEETINGS

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

## Cross References:

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

## Adoption/Revision Date(s):

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

# Minutes of Policy Committee Meeting

## The Board of Education Waunakee Community School District

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A Policy Committee Meeting of the Board of Education of Waunakee Community School District was held Thursday, September 29, 2022, beginning at 7:30 AM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

### **I. CALL TO ORDER**

Chairperson Frey called the meeting to order at 7:31AM

### **II. ROLL CALL**

Present: Frey, Engebretson, Dotzler.

Also Present: Guttenberg, Schell, Johnson

### **III. APPROVE AGENDA**

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

Motion Carried 3-0.

### **IV. PUBLIC COMMENTS**

There were no public comments for this meeting.

### **V. POLICIES FOR DISCUSSION, REVIEW, AND CONSIDERATION**

#### **A. Consider Policies 330, 334, 335, 341.2, 342.3, 342.4**

These policies are combined as one document and attached for your review.

Guttenberg presented and answered questions on each of these policies individually. The committee considered each policy separately.

A motion was made by Dotzler, second by Engebretson to have the full board consider adopting the WASB Policy Resource Guide (PRG) version of policy 330 as presented.

Motion carried 3-0.

A motion was made by Engebretson, second by Dotzler to ask the full board to repeal WCSB Policy 334, since this topic is addressed in policy 330. Motion carried 3-0.

A motion was made by Engebretson, second by Dotzler to have the full board consider adopting the WASB PRG version of policy 335 and to repeal WCSB policy 335 Rule since it is not current or applicable. Motion carried 3-0.

A motion was made by Dotzler, second by Engebretson to adopt WASB PRG policy 341.2, which is a renumbered version of WCSB 341.1 and to add the personnel titles as presented.

Motion carried 3-0.

A motion was made by Dotzler, second by Engebretson to ask the full board to consider adopting WASB PRG policy 342.2 and to include the annual report as highlighted only through the first sentence of that paragraph. Motion carried 3-0.

A motion was made by Engebretson, second by Dotzler to ask the full board to consider adopting WASB PRG policy 342.4 and to repeal WCSB 342.4 exhibit since as the district does the work outlined in WASB PRG policy 342.4 this exhibit will be part of that policy practice. Motion carried 3-0.

B. Consider Policy 422

Guttenberg presented and answered questions regarding Policy 422 being considered at this time for a change in the date to receive information regarding foreign exchange students.

A motion was made by Dotzler, second by Engebretson, to ask the full board to consider the date change to this policy at this time. Motion carried 3-0.

VI. **FUTURE MEETINGS**

The next batch of the 300 series.

VII. **ADJOURN**

A motion was made by Dotzler, second by Engebretson to adjourn the meeting at 8:16AM.

Motion carried 3-0.

Policy organizer template  
 Waunakee Community School District

Proposed Code	Title	Current policy code	WASB recommendation	WASB Comment (if any)	First Review C&I /Admin Comments	2nd Review Policy
330	Curriculum Adoption	330	Replace with PRG 330 Sample 1	PRG 330 sample 1 includes curriculum plan requirements found in PI 8. It also addresses administrative authority to implement changes in curriculum without first seeking board approval. I highlighted one section of text that might be deleted or modified per local policy choices.	Agree w/PRG as long as BOE realizes to meet requirements of policy may take a few years	agree provide time allowed to reflect policy?
334	Evaluation/Approval of Instructional Programs	334	Maintain, correct type in revision date (January 20002)	I considered incorporating this policy into policy 330 - that is an option - but chose to add a reference to this policy in the last paragraph of policy 330.	Repeal since it is included in 330	Agree
335	Intellectual Property Rights and Ownership of Curriculum and other Works and Materials	335	Replace with PRG 335 Sample Policy 1  Review WCSD 335 Rule and update or delete	Your current policy and PRG 335 Sample Policy 1 are very similar in substance.  WCSD 335-Rule sets a price for the sale of curricular materials developed by the district. The rule was last updated in 2002. I am guessing that no sales have been made recently, otherwise the rule would have been revised to adjust the fees. Review the rule and either revise or delete.	Adopt PRG - delete 335 Rule	19  agree as long as ability to obtain is still avail.
341.2	Education for Employment	341.1	Replace 341.1 with PRG 341.2 Sample Policy 1		adopt PRG add Titles of personnel 1,3,4 = School to Career Coordinator 2= Secondary Dir. Of Curriculum	agree

342.3	Gifted and Talented Program	none	Adopt PRG 342.3	School boards are required by PI 8.01(1)(t)2 of the state administrative code to establish a gifted and talented (GT) program plan and designate a person to coordinate the GT program. A board policy may identify the position of the designated coordinator and could provide guidance for the development and implementation of the GT plan. But, the plan itself is the major policy document--even if it is not coded/maintained in the board policy manual.	Adopt PRG but will need to review some of the approvals (Supt. Or Dir. Or coordinator) **Will need to renumber current 342.3	agree
342.4	Programs for Children at Risk	342.4	Replace 342.4 with PRG 342.4 Sample Policy 1	Note that sample 1 may not be appropriate for your district if your at risk plan is part of a larger program as noted in the editor's note at the start of the sample. Also the policy assumes that the district does not seek state aid for its at -risk programming. If you think sample 1 is not right for you, let me know and we can discuss alternatives.	Adopt PRG as long as BOE realizes to meet requirements of policy may take some time.	agree provide time allowed to reflect policy?
342.4	Programs for Children at Risk - Exhibit	342.4 Exhibit	Review and update Children at Risk plan	The District's existing 342.4 Exhibit, which is a short district-level at-risk plan, contains some outdated references due to subsequent changes to PI 25. The bullet points that identify the notice requirements do not expressly mention "Identify the process that a parent may use if the parent disagrees with the planned services."	Repeal the exhibit. Will be part of time (above)	agree

# CURRICULUM DEVELOPMENT AND IMPROVEMENT

## Policy 330

Wauwaukee Community School District

Page 1 of 3

*(This sample policy addresses the curriculum development process and the development of the district's curriculum plans/guides in a combined fashion. The sample establishes an expectation that the district's written curriculum plan will provide for the periodic review and evaluation of each curriculum area, but does not include details regarding the evaluation process.)*

The major objective of curriculum development is to improve the District's educational offerings and its instructional activities and practices in order to increase student engagement in the learning process and improve student achievement. The School Board will provide the resources to develop and implement the curriculum within the financial capabilities of the District. The District's curriculum and instructional programs shall be in line with the state's educational standards, goals, and expectations; other applicable legal requirements; and the local goals and standards established by the Board and/or the administration.

To the extent consistent with the remainder of this policy, the Board delegates responsibility for the development, evaluation and improvement of the curriculum to the District's professional staff, under the leadership and direction of the District Administrator, ~~if desired, identify any other district-level administrators with significant curriculum-related responsibilities – e.g., the Director of Curriculum and Instruction~~ Director of Instruction, building principals, and other administrators who have direct responsibilities in instructional areas.

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Curriculum and instructional program development should be a participatory process within the District.

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1. Communication and coordination among grade level and subject area teachers should be emphasized on a K-12 basis whenever curriculum is developed or evaluated. The Board encourages the use of intra-disciplinary and inter-disciplinary work teams.
2. The Board encourages practices that seek to engage the broader community in the evaluation of curriculum and instruction and in generating ideas for improvement.
3. The Board's belief is that all instructional personnel have a professional obligation to participate in and contribute to the curriculum development and evaluation processes.
4. Curriculum development and evaluation should be guided and supported by appropriate internal and external research.
5. The Board expects that the District's professional educators will seek and utilize resources and expertise from outside the District as they strive to develop and improve the effectiveness of the District's curriculum.<sup>1</sup>

The District Administrator, or an appropriately-licensed designee, shall develop and implement a District curriculum plan to structure the curriculum development, evaluation, and improvement process. The District-level plan shall specify the normal allocation of instructional time among subject areas at the various instructional levels.

<sup>1</sup> Text highlighted in yellow describes parameters governing how curriculum is developed. Your board might modify or delete this text.

# CURRICULUM DEVELOPMENT AND IMPROVEMENT

## Policy 330

Waunakee Community School District

Page 2 of 3

As part of the District-level plan, the District shall develop and maintain sequential curriculum guides, in either a print or electronic format, in the various subject areas identified in state law.

1. These guides shall provide the instructional framework for each broad area of study, and for specific courses.
2. Each guide shall specify the sequential learning objectives for the subject area and the core course content; identify the instructional resources that are available for each course/grade; identify appropriate means of student assessment; and include a program evaluation method.
3. The guides shall be aligned with applicable standards and goals. Explicit connections should be made between the standards and goals that are being addressed by particular curricular objectives and content.
4. The guides shall also be aligned with the District's locally-established learning goals and objectives. Explicit connections should be made between the local goals and objectives that are being addressed by the specific learning objectives and content of a given course of study.
5. The curriculum guides shall address and facilitate instructional differentiation within the applicable course of study.
6. Objectives and activities related to the use of technology and computer literacy shall be integrated into the curriculum guides for all grade levels.

The Board shall make decisions to add or remove District programs and areas of study. However, subject to the limitations and expectations defined in this policy, the administration shall have authority to approve and implement revisions to the various curriculum guides created for various subject areas. Within the programs and among the various courses and areas of study that have been approved by the Board, the District Administrator and building principals may also decide, without obtaining Board approval, whether a particular course, class, or curricular activity will be offered in a given insert as applicable: "semester," "trimester," or other local division of the school calendar, term, or school year.<sup>2</sup>

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Instructional personnel are responsible for providing student instruction that is consistent with applicable academic and instructional standards, the approved curriculum, any mandatory instructional elements or assessments that are included in the relevant curriculum guide(s), and such other directives or expectations as may be established by the employee's supervising administrator(s). In most cases, these general boundaries are expected to leave instructional staff with reasonable professional latitude to creatively define particular instructional activities, approaches to instruction, assignments, and means of assessment that will further the objective of improving student engagement and student learning, and that will also further the District's locally-established learning goals and objectives for students.

The District Administrator, or an appropriately licensed designee, shall establish, continuously monitor, and revise as necessary (e.g., due to newly issued standards or due to targeting a

<sup>2</sup> Edit highlighted text as appropriate.

# CURRICULUM DEVELOPMENT AND IMPROVEMENT

Policy 330

Waunakee Community School District

Page 3 of 3

specific area for improvement) a schedule for conducting periodic program evaluations in each area of study that is covered by the District's sequential curriculum guides.

Evaluation/approval of instructional programs is addressed further in WCSD Policy 334. After reviewing the results of such periodic evaluations, the District Administrator shall provide the Board with any reports and recommendations for possible Board action that he/she deems necessary or prudent.

## Legal References:

### Wisconsin Statutes

<a href="#">Section 118.01</a>	[state educational goals and expectations]
<a href="#">Section 118.015</a>	[development of a comprehensive reading curriculum]
<a href="#">Section 118.019</a>	[human growth and development instruction]
<a href="#">Section 118.30(1g)(a)1</a>	[board adoption of academic standards]
<a href="#">Section 120.12(13)</a>	[annual declaration and notice of academic standards]
<a href="#">Section 120.12(14)</a>	[school board duty to determine school course of study]
<a href="#">Section 120.13</a>	[school board broad power to do all things reasonable for cause of education]
<a href="#">Section 121.02</a>	[school district standards; generally]
<a href="#">Section 121.02(1)(k)</a>	[school district standards; curriculum plans]
<a href="#">Section 121.02(1)(l)</a>	[school district standards; required instruction]

### Wisconsin Administrative Code

<a href="#">PI 8</a>	[school district standards, generally]
<a href="#">PI 8.01(2)(k)</a>	[curriculum plan requirements for school districts]

## Cross References:

- [310, Instructional Goals](#)
  - [334, Instructional Program Evaluation/Approval of Instructional Programs](#)
  - [335, Development and Sale of Curriculum Materials/Copyright Ownership](#)
- WASB PRG 330 Sample Policy 1

**Adoption Date:** 11/8/82

**Revised:** March 1994

January 2002

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**EVALUATION/APPROVAL OF INSTRUCTIONAL PROGRAMS**

The director of instruction shall be responsible for the evaluation of instructional programs. He/she shall coordinate an organized approach to periodic program evaluation that meets at least minimum state standards. This approach shall call for all programs to be formally evaluated at least once every five years.

The director of instruction shall work with the superintendent and the Board of Education Curriculum Committee to communicate the need for new or revised programs. All changes, additions or deletions of curriculum programs shall be reviewed by this Curriculum Committee with appropriate recommendations going to the full Board for action.

Legal Ref.: Sections 118.30 Wisconsin Statutes  
121.02 (1)(j)  
121.02(1)(k)  
PI8.01(2)(k), Wisconsin Administrative Code

Cross Ref.: 110, Educational Mission Statement  
310, Instructional Goals  
330, Curriculum Adoption  
871, Public Complaints About the Curriculum or Instructional Materials

Adopted: 5/10/82

Revised: 4/22/91  
March 1994  
January 2002

Waunakee Community School District

# INTELLECTUAL PROPERTY RIGHTS AND OWNERSHIP OF CURRICULUM AND OTHER WORKS AND MATERIALS

Policy 335

Waunakee Community School District

Page 1 of 2

## **Copyright**

Copyright and other associated rights of ownership of works created by District employees within the scope of their employment (i.e., work that advances the objectives of the person's employment) are subject to the "work made for hire" doctrine under copyright law. Therefore, to the extent consistent with applicable law, and unless the School Board or an authorized designee acting on the Board's behalf approves a different arrangement in writing, such rights and works are the property of the District and the District retains all associated rights of ownership.

If any District employee wishes to request approval for an arrangement under which the employee would retain (1) a personal ownership interest (either in whole or in part) in a particular work or in the work's related intellectual property rights, or (2) a right to independently use, sell, or license such a work, a request should be made in writing and submitted to the District Administrator. Whenever practicable, the request should be submitted in advance of pursuing the endeavor. The District Administrator may approve or deny such a request, in writing, on behalf of the Board or submit the request for Board approval.

Subject to applicable law, examples of particular works that are covered by this policy regarding copyright generally include in-District academic research; published material that relates to the author's District employment; staff development presentations and training materials; curriculum, instructional modules, assessments, or lessons plans; any software or electronic application that is developed for use or possible use by a District employee in connection with instruction or other District operations or programs; guides, procedures, handbooks, or forms; and works of art created within the scope of employment. However, reaching a determination of whether or not any particular work is a "work made for hire" under copyright law requires an analysis of the specific work and the circumstances under which the work was created.

## **Patents**

The ownership and rights to non-infringing use of patents for any inventions or other patentable work conceived or created by an employee during his/her hours of employment or while working with District-provided resources shall be determined by applicable law.

## **District-Commissioned Work by Independent Contractors**

If the District commissions a work by an independent contractor with the intent of retaining ownership and/or intellectual property rights in the resulting work, the relevant contract shall specify the allocation of such rights to the extent required by law or as otherwise deemed advisable by the District or the District's legal counsel.

## **Decisions Regarding District Intellectual Property**

# INTELLECTUAL PROPERTY RIGHTS AND OWNERSHIP OF CURRICULUM AND OTHER WORKS AND MATERIALS

Policy 335

Waukegan Community School District

Page 2 of 2

Decisions to license, publish for sale, or otherwise distribute or authorize the use of works, marks, and related intellectual property owned by the District shall be made by the Board or by the District Administrator on the Board's behalf. Other employees who receive requests or inquiries regarding the use of District-owned works, marks, or related intellectual property should refer the request to the District Administrator.

## Legal References:

### Federal Law

[Title 17 U.S.C. §101 et seq](#) [federal copyright law]  
[Title 35 U.S.C. §100 et seq](#) [federal patent law]

## Cross References:

*335-Rule, Sale and Distribution Cost of District-Owned Curricula Material*  
*771, Printing and Duplicating Services (Copyright)*  
*823, Access to Public Records*  
*WASB PRG 335 Sample Policy 1*

**Adoption Date:** 4/22/91

**Revised:** March 1994  
January 2002

Policies of the Board of Education

Series 300: Instruction

**SALE AND DISTRIBUTION OF CURRICULA MATERIAL**

335-Rule

The staff of the Waunakee Community School District has produced a number of high quality curricular materials and the District has expended much money to have these prepared and produced. Therefore, the following fee will be charged for curricular work:

\$150.00 per copy, plus 15 cents per page to reproduce the copy.

This cost includes mailing.

Adopted: 11/9/87

Revised: March, 1994  
January 2002

Waunakee Community School District

# EDUCATION FOR EMPLOYMENT

# Policy 341.2

Waukegan Community School District

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*(This sample policy identifies the general scope of local education for employment programs and assigns responsibilities within the district related to the program. School districts that accept federal funding under the Carl D. Perkins Career and Technical Education Improvement Act*

***[Error! Hyperlink reference not valid.]** should coordinate their education for employment plan with their federally-required local plan for career and technical education. Districts may wish to code any local policies that address related topics such as technical preparation programs, youth apprenticeship programs, school-to-work and work-based learning opportunities, and academic and career planning in a manner that either (1) clearly associates those policies with the broader policy topic of "education for employment," or (2) treats those more-specific topics as "rules" under this broader policy topic.)*

The District shall provide access to an education for employment program, which serves as an umbrella for a variety of inter-related initiatives that address individualized learning, academic and career planning, career and technical education, and college and career readiness. Under state law, the program must minimally incorporate all of the following:

- Guidance and counseling services
- College preparation
- Technical preparation programs designed to gain advanced standing in a technical college district's associate degree program
- A youth apprenticeship program or other job training and work experience opportunities
- Instruction in skills relating to employment
- Applied curricula

As part of its education for employment program, the District shall provide age and developmentally-appropriate academic and career planning services, along with related information and opportunities, to students in ~~insert, as appropriate to the type of school district: "grades 6 to 12" or "grades 6 to 8" or "grades 9 to 12";~~ grades 6 to 12 with the intent and purpose of:

- Increasing student engagement with school and learning by actively involving students in setting goals and planning for their own futures;
- Increasing students' self-awareness of their own strengths and interests;
- Increasing students' awareness of and preparation for different postsecondary options, including postsecondary education and training that leads to careers;
- Providing individualized support, appropriate to the student's needs, such that all students have appropriate access to academic and career planning services, including but not limited to students with disabilities, English learners, at-risk students, gifted and talented students, students who are in alternative programs or who have other program or curriculum modifications, and students who have transferred between different schools or programs.

# EDUCATION FOR EMPLOYMENT

# Policy 341.2

Waukegan Community School District

Page 2 of 3

The District's education for employment program shall be guided by a long-range program plan that is developed, monitored, and updated if deemed appropriate under the primary direction and supervision of the insert applicable position title School to work Coordinator, with the participation and input of District staff and community stakeholders, as further designated by the insert position title Director of Secondary Curriculum and Instruction.

The insert position title School to Work Coordinator is responsible for ensuring that the District's long-range program plan, any recommended revisions to the plan, and an annual report reviewing the plan, plan-related goals, and program implementation are timely presented to the School Board for action or informational purposes, as appropriate. The insert position title School to Work Coordinator shall also have oversight responsibility regarding the District's overall compliance with statutory and regulatory requirements that relate to the District's long-range education for employment plan and the implementation of the District's education for employment program.<sup>1</sup>

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## Legal References:

### Wisconsin Statutes

- [Section 106.07](#) [high school seniors in apprenticeship programs]
- [Section 106.13](#) [state-sponsored youth apprenticeship program]
- [Section 115.28\(59\)](#) [academic and career planning requirements]
- [Section 118.34](#) [technical preparation programs]
- [Section 118.56](#) [special work-based learning programs for grades 9-12]
- [Section 121.02\(1\)\(L\)2](#) [required introductory instruction in career exploration and planning]
- [Section 121.02\(1\)\(m\)](#) [school district standard; education for employment program]

### Wisconsin Administrative Code

- [PI 8.01\(2\)\(L\)5](#) [required introductory instruction in career exploration and planning]
- [Chapter PI 26](#) [education for employment plans and programs]

### Federal Laws

- [20 U.S.C. §6312\(b\)](#) [Title I plan requirements related to effective student transitions, integration of academic and career and technical education content, and work-based learning opportunities]
- [20 U.S.C. Chapter 44](#) [career and technical education funding and programs under federal law; includes local plan requirement for recipients of funding]
- [34 C.F.R. Appendix B to Part 100](#) [Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs; includes nondiscrimination provisions and related annual notice requirements]

<sup>1</sup> Note that Wisconsin Legislature: PI 26.03(1) requires that the school board approve of an education for employment plan. Schools that accept Carl D. Perkins Career and Technical Education Improvement Act funds are required to adopt a local plan for career and technical education and should coordinate the PI 26.03(1) plan with the Carl Perkins plan. Wisconsin Legislature: PI 26.04(2) requires districts to annually review their PI 26.03(1) plan and issue a report on their Education for Employment program. The last two paragraphs of this sample assign responsibility to one or more administrators to oversee development of the plan, seek community and staff input and oversee the annual plan review and program report.

# EDUCATION FOR EMPLOYMENT

# Policy 341.2

Wauwaukee Community School District

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## Cross References:

[Education for Employment Plan](#)  
WASB PRG 341.2 Sample Policy 1

**Adoption Date:** 4/23/86

**Revised:** March 1994

January 2002

# GIFTED AND TALENTED PROGRAM

# Policy 342.3

Waukegan Community School District

Page 1 of 3

*(This sample policy (1) requires the school board to designate the educator who will serve as the program coordinator for gifted education; (2) assigns duties to the coordinator; (3) establishes board expectations for the district's plan and program for gifted education; and (4) emphasizes that curricular modifications are possible for all students, regardless of qualifying for the program for gifted education.)*

Upon recommendation of the District Administrator, the School Board shall employ or, if already employed, designate the licensed employee who is assigned to coordinate the District's gifted and talented program (the "Coordinator"). The Coordinator shall have primary responsibility for overseeing the day-to-day implementation and the ongoing development, evaluation, and revision of the District's plan for gifted education for students in all grades.

The Coordinator shall not implement substantive amendments or changes in the District's plan for gifted education without first obtaining the approval of the District Administrator. If the District Administrator determines that a proposed change to the District's plan fundamentally alters the nature of the District's program for gifted education, the District Administrator shall present the proposed change to the Board for approval prior to implementation. Further, if any such change to the plan necessitates an amendment to an approved District budget (or to the Board's proposed budget if the budget for the school year in question has not yet been formally adopted), then the administration shall obtain advance Board approval of the change to the plan, and the related budget amendment(s).

*Insert the following paragraph (or portions thereof) if the board wishes to establish the annual reporting requirement described therein, even though such annual reporting is not legally mandated: "Annually following the conclusion of each school year, or at such other times as may be directed by the District Administrator or the Board, the Coordinator shall prepare a written report concerning the status of the District's program and plan for gifted education. In connection with this report, the Coordinator shall assess the extent to which the District's identification and referral process for gifted education could be modified to be more responsive to students within different demographic subgroups. This assessment shall begin with an initial determination as to whether particular demographic subgroups are numerically under-represented, or over-represented, within the program relative to the total student population. While such a determination is not conclusive as to causation or meaning, it is an important place to start the analysis."*

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The following are the Board's expectations for the District's program and plan for gifted education:

1. The plan and program shall provide for the identification and, as needed, further assessment or evaluation of students who may require educational programming, services, or activities based on identified exceptionalities in specific academic areas or in the other categories/capabilities that are addressed in the plan.

<sup>1</sup> The text in green/blue is a requirement that the GT Coordinator make an annual report to the board. An annual report is not required by law, your board may choose to not require an annual report. If your board chooses to require an annual report, the text can be edited to reflect what your board wants included in the annual report.

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# GIFTED AND TALENTED PROGRAM

# Policy 342.3

Waukegan Community School District

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2. The identification and referral process within the plan and program shall allow for and encourage identification and referral based on multiple measures and multiple sources of information.
3. The plan and program shall provide an opportunity for parental participation in the identification and referral process, and in determining any individualized programming for the student.
4. The District's plan and program for gifted education shall be designed and implemented in a manner that is consistent with the District's nondiscrimination obligations and policies. No student shall be denied the opportunity to access or participate in gifted education in a manner that would constitute unlawful discrimination or that would otherwise violate any applicable law or Board policy.
5. The plan and program shall recognize that giftedness can emerge or be first identified at different ages; and, therefore, the plan or program shall not preclude initial identification based solely on a student's age or grade.

~~*{Editor's Note: While the above 5 items in this list are generally reflective of legal requirements, each school board may have additional local expectations for its program and plan for gifted education. If desired, continue the list by inserting one or more of the following suggested items, or by inserting any other additional local expectations.}*~~

6. Notwithstanding the designation of a specific Coordinator, all licensed employees have some responsibilities with respect to gifted and talented education. All such employees are expected to work collaboratively to identify and meet student needs and to implement and improve the District's program for gifted education.
7. The District's plan for gifted education shall include expressly stated goals that are aligned with state law, administrative rule, professional standards, research, and effective practice.
8. Where the District determines that the general curriculum is not educationally appropriate for the student, the primary focus should be on providing the student with different curriculum, assignments, services, activities, or opportunities that are intended to facilitate the student's further growth and development in light of the student's identified exceptionalities and his/her educational needs. Secondly, the District may consider the extent to which programming modifications could be structured to meet other needs of the student (e.g., needs related to social and emotional development). The purpose of the program for gifted education is not to simply assign the student more work to complete in addition to the work that is already expected of other students.<sup>2</sup>

In meeting its obligation to provide gifted education, the District is required and challenged to identify and provide programming for students for whom there is demonstrated evidence of extraordinary capabilities and for whom some aspect(s) of the District's standard curriculum and regular programs may be inappropriate. At the same time, it is the Board's expectation that the District's standard curriculum and educational programs will be sufficiently adaptable, and cover a sufficiently wide span of rigor, such that they will be appropriate for, and adequately challenge, many students who are very intelligent, creative, hard-working, and resourceful, as

<sup>2</sup> Paragraphs 1 through 5 track legal requirements for gifted and talented programs. 6 through 8 are examples of local program requirements – your board should identify its local plan requirements and edit as appropriate.

# GIFTED AND TALENTED PROGRAM

# Policy 342.3

Waunakee Community School District

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well as many students who consistently demonstrate above-average performance. This expectation for the standard curriculum is aligned with the Board's foundational belief that all students have (1) a tremendous aptitude and capacity to learn; (2) valuable talents, skills, and abilities that should be nurtured and celebrated; and (3) unique educational needs and interests. Keeping this foundational belief in mind, the District will consider and may implement individualized curricular and program modifications or other individualized interventions for any student.

## Legal References:

### Wisconsin Statutes

- [Section 115.997\(5\)\(b\)](#) [educational program placement of children affected by military transfer, including placement in gifted and talented programs]
- [Section 118.13](#) [student nondiscrimination]
- [Section 118.15\(1\)\(d\)](#) [program and curriculum modifications]
- [Section 118.35](#) [programs for gifted and talented students]
- [Section 121.02\(1\)\(t\)](#) [school district standard; gifted and talented education]

### Wisconsin Administrative Code

- [PI 8.01\(2\)\(t\)](#) [regulations for school district standards; gifted and talented education]
- [PI 18.04](#) [modifications to high school graduation standards to accommodate students with exceptional needs and interests]

## Cross References:

WASB PRG 342.3 Sample Policy 1

## Adoption Date:

# PROGRAMS FOR CHILDREN AT RISK Policy 342.4

Wauwaukee Community School District

Page 1 of 3

***(This sample policy (1) is likely most appropriate for a district whose plan for at-risk students is not rolled into a larger plan that comprehensively covers response to intervention (RTI), alternative education, etc.; (2) specifies several minimum criteria for the District's plan for children at risk, including requiring some early identification and prevention measures; (3) assigns responsibility for development, review and evaluation of the formal plan document; and (4) assigns responsibility for oversight of other program requirements and for inter-program coordination. This sample policy also assumes that the District does not seek state aid for its at-risk programming.)<sup>1</sup>***

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Pursuant to a District-wide plan, the District shall identify students who are at risk of not graduating from high school and provide appropriate interventions, services, program and curriculum modifications, or other accommodations.

At a minimum, the District-wide plan for students at risk shall:

1. Address prevention and early intervention measures for students of all ages and at all grade levels. In early childhood through grade 4, prevention and early intervention efforts may reflect a combination of (a) general curriculum and program offerings, and (b) programs or services that are based on the individual needs of an identified student.
2. Specify how students will be identified as eligible for programs, services or other accommodations under the plan. For purposes of identification, the plan may consider indicators and criteria that are in addition to those indicators/criteria that expressly define "children at risk" under state law.
3. List the services, programs, and other accommodations that may be used to meet the needs of students who are identified under the plan, including any coordinating services provided by community agencies and other organizations.
4. Provide for the appropriate written notification of the student's parent or guardian upon the student being identified as a student at risk.
5. If the District has identified any private, nonprofit, nonsectarian agencies located in the school district, or within five miles of the District boundaries, that can provide an adequate and appropriate program for students at risk in grades 5-12, such agencies and programs shall be identified in the plan, but no student shall be served in such a program until after the Board has entered into a formal contract with the agency.

The District Administrator shall designate another administrator as the District's At Risk Coordinator, and that individual shall have primary responsibility for:

1. Developing, and annually reviewing and revising to the extent necessary, the District-wide plan that is required under this policy. The annual plan shall be in place no later than August 15th.
2. Overseeing the implementation of the plan, including the coordination of staff training activities and efforts designed to improve parent and community awareness.

<sup>1</sup> [I left this editor's note in the draft because Sample 1 may not be the best choice for your district. Review the note and let me know if you think your board needs something else and we can discuss creating a new sample that better fits your board's needs.](#)

# PROGRAMS FOR CHILDREN AT RISK Policy 342.4

Waunakee Community School District

Page 2 of 3

3. Coordinating an annual evaluation of plan activities and the preparation of any reports that are created for the District Administrator and the School Board.

[Identify/list relevant staff, e.g., "The District's At Risk Coordinator, the Director of Student Services, and the High School Principal"] shall have joint responsibility for:

1. Ensuring that any alternative education program or curriculum modification offered to a student at risk in grades 9 through 12 shall be designed to allow the student to meet high school graduation requirements.
2. Ensuring that the special education and related services needs of a student with a disability are first addressed in the student's individualized education program (IEP), whenever that student is also eligible to be served in an at risk program.
3. Working with technical college personnel concerning educational options for students at risk, including options involving attendance at the technical college in a program that will lead to the student's high school graduation, or, where allowed under state law, that will lead to a high school equivalency diploma.
4. Ensuring that any work-based learning experience and other similar program or activity taking place outside school for which a student receives academic credit are supervised by DPI-licensed teachers or other DPI-licensed school personnel.

## Legal References:

### Wisconsin Statutes

<a href="#">Section 115.28(7)(e)</a>	[alternative education programs]
<a href="#">Section 118.15</a>	[compulsory student attendance and program and curriculum modifications]
<a href="#">Section 118.153</a>	[children at risk of not graduating from high school; plan requirement]
<a href="#">Section 118.16</a>	[school attendance enforcement; habitual truancy]
<a href="#">Section 118.33</a>	[high school graduation standards]
<a href="#">Section 121.02(1)(n)</a>	[school district standards; plan requirement for children at risk]

### Wisconsin Administrative Code

<a href="#">PI 18</a>	[high school graduation standards]
<a href="#">PI 25</a>	[children at risk plan and program]

## Cross References:

[342.4 Exhibit, Children at Risk of Not Graduating from High School Plan](#)

[345.5 High School Graduation Requirements/Procedures](#)

WASB PRG 342.4 Sample Policy 1

**Adoption Date:** September 1986

**Revised:** April 1991

## **PROGRAMS FOR CHILDREN AT RISK**

**Policy 342.4**

Waunakee Community School District

Page **3** of **3**

March 1994

August 2000

January 2002

Policies of the Board of Education

Series 300: Instruction

**CHILDREN-AT-RISK OF NOT GRADUATING FROM HIGH SCHOOL PLAN**

342.4 Exhibit

- 1) Guidance counselors continually monitor and accumulate “at risk” data.
- 2) At the end of each quarter each school’s Intervention Team identifies students who meet criteria of state law & regulations and Board of Education policy, and complete a Children At Risk Monitoring Form, which is submitted to the building principal, and Director of Student Support Services.
- 3) The Intervention Team reviews district resources, program modifications, alternative education opportunities, etc. and develops a written individual plan for each newly identified at-risk student. The building principal and/or designee and the Director of Student Support Services approved the plan.
- 4) The school guidance counselor provides written notification to parents/guardians of their child’s status, entitlement to services, and invites parents/guardians and the student to meet to discuss the child’s At-Risk Plan with Intervention Team representatives. Notice must meet state law requirements PI 25.04 (1) d and (2). Written notice must include the following:
  - Name and phone number of a person the parent/guardian or student can contact regarding the district’s children at risk plan/program.
  - A description of the Children At Risk Plan
  - A statement the pupil is eligible to be enrolled in a child at-risk program(s).
  - A description of the program(s) the student is eligible to participate in.
  - Procedures for enrolling the child in the program(s).
- 5) Parents/guardians are asked to provide written consent for implementation of their child’s at-risk plan. Parent/guardian acceptance or refusal of services is documented in writing. Copies of this documentation are provided to parent/guardians and placed in the student’s cumulative records.
- 6) If parental consent for the At-Risk Plan is received, services will be implemented as soon as possible.
- 7) The schools Intervention Team meets twice per month and continually monitors the progress of students identified as “at-risk”.

Adopted: March 1994

Revised: August 2000  
January 2002

Legal Reference: Act 123-118.153  
WI Administrative Code PI 25

Waunakee Community School District

### 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 15<sup>th</sup> 1<sup>st</sup> 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



# Minutes of Curriculum Committee Meeting

## The Board of Education Waunakee Community School District

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A Curriculum Committee Meeting of the Board of Education of Waunakee Community School District was held Wednesday, October 5, 2022, beginning at 10:30 AM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

### **I. CALL TO ORDER**

Chairperson Dotzler called the meeting to order at 10:28

### **II. ROLL CALL**

Present: Dotzler, Engebretson, Hetzel (via zoom)

Also present: Schell, Johnson

### **III. APPROVE AGENDA**

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

Motion carried 3-0

### **IV. PUBLIC COMMENTS**

Public comments were made in person by

Greg Gentz – Thank you to Guttenberg for your leadership during Policy Committee

Meeting discussing the reasoning for posting curriculum.

### **V. SPRING 2022 STATE ASSESSMENT RESULTS**

Tim Schell and Amy Johnson presented and answered questions regarding the Spring 2022 State Assessments.

### **VI. ADVANCED PLACEMENT EXAM DATA**

Tim Schell provided a brief update with our benchmark high school AP results 2017-2018 to 2020-2021. Updated state data should become available around March and an update will be provided in the spring.

### **VII. DEI AUDIT RECOMMENDATIONS**

Dotzler introduced grid of recommendations and where the committee left off last time.

The committee was able to review the remaining items and indicated the items, they will monitor and/or explore in more detail.

### **VIII. ITEMS FOR FUTURE MEETINGS**

Review the DEI items to monitor or explore..

330 policy posting curriculum SEL Goal

DPI accountability report card - 11/15 - possibly Dec. Meeting.

Below proficient students

The next meeting will be November 2, 2022 @ 10:30AM.

### **IX. ADJOURN**

A motion was made by Hetzel, second by Engebretson, to adjourn this meeting at 12:01PM.

# Spring 2022 State Assessments

Board of Education

# Seven Things You Need to Know

- Positives

- Strong Forward ELA and Math results at all grade levels exceeding state averages.
- Strong Forward results within Dane County.
- Aspire results strong for 9<sup>th</sup> and 10<sup>th</sup> grades who tested.
- Strong results on statewide ACT (11<sup>th</sup> grade) in both Dane County and benchmark districts.

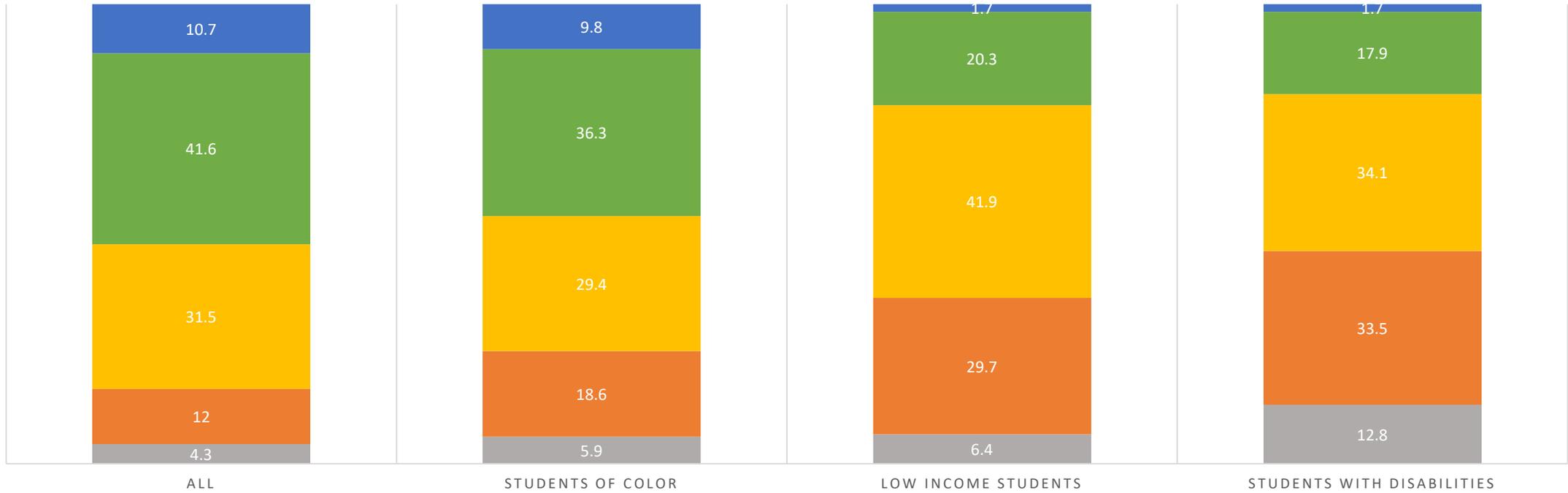
- Areas for Further Attention

- Low test participation at the secondary level.
  - Impacts readiness for later higher stakes assessments.
  - Challenging to utilize data for school and district improvement.
- Decline in ACT average scores and percent meeting benchmarks, continuing a trend.
- Gaps among our different student populations.
  - Pandemic effects contributed to widened gaps for some groups.

# 3<sup>rd</sup>-8<sup>th</sup> ELA

## FORWARD AND DLM ELA

■ Not Tested ■ Below Basic ■ Basic ■ Proficient ■ Advanced



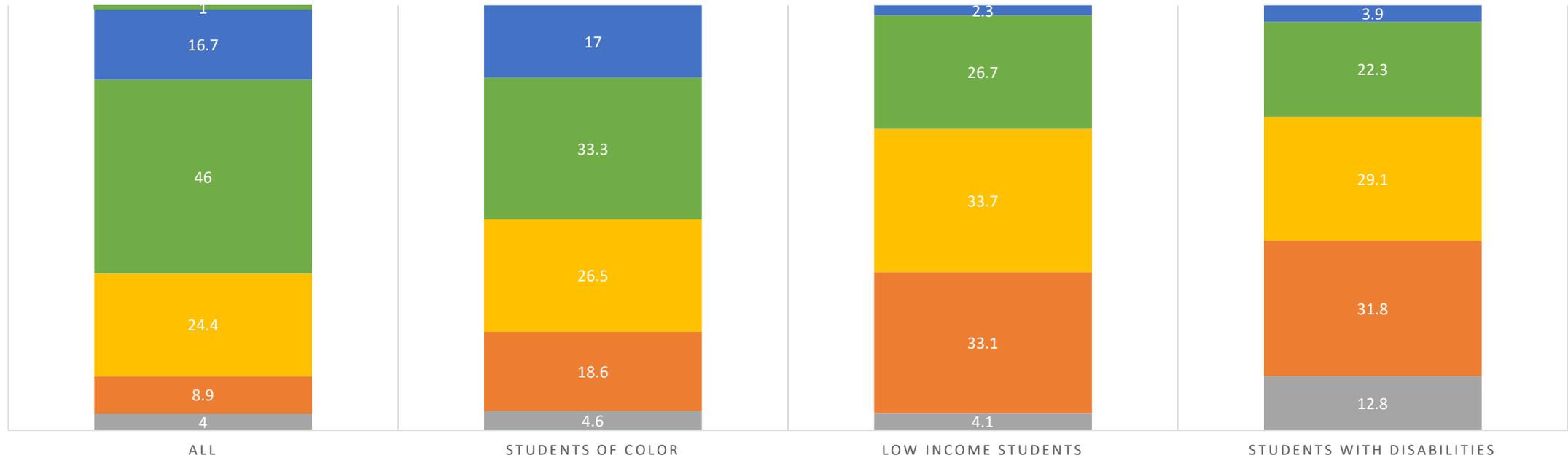
45

Proficient/Advanced	WCSD	WI
All	52.3%	37.0%
Students of Color	46.1%	21.6%
Low Income Students	22.0%	21.3%
Students with Disabilities	19.6%	11.0%

# 3<sup>rd</sup>-8<sup>th</sup> Mathematics

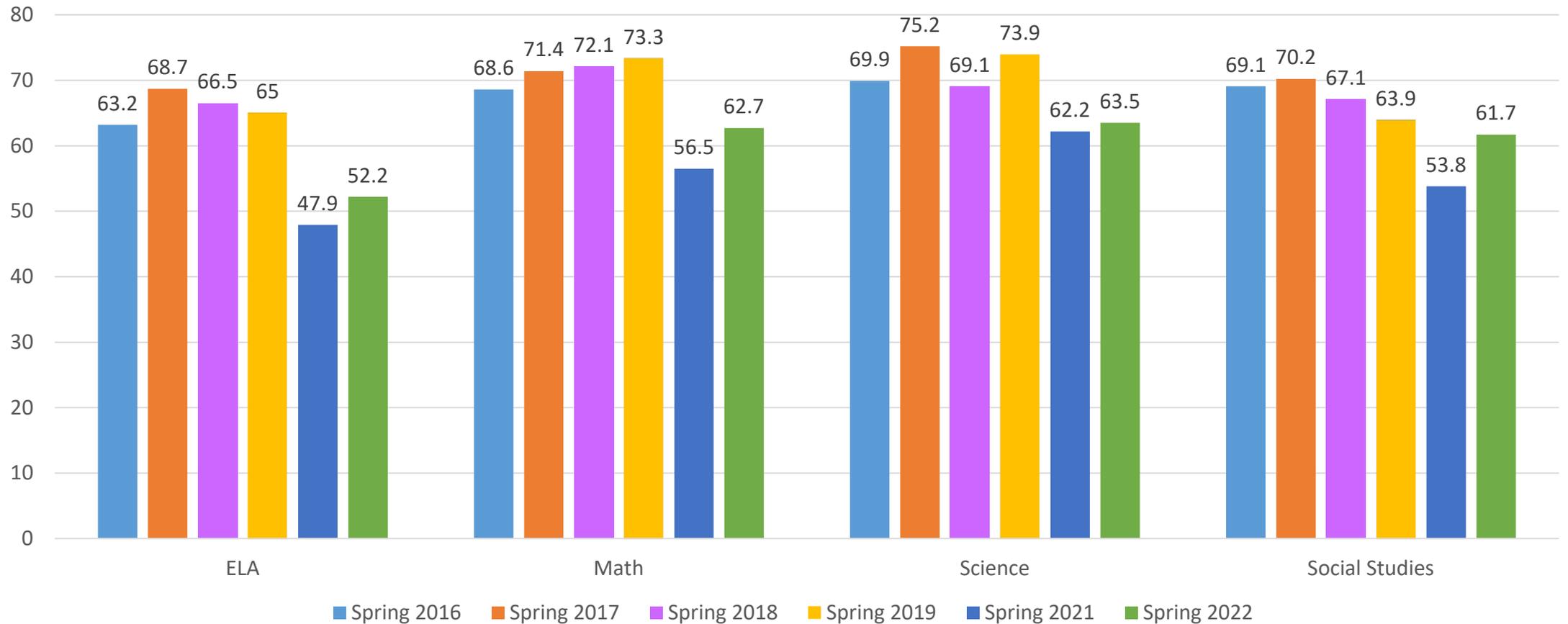
## FORWARD AND DLM MATH

Below Basic Basic Proficient Advanced Not Tested



Proficient/Advanced	WCSD	WI
All	73.3%	44.0%
Students of Color	62.9%	26.3%
Low Income Students	39.0%	26.6%
Students with Disabilities	25.3%	13.3%

# Forward Proficient and Advanced: 2016-2022



2019 Science exam used a new standards test blueprint and is not comparable to previous years in the series.

2019 Social Studies saw the beginning of a large increase in 10<sup>th</sup> grade opt outs that accounts for most of the change from 2018.

2021, 2022 Pandemic effects.

# Strong Performance Within Dane County

DANE ELA							
District	All Grades	3rd	4th	5th	6th	7th	8th
Belleville	46.3	41.4	58.7	40.3	54.0	52.1	33.3
Cambridge	40.5	49.2	39.1	41.1	47.0	43.2	23.9
De Forest	41.8	46.8	40.4	43.9	46.7	43.6	28.0
Deerfield	43.5	42.9	38.6	49.1	63.6	30.9	34.8
Madison	36.3	37.5	38.2	39.5	33.8	36.5	32.3
Marshall	30.7	10.7	44.4	37.3	19.4	25.8	44.1
McFarland	29.9	28.9	34.2	31.3	27.5	31.3	27.2
Middleton-Cross Plains	58.1	61.4	59.5	59.9	56.6	55.1	56.4
Monona Grove	41.1	49.6	55.2	40.6	36.2	32.6	34.4
Mount Horeb	48.9	42.8	51.0	50.3	56.9	51.8	42.3
Oregon	44.3	49.8	45.2	52.0	52.1	47.4	20.2
Stoughton	37.2	40.4	44.9	39.9	36.6	36.6	24.3
Sun Prairie	36.4	35.5	39.5	45.2	40.9	37.5	21.6
Verona	44.1	47.2	55.9	50.2	43.4	39.4	29.3
<b>Waunakee</b>	<b>52.6</b>	<b>53.0</b>	<b>52.7</b>	<b>60.2</b>	<b>62.3</b>	<b>47.5</b>	<b>39.6</b>
Wisconsin Heights	54.0	60.3	62.3	73.2	52.7	47.2	36.5
<b>Waunakee Rank</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>
DANE MATH							
District	All Grades	3rd	4th	5th	6th	7th	8th
Belleville	51.2	58.6	84.8	48.4	31.7	54.9	38.1
Cambridge	41.7	49.2	46.4	44.6	45.5	40.5	31.3
De Forest	48.6	60.9	47.0	53.3	48.5	40.7	38.5
Deerfield	34.3	44.4	47.4	43.4	30.9	20.0	15.2
Madison	34.3	41.3	35.7	40.0	32.2	31.5	25.0
Marshall	30.4	37.5	47.6	41.2	16.1	24.2	19.1
McFarland	33.3	46.1	39.4	39.8	27.2	28.2	25.5
Middleton-Cross Plains	60.5	74.3	63.2	69.0	53.7	57.1	47.7
Monona Grove	39.0	52.5	57.7	46.6	29.0	32.6	20.5
Mount Horeb	52.1	68.1	58.6	64.8	56.3	36.3	33.3
Oregon	48.8	70.0	55.8	61.2	49.7	39.1	19.9
Stoughton	40.8	50.6	59.7	50.5	28.5	30.4	24.3
Sun Prairie	40.1	50.8	44.9	51.0	38.6	30.8	25.4
Verona	43.4	64.3	59.1	54.8	28.4	31.3	24.3
<b>Waunakee</b>	<b>63.2</b>	<b>66.9</b>	<b>61.5</b>	<b>73.2</b>	<b>71.2</b>	<b>59.2</b>	<b>47.0</b>
Wisconsin Heights	52.6	62.1	64.2	78.0	47.3	32.1	39.7
<b>Waunakee Rank</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>

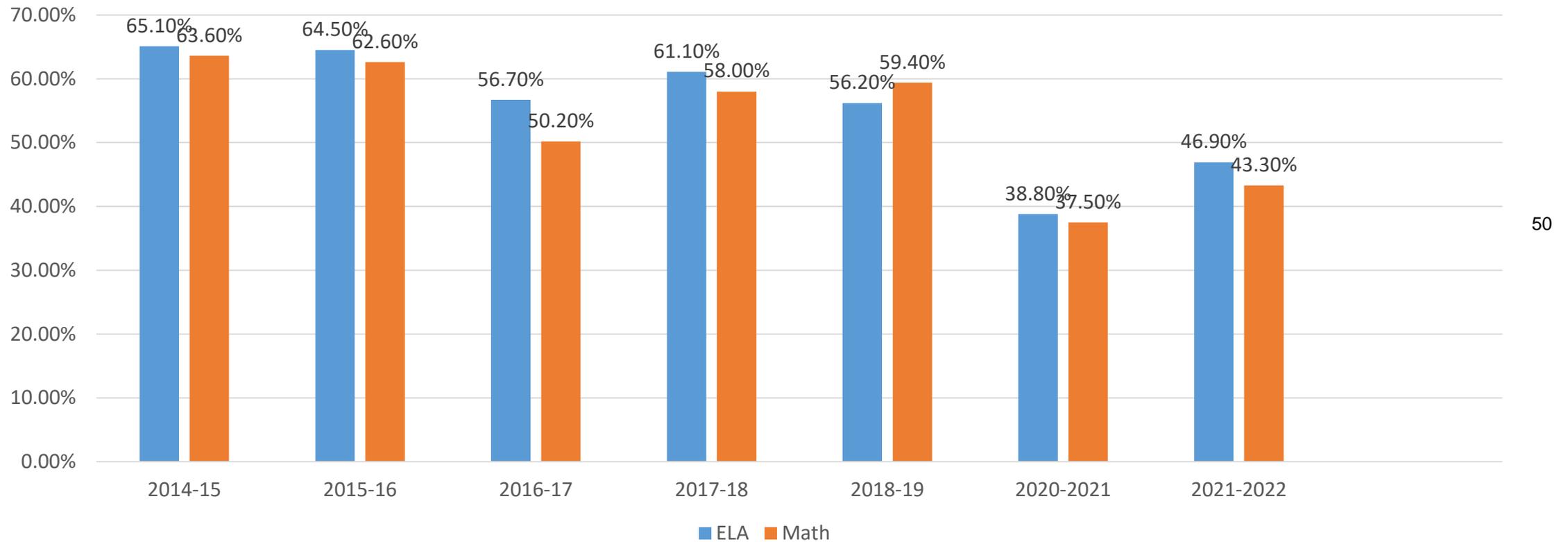
DANE SCIENCE							SOCIAL STUDIES
District	All Grades	4th	8th	All Grades	4th	8th	10th
Belleville	69.7	80.4	61.9	72	78.3	68.3	71.4
Cambridge	50	52.2	47.8	63.8	72.5	58.2	60
De Forest	57.6	54.7	60.7	61	67.7	67.3	47.5
Deerfield	57.3	61.4	52.2	61.7	71.9	60.9	50
Madison	41.3	44.4	38.3	44.3	51.7	46.3	35.4
Marshall	56.5	50.8	61.8	51.7	57.1	63.2	35.7
McFarland	44	43.5	44.3	45	51.3	48.8	37.4
Middleton-Cross Plains	70.4	71.4	69.5	68.8	77.7	76.6	53.6
Monona Grove	54.8	57.7	52.1	61	65.6	61.8	56.5
Mount Horeb	60.1	68.2	53.4	59.4	70.1	63.5	47.3
Oregon	56.8	59.6	54.3	57.3	71.2	53	48.4
Stoughton	52.1	54.5	49.7	58	67	49.1	57.8
Sun Prairie	41.8	48.1	36.1	49.8	57.9	50.7	42
Verona	55.1	64.7	46	60.5	73.7	58.8	49.9
<b>Waunakee</b>	<b>64.2</b>	<b>64</b>	<b>64.4</b>	61.9	72.4	67.4	48.4
Wisconsin Heights	54.3	60.4	49.2	69.9	77.4	65.1	67.1
<b>Waunakee Rank</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>6</b>	<b>3</b>	<b>10</b>

# ACT College and Career Readiness Benchmarks

College Course	ACT Subject-Area Test	ACT Aspire <sup>®</sup> Benchmark Grade 9	ACT Aspire <sup>®</sup> Benchmark Grade 10	The ACT <sup>®</sup> Benchmark
English Composition	English	426	428	18
College Algebra	Mathematics	425	428	22
Social Sciences	Reading	428	432	22
Biology	Science	430	432	23

# ACT Aspire-State Proficiency Levels

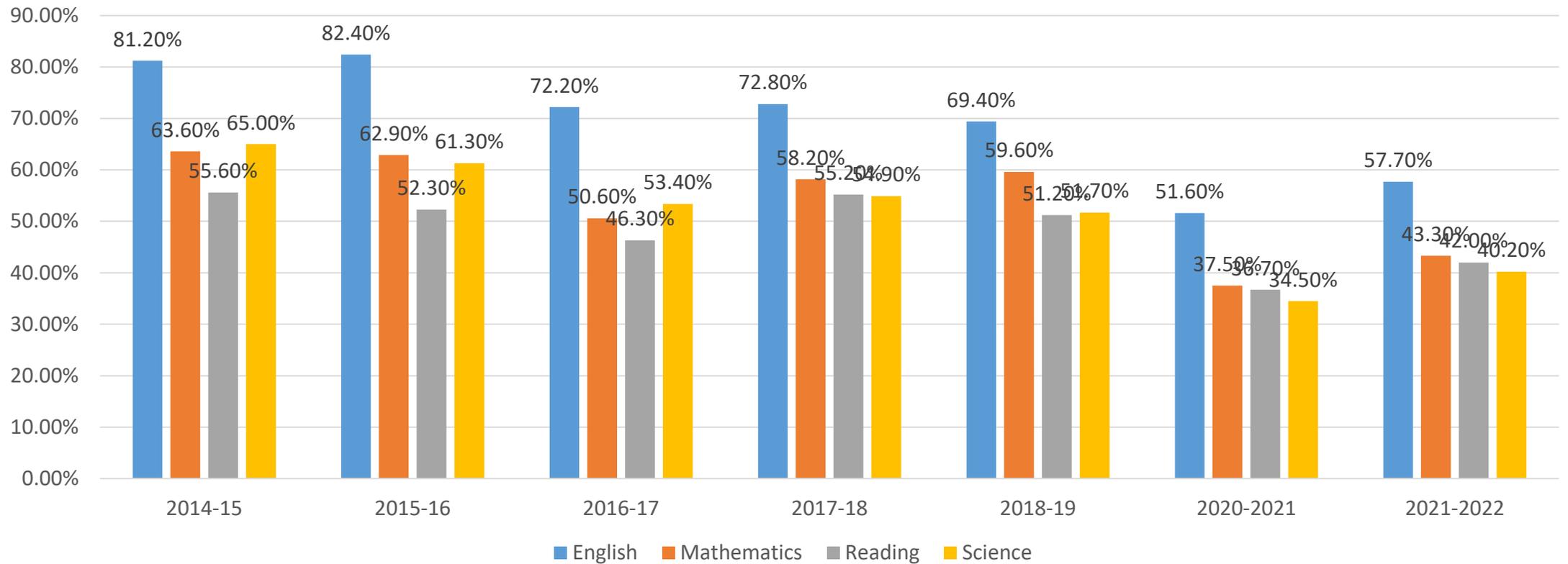
Combined 9<sup>th</sup> and 10<sup>th</sup> Grade Aspire and DLM



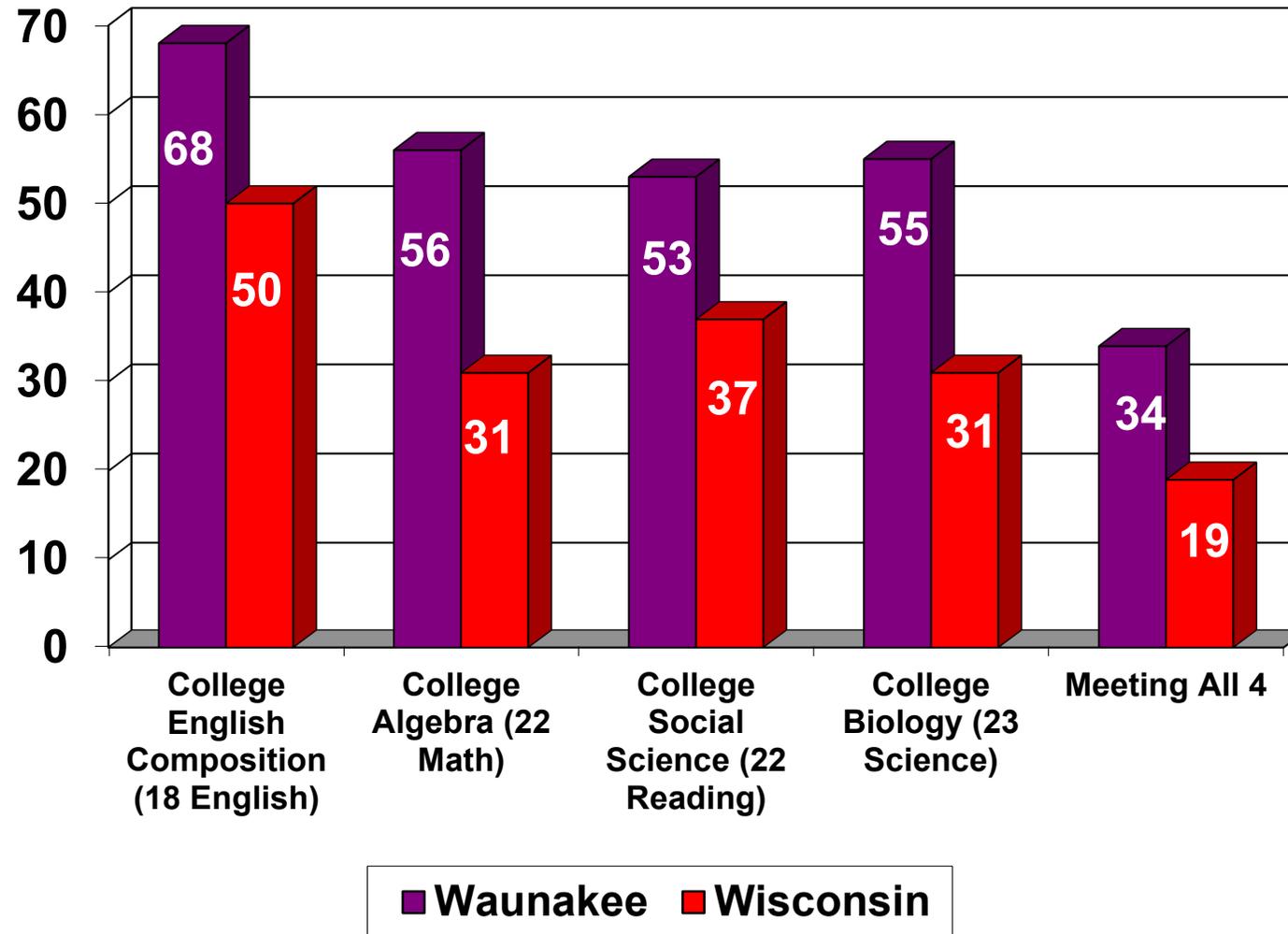
100% test participation 2015, 2016. 11-14% non participation 2017-2019. 36% non participation in 2021, 29.6% in 2022.

# ACT Aspire-Readiness Benchmarks

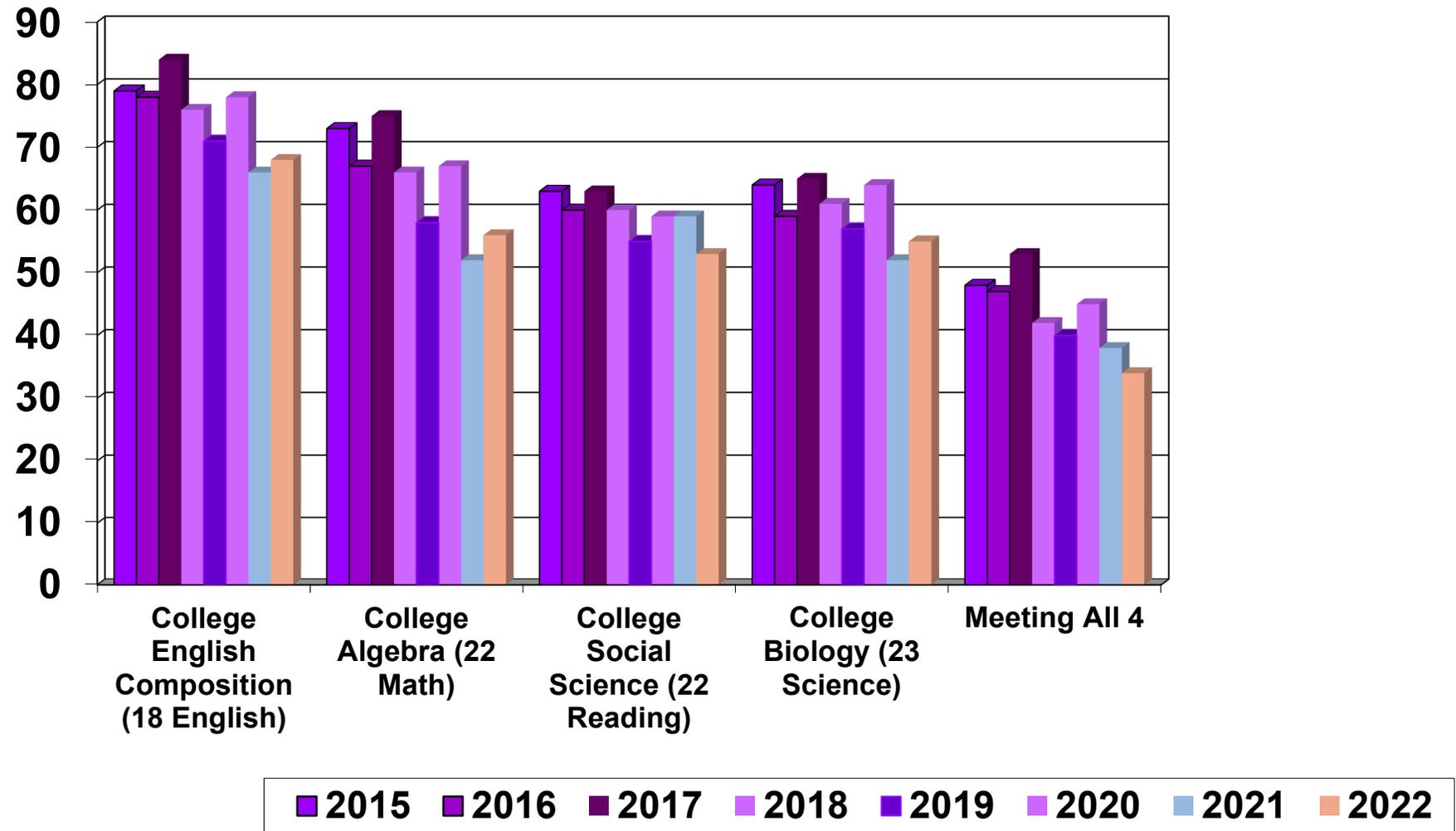
Chart Title



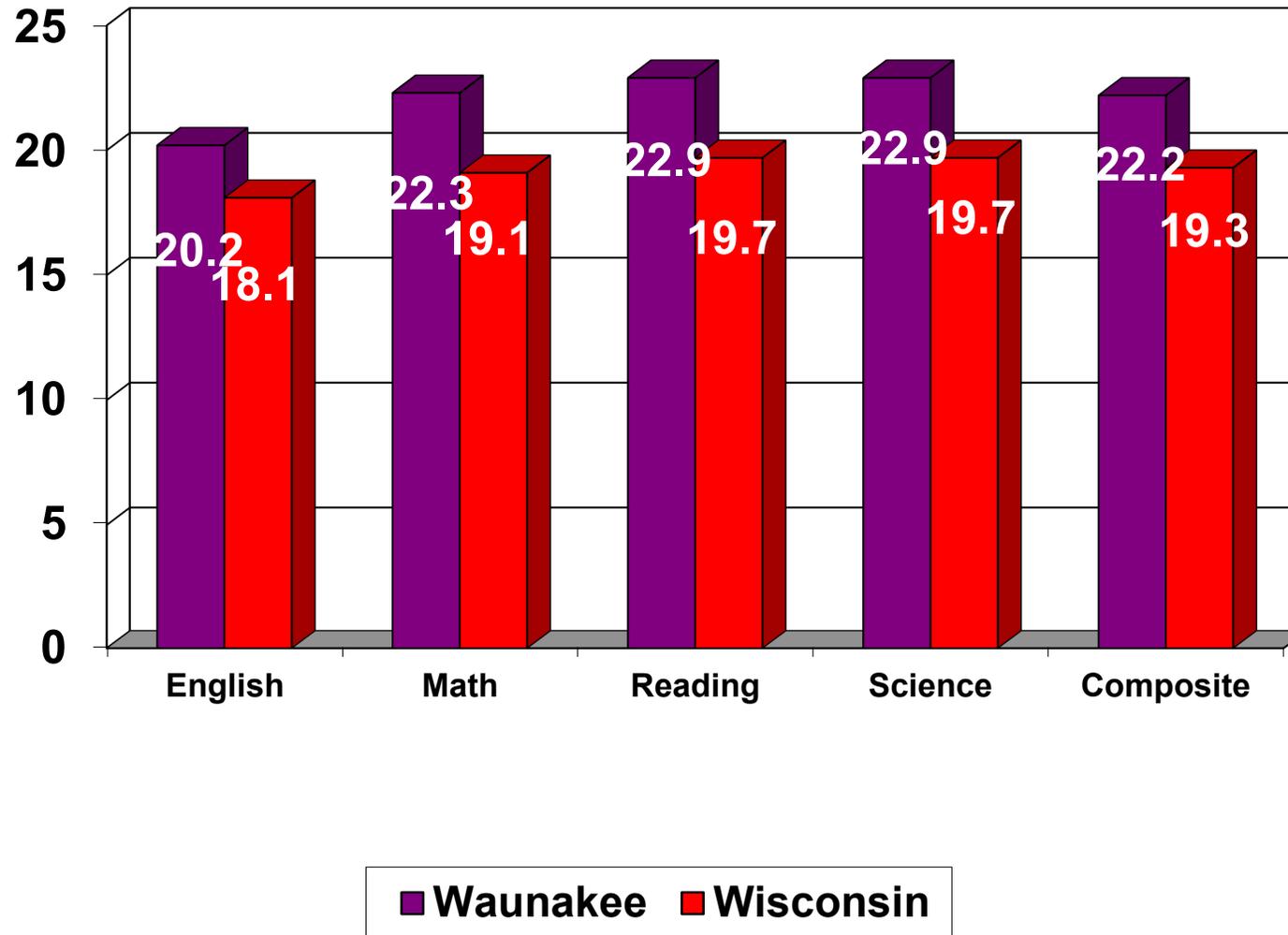
# Statewide ACT-2022 % Meeting CCR Benchmarks



# Statewide ACT-WCSD Trend % Meeting CCR Benchmarks



# Statewide ACT-2022 Average Scores



# Strong Performance Within Dane County

District	Composite Avg	WI ELA Prof	WI Math Prof	WI Sci Prof	English Avg	Math Avg	Reading Avg	Science Avg	ELA avg	STEM Avg	Writing Avg	Non-Part
Belleville	20.1	45.6	25.0	38.2	20.1	19.0	20.2	20.7	18.3	20.1	5.7	2.9
Cambridge	20.3	45.1	31.0	43.7	19.3	19.4	21.3	20.9	18.9	20.4	6.1	2.8
De Forest	19.9	46.0	27.7	35.9	19.0	19.0	20.5	20.7	19.2	20.1	6.9	3.1
Deerfield	19.7	41.7	21.7	33.3	18.4	18.5	20.9	20.4	18.6	19.7	6.3	0.0
Madison	19.9	33.2	26.0	29.3	18.4	19.4	21.0	19.9	18.2	19.9	6.0	18.2
Marshall	17.8	23.9	16.9	22.5	15.8	17.4	19.0	18.6	16.9	18.3	6.1	5.6
McFarland	18.4	22.7	16.1	19.8	17.0	17.8	19.5	18.8	16.8	18.5	5.6	22.0
Middleton-Cross Plains	23.0	58.1	47.5	53.0	21.8	22.3	23.9	23.3	21.4	23.1	6.9	57.0
Monona Grove	20.1	40.2	29.5	33.2	19.1	19.5	20.8	20.5	18.3	20.2	5.8	8.1
Mount Horeb	20.8	41.1	36.7	42.2	19.4	20.2	21.8	21.4	19.2	21.1	6.2	3.3
Oregon	21.0	41.5	38.7	41.5	18.9	20.7	22.3	21.7	19.1	21.4	6.1	5.9
Stoughton	19.8	41.9	26.6	35.7	17.8	19.2	21.1	20.6	18.7	20.2	6.5	5.0
Sun Prairie	20.2	53.2	31.7	34.4	19.4	19.4	20.8	20.7	20.2	20.3	7.5	9.1
Verona	20.4	43.4	31.5	36.3	19.4	19.9	21.3	20.7	19.2	20.6	6.4	9.5
<b>Waunakee</b>	<b>22.2</b>	<b>51.9</b>	<b>51.6</b>	<b>51.0</b>	<b>20.2</b>	<b>22.3</b>	<b>22.9</b>	<b>22.9</b>	<b>20.3</b>	<b>22.9</b>	<b>6.6</b>	<b>7.7</b>
Wisconsin Heights	21.6	56.0	46.0	48.0	20.6	21.3	22.6	21.4	19.8	21.6	6.2	2.0
<b>Waunakee Rank</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>6</b>

# Performance Within State Benchmarks

District	Composite Avg	WI ELA Prof	WI Math Prof
Cedarburg	22.7	58.5	55.6
De Forest	19.9	46.5	22.7
De Pere	22.0	62.3	47.7
Franklin	21.6	66.5	44.8
Germantown	21.1	44.7	41.6
Hamilton	22.2	65.0	50.6
Hortonville	20.1	39.2	27.2
Hudson	21.6	54.0	42.9
Kettle Moraine	21.8	60.7	45.0
Kimberly	20.6	42.0	44.5
Menomonee Falls	21.0	45.1	39.2
Mequon-Thiensville	22.8	62.6	52.0
Monona Grove	20.1	40.2	29.5
Mukwonago	20.7	45.8	39.7
Muskego-Norway	22.3	62.2	57.0
New Berlin	22.2	58.4	51.9
Oconomowoc	20.7	46.1	49.5
Oregon	21.0	41.5	38.7
Pewaukee	21.4	58.7	40.8
Slinger	21.8	63.1	52.5
<b>Waunakee</b>	<b>22.2</b>	<b>51.9</b>	<b>51.6</b>
Whitefish Bay	25.1	81.7	70.2
<b>Waunakee Rank</b>	<b>5</b>	<b>13</b>	<b>7</b>



# **WAUNAKEE**

## **COMMUNITY SCHOOL DISTRICT**

**September 12, 2022**

### **Review of Title IX Report**

# Title IX Report<sup>1</sup>

Janis Doleschal—Sports Law Consultant—provided her assessment of the Waunakee School District’s compliance with Title IX regulations, per our request for her to audit our programs and practices.

- The Education Amendments of 1972 familiarly known as “Title IX” state:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

- Ms. Doleschal’s report focused, specifically, on the Title IX regulations related to athletics.
  - Recipients of federal funds must provide equal athletic opportunity for members of both sexes participating in interscholastic, intercollegiate, club or intramural athletics.

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1. References to the Doleschal Title IX Report recapitulate statements and recommendations of Janis Doleschal, Sports Law Consultant, and do not necessarily reflect the descriptions or recommendations of legal counsel.

# Title IX Standards

Compliance with Title IX is enforced by the U.S. Department of Education, Office for Civil Rights (OCR). To determine whether a school district has complied with Title IX's athletics regulations, the OCR will consider the following factors:

- Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes;
- The provision of equipment and supplies;
- Scheduling of games and practice time;
- Travel and per diem allowance;
- Opportunity to receive coaching and academic tutoring;
- Assignment and compensation of coaches and tutors;
- Provision of locker rooms, practice and competitive facilities;
- Provision of medical and training facilities and services;
- Provision of housing and dining facilities and services;
- Publicity.

# Title IX Report

Ms. Doleschal reviewed the following items:

- Allocation of coaches
- Athletic Code
- Facilities
- Game Schedules
- All General Policies relating to any aspect of interscholastic athletics
- Practice Schedules
- Coaches Handbook
- Coaches and Officials Payment Schedules including table officials
- Co-Curricular Handbook
- Transportation Policies
- Budget Analysis including Booster Club donations to the interscholastic athletic program and monies allocated by the district

# Title IX Report

## Doleschal Report: Areas of Concern

1. Provision of equipment and supplies.
  - a. A great majority of the interscholastic program, including supplies, equipment, and facilities, are funded by certain sport booster clubs, creating inequities among all sports, not just boys and girls in a given sport.
  - b. The allocation of monies for supplies seems arbitrary and inadequate, and the amounts allocated for the replacement of uniforms also seems inadequate and arbitrary.
  - c. No supply allocation exists for boys or girls' hockey, and boys or girls lacrosse. Further, girls' hockey uniforms are not included in the uniform rotation.

# Title IX Report

## Doleschal Report: Areas of Concern

2. Facilities.
  - a. The softball field has no lights. The baseball field has lights. In fact, all other outdoor sports areas, e.g., baseball and soccer, have lights except softball.
  - b. The girls' gymnastics facility is inadequate, and all equipment must be torn down and set-up for major meets.
  - c. The team locker rooms are comparable. The boys team room is larger, but has special lockers to accommodate football equipment. However, the girls team room appeared to be used for storage.
  - d. Fieldhouse is used equitably by all sports, but championship banners for football are displayed more prominently, even though there have been championships won by other sports.

# Title IX Report

## Doleschal's Suggestions to Address Concerns

1. Booster Clubs. Choose one of the following:
  - a. Institute one booster club for interscholastic athletics instead of single sport booster clubs;
  - b. Set minimum fundraising goals for all sports in cooperation with the booster clubs for that sport. Once those goals are established, all additional funds should be turned over to the School District for use in the interscholastic athletics program. The booster club will need to establish what portion of their funds annually are used to support youth teams and those funds would not be a part of the funds for interscholastic athletics; or
  - c. Establish a sport booster club that encompasses boys' and girls' teams within the same sport, e.g., Basketball, Lacrosse, etc., and follow other suggestions included in #2.

# Title IX Report

## Doleschal's Suggestions to Address Concerns

### 1. Booster Clubs.

Whichever option is chosen by the School Board, there should be a process instituted as follows:

- All requests for purchases by the booster clubs are made by coaches to the Activities Director.
- The Activities Director reviews all requests to ensure that there are no inequities created by the requests.
- The Activities Director then submits the requests to the booster club(s).

# Title IX Report

## Administration Recommendations/Options

### 1. Booster Clubs.

- Initially, a meeting should be held between Waunakee coaches and booster club leadership.
  - The purpose of the meeting is to educate booster clubs about Title IX, share the report, and ask for feedback on next steps.
- The athletic director should be in close contact with booster clubs and take part in decision making.
- Booster clubs should communicate with the district regarding financial decisions.
- The resolution of the booster club issue is the highest priority.

# Title IX Report

## Doleschal's Suggestions to Address Concerns

2. Provision of Supplies and Equipment.
  - a. Uniform rotation: Determine actual retail costs of uniforms for a particular sport and then determine a monetary percentage to be used. This would create more standard amounts and be more equitable.
  - b. Supply allocations: No supply allocations are currently being made for hockey and boys and girls lacrosse. This should be corrected.

# Title IX Report

## Administration Recommendations/Options

2. Provision of Supplies and Equipment.
  - a. Uniform rotation:
    - Stay with the current four-year rotation.
    - Institute a 50% split or a certain dollar amount, whichever is lesser. For example: Girls basketball uniforms retail at \$230. 35 uniforms costs \$8,050. WCSD would pay 50% (\$4,025).
  - b. Supply allocations: No supply allocations are currently being made for hockey and boys and girls lacrosse. Add supply allocations of \$1,775 for each team, which is consistent with allocations to other programs.

# Title IX Report

## Administration Recommendations/Options

### 2. Provision of Supplies and Equipment.

#### c. Hockey Costs:

- Currently, there is a significant disparity in the cost to play girls and boys hockey.
- Propose that hockey players pay a co-curricular amount that is equal for boys and girls.
- The district would pick up the remainder of the cost.

The disparity in supplies and equipment provided to girls and boys teams is the next highest priority to address after booster clubs. This should be addressed as soon as possible.

# Title IX Report

## Doleschal's Suggestions to Address Concerns

3. Lights on the Softball Field.
  - The School District needs to fund lights for the softball field.

# Title IX Report

## Administration Recommendations/Options

3. Lights on the Softball Field.
  - The estimated cost to install lights is \$175,000.
  - This is a referendum or fund balance issue.
    - There will be a referendum in the fall, which if approved, could include the lights as part of the maintenance/other projects allocation.
    - The District could also use the district's fund balance to fund the project, to install the lights as soon as possible.
  - Additionally, the lack of padding on the foul line fences should be addressed. There is padding on the baseball field, but not the softball field.

# Title IX Report

## Doleschal's Suggestions to Address Concerns

3. Gymnastics facilities.
  - The gymnastics facility should be one where both practice and competition can be held in one location and where equipment does not need to be taken down on a regular basis.
  - This issue will be remedied when the current middle school becomes part of the high school.

# Title IX Report

## Administration Recommendations/Options

4. Gymnastics facilities.
  - The upcoming transition of high school programs to the current middle school will create a space for gymnastics.
  - Until that transition is completed, there is not adequate space to remedy the problem.
  - This is an issue that can be resolved over time.

# Title IX Report

## Doleschal's Suggestions to Address Concerns

### 5. Training facilities.

- Girls' teams are reluctant to use the weight room due to the football team member overuse during the off-season.
  - During football off-season, Doleschal suggests that winter and spring teams that wish to use the weight room have access immediately after school or on a time rotating basis and that access to the weight room be included on the facility use schedules prepared by the Activities Director.
  - Preference should be given to in-season teams in the slot immediately following the end of the school day.
- Another option would be determining if use of the middle school weight room could be arranged for any girls' teams while the football players are in the high school weight room.

# Title IX Report

## Administration Recommendations/Options

### 5. Training facilities.

- There is an effort to continue to hire more female staff to work in the weight room.
- Review scheduling and establish a more concrete schedule.
  - Promote times available for female-only lifting sessions.
- The disparities here can be addressed through additional education and mindfulness, as well as gender-conscious scheduling and training regimens.
- Efforts have been put in place to begin to address this concern.

# Title IX Report

## Doleschal's Suggestions to Address Concerns

### 6. Fieldhouse.

- The display of banners for championships:
  - If banners for conference or WIAA championships are going to be displayed, they should all be of the same size and configuration regardless of the sport.
- If a differentiation is made, that should be on a tournament level, e.g., conference, regionals, sectionals, state.

# Title IX Report

## Administration Recommendations/Options

### 6. Fieldhouse.

- There needs to be a conversation about what banners should be in the field house.
- Although the severity of this disparity is low, it should be addressed.
  - The company which provided banners in prior years will not continue to do so this year. This is an opportunity to remove all banners and start over with a uniform appearance.

# Title IX Report

## Doleschal's Suggestions to Address Concerns

### 7. Gate receipts.

- Doleschal would suggest that a percentage or all of the gate receipts raised within the program, other than the restrictions on gate receipts placed by the WIAA during tournament competition, be placed in a special fund for interscholastic athletics and used to deter the costs of uniforms and equipment.
- The use of these funds would be determined by the Activities Director and could offset some of the issues created by the current booster club configurations.

# Title IX Report

## Administration Recommendations/Options

### 7. Gate receipts.

- Gate receipt funds should be directed to high school athletics.
  - The first \$60,000 could be directed to Warrior stadium and Warrior pitch.
  - Remaining funds should be directed to athletics rather than the general fund.
  - Gate receipts applied to athletics may be sufficient to pay for most of the improvements that are part of this report, except for the lights on the softball field.

# Next Steps...

- Administration recommends that the Budget Committee review the administrative recommendations from this report, discuss financial options/solutions, and consider budget modifications, to be included in the final draft of the 2022-2023 budget, that will come to the Board later in October.



**WAUNAKEE**  
COMMUNITY SCHOOL DISTRICT

**TITLE IX ASSESSMENT**  
**WAUNAKEE SCHOOL DISTRICT**

**INTRODUCTION**

The Education Amendments of 1972 familiarly known as “Title IX” state: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Included in those amendments is a section dealing with non-discrimination in items related to athletics. Those items include:

- Provision of equipment and supplies
- Scheduling of games and practice times
- Travel and per diem allowances
- Academic tutoring
- Coaching – includes assignment & compensation
- Locker rooms, practice & competitive facilities
- Medical and training facilities & services
- Housing and dining facilities & services
- Publicity
- Provision of support services
- Recruitment of student-athletes

In preparation for this report, I reviewed the following items:

- Allocation of coaches
- Athletic Code
- Budget Analysis including Booster Club donations to the interscholastic athletic program and monies allocated by the district
- Facilities
- Game Schedules
- All General Policies relating to any aspect of interscholastic athletics
- Practice Schedules
- Coaches Handbook
- Coaches and Officials Payment Schedules including table officials
- Co-Curricular Handbook
- Transportation Policies

Further, on June 28, 2022, James Gray, a colleague of mine, and I visited Waunakee High School, toured facilities, and spoke with the following individuals:

- Activities director, Aaron May
- High School Principal, Brian Borowski
- District Superintendent, Randy Guttenberg
- School Board member, Brian Hoefler

- Softball Coach, Tammy Rademacher
- Girls basketball Coach, Marcus Richter

While the regulation and enforcement of Title IX has morphed since 1972 to include issues surrounding sexual harassment and sexual assault, I will not be dealing with those issues in this report, but will restrict my comments to the areas indicated on page one.

If no areas of concern were found under a specific heading, I will so state.

For areas of concern, I will suggest possible remedies or will state that the remedy has already been established and the School District is currently working on the implementation of the remedy.

### **AREAS OF COMPLIANCE**

- Scheduling of games and practice times
  - There is compliance. I found no issues with the scheduling of both practice and game times as games were scheduled appropriately and practice times were rotated, especially in the scheduling of indoor facilities during the spring sports season.
- Travel and per diem allowances
  - The allowances are identical for boys and girls sports. For coaches attending state tournaments, there is no distinction made between boys and girls coaches.
- Academic tutoring
  - While there is no academic tutoring established specifically for athletes, all tutoring and extra help provided for all students is equally available to athletes.
- Coaching – includes assignment & compensation
  - The assignment of coaches in each sport is established by participation criteria equally applied to all sports. While it may seem that some sports have more coaches between the same sport, e.g. boys and girls basketball, that often is determined by participation numbers and numbers of teams, not by any arbitrary coaches assignment favoring one sport over the other.
  - Volunteer coaches are allowed, but within the parameters of qualifications set by the School District and the WIAA.
  - The compensation of all sports coaches is determined by a schedule which includes years of experience and percentages of base pay.
- Locker rooms, practice & competitive facilities
  - Practice and competitive facilities are assigned by the Activities Director and no inequities were found in the assignment of the facilities. See concerns for weight room (under Training Facilities) and girls team room (under Facilities) below under “Areas of Concern.”

- Medical and training facilities & services
  - The athletic training room as well as the athletic trainer are both available to all athletes. The trainer is assigned to sports contests as well as tournaments. The head coach in all sports is required to have first aid, CPR and AED training.
  - While it is not a Title IX issue, I would recommend that ALL coaches be required to maintain current first aid, CPR and AED certification as a risk management concern. Research has shown that more injuries occur during practices than during games. While the AT may be nearby, if that is not the case, the coaches should be able to render aid until emergency personnel can arrive.
- Housing and dining facilities & services
  - Not an issue on the high school level and food and lodging while at away contests is determined by School Board policy and is equitable among all sports.
- Publicity
  - In school publicity is equitable among all sports.
  - Out of school or community publicity is not under the purview of the School District.
- Provision of support services
  - In the past, cheerleaders have been assigned to football in the fall. The district is instituting winter cheerleaders for basketball and the scheduling of those cheerleaders will be done equitably by the Activities Director.
  - The pep band, when used, is equitably scheduled for fall and winter sports.
- Recruitment of student-athletes
  - For sports sponsored by the school, recruitment for teams is equitable. In addition, the interscholastic athletic program has a no-cut policy.
  - For college recruitment, all pertinent NCAA materials are made available to all athletes on an annual basis and visits with recruiters are equitably scheduled for all athletes.

#### **AREAS OF CONCERN**

- Provision of equipment and supplies
  - It is immediately apparent that a great majority of the interscholastic program, including supplies, equipment and facilities are funded by the single sport booster clubs creating gross inequities among all sports, not just boys and girls in a given sport.
  - The allocation of monies for supplies seems arbitrary and inadequate, and the amounts allocated for the replacement of uniforms seems inadequate and arbitrary. (See “Provision of Supplies and Equipment” below).
  - No supply allocation exists for boys or girls hockey, and boys and girls lacrosse. Further, girls hockey uniforms are not included in the uniform rotation.
- Facilities
  - Fieldhouse is used equitably by all sports, but championship banners favor football even though there have been championships won by other sports.
  - The softball field has no lights. The baseball field has lights. In fact, all other outdoor sports areas, e.g., baseball and soccer, have lights except softball.

- The girls gymnastics facility is inadequate and all equipment must be torn down and set-up for major meets.
- The team locker rooms are comparable. The boys team room is larger, but has special lockers to accommodate football equipment. However, when I toured the girls team room, it appeared to be used for storage. This should be corrected.

## **CONCERNS ENUMERATED AND SUGGESTIONS FOR ADDRESSING CONCERNS**

### **BOOSTER CLUBS**

Single sport booster clubs are singly responsible for creating gross inequities in the interscholastic athletic programs at Waunakee High School (See Exhibit One). In addition, many of the sports booster clubs require dues that are grossly inequitable across all sports. Some sports do not have single sports booster clubs. The coaches directly request items from the booster clubs, or the booster clubs tell the coaches what they want the coaches to buy. **In all cases, the Activities Director is bypassed during the decision-making process thereby creating potential Title IX inequity issues.**

In reviewing the issues with the booster clubs, I became aware that the funds generated by some booster clubs also support youth programs in the community. Some of the booster clubs have also been established as not-for-profit entities under the Federal tax code. These two issues could also impact the decisions made by the School District regarding trying to create equity within the interscholastic athletic program regarding donations.

In an article by Peter S. Finley (Exhibit Four,) he states: “Whatever a district chooses, it has the sole responsibility for complying with Title IX and cannot shift the responsibility to the booster club.”

There are four options for addressing the inequity concerns created by donations from single sport booster clubs, fully understanding that whichever option is chosen by the School Board, the issue of Title IX inequity must be made clear to the booster clubs.

1. Institute one booster club for interscholastic athletics instead of single sport booster clubs.
2. Set minimum fundraising goals for all sports in cooperation with the booster clubs for that sport. Once those goals are established, all additional funds should be turned over to the School District for use in the interscholastic athletics program as seen fit by the Activities Director. The booster club will need to establish what portion of their funds annually are used to support youth teams and those funds would not be considered to be a part of the funds for interscholastic athletics.
3. Establish a sport booster club that encompasses boys and girls teams within the same sport, e.g., Basketball, Lacrosse, etc., and follow other suggestions included in #2.
4. Maintain status quo fully realizing that the status quo creates major Title IX inequities in the interscholastic athletic program and could create the possibility for future Title IX

complaints which can be filed by anyone with the Office of Civil Rights, or the inequities could lead to possible litigation in the courts.

Whichever option is chosen by the School Board, there should be a process instituted as follows:

1. All requests for purchases by the booster clubs are made by coaches to the Activities Director.
2. The Activities Director reviews all requests to ensure that there are no inequities created by the requests.
3. The Activities Director then submits the requests to the booster club(s).

### **PROVISION OF SUPPLIES AND EQUIPMENT**

While the supply budget is determined by the school, I found two issues:

- The per athlete amount allocated by the school for the uniform rotation seems arbitrary and is in no way connected to the actual cost of a uniform, e.g., basketball and football are both \$135 per athlete. That amount is not indicative of the actual costs of a uniform (See Exhibit Two). Determining actual retail costs of uniforms for a particular sport and then determining a monetary percentage to be used would create more standard amounts and be more equitable.
- When hockey and boys and girls lacrosse were instituted, no district funds were allocated to pay for the sports. Currently, after these sports have been in existence for over ten years, no supply allocations are still being made for these sports. This creates an inequity in the sports program as a whole. While uniform allocations are included in the rotation, except for girls hockey, that does not mitigate the inequities created by not having supply allocations for these sports.
- The actual supply monies allocated to each sport would not, in many cases, even fund the purchase of balls and other consumables (See Exhibit Three).

### **LIGHTS ON THE SOFTBALL FIELD**

The School District needs to fund lights for the softball field. There are lights on all other varsity outdoor fields except softball. This inequity should have been corrected when the lights were installed on the other fields and needs to be corrected as soon as possible. I understand that the lights have been included in the upcoming referendum requesting funds for the school district.

It should be noted that while baseball and softball are not compared as *sports*, the provision of facilities, uniforms, etc. between baseball and softball can create inequities that must be addressed by the school district. The issue becomes the disparate impact on the whole program. That disparate impact was created when all other fields received lighting and softball did not.

### **GYMNASTICS FACILITY**

The gymnastics facility should be one where both practice and competition can be held in one location and where equipment does not need to be taken down on a regular basis. I understand that this issue will be remedied when the referendum for a new school facility within the School District is passed.

### **TRAINING FACILITIES**

While the weight room is available to all teams, especially outside the football season, football players who regularly use the weight room after school out of season dominate the weight room. Girls teams are reluctant to go into the weight room for needed weight training outside the football season, and some in the fall season.

During football off-season, I would suggest that winter and spring teams that wish to use the weight room have access immediately after school or on a time rotating basis and that access to the weight room be included on the facility use schedules prepared by the Activities Director. Preference should be given to in-season teams in the slot immediately following the end of the school day.

Another option would be determining if use of the middle school weight room could be arranged for any girls teams while the football players are in the high school weight room.

### **FIELDHOUSE**

A minor issue exists in the fieldhouse in the display of banners for championships. While I understand the importance of football to the Waunakee community, if banners for conference or WIAA championships are going to be displayed, they should all be of the same size and configuration regardless of the sport. If a differentiation is made, that should be on a tournament level, e.g., conference, regionals, sectionals, state.

### **GATE RECEIPTS**

I understand that gate receipts are deposited into the General Fund. Since these funds are raised directly by the interscholastic athletic program, I would suggest that a percentage or all of the gate receipts raised within the program, other than the restrictions on gate receipts placed by the WIAA during tournament competition, be placed in a special fund for interscholastic athletics and used to deter the costs of uniforms and equipment. The use of these funds would be determined by the Activities Director and could offset some of the issues created by the current booster club configurations.

## CONCLUSIONS

The Waunakee School District, specifically the interscholastic athletic program on the high school level, is predominantly in compliance in most of the areas enumerated in the Education Amendments of 1972. However, there are major inequities created by single sport booster clubs in the funding of uniforms, supplies, equipment, and facilities. Those inequities far outweigh all other concerns and need to be addressed as soon as possible. I have included an article by Peter S. Finley (Exhibit Four) that explains issues surrounding single sport booster clubs and the subsequent problems that can arise. The article also includes hypotheticals which could be very useful when trying to understand the effects that single sport booster clubs can have on a school district.

A simple examination of Exhibit One shows that in 2021 a total of \$301,758 was donated by single sport booster clubs. Of that amount, \$236,995 was for boys sports and \$64,763 was donated for girls sports. In 2022, \$274,484 was donated for boys sports and \$71,460 was donated for girls sports.

Even if football donations are removed from that total, the amounts for 2021 would be \$159,806 for boys sports and \$64,736 for girls sports. Similarly, the amounts for 2022 would be \$203,782 for boys sports and \$71,460 for girls sports.

While schools may raise and expend disparate amounts when the costs of a particular program for uniforms and auxiliary costs such as costs for security and practice facilities are much higher, those costs must be justified when weighed against the costs of all other sports and the equity of funds allocated for the girls sports programs. For example, if more money is allocated for the purchase of football uniforms because of the cost of the program, then the remainder of the programs should be examined on a case by case basis for equity in spending, especially in the same sports being offered for both boys and girls. The caveat is that the inequity is determined only if less is spent for the girls sport than the corresponding boys sport, not vice versa. Also, if substantially less is being spent for girls sports than for boys sports as a whole, the inequity still exists. An examination of Exhibit One shows that inequities exist regardless of football donations and expenditures. Again, if one refers to the paragraph above, even if football donations are removed from that total, the amounts for 2021 would be **\$159,806 for boys sports** and **\$64,736 for girls sports**. Similarly, the amounts for 2022 would be **\$203,782 for boys sports** and **\$71,460 for girls sports**.

Other concerns addressed above include the system for allocating supply monies, amounts allocated for the uniform rotation, lighting for the softball field, finding an alternate and better site for girls gymnastics, banners in the fieldhouse/recognition for championships, scheduling access to the weight room for girls teams, and the use of gate receipts raised at interscholastic athletic contests.

Janis K. Doleschal, LLM  
Sports Law Consultant

BOOSTER CLUB ANALYSIS - 2021 2022

<u>SPORT BOOSTER CLUB</u>	<u>AMOUNT RAISED-21</u>	<u>AMOUNT DONATED-21</u>	<u>AMOUNT RAISED-22</u>	<u>AMOUNT DONATED-22</u>
BBSB	\$ 56,833	\$ 33,920	\$ 25,071	\$ 15,895
BBSK	\$ 14,890	\$ 18,903	\$ 40,554	\$ 52,056
FB	\$ 84,381	\$ 77,189	\$ 70,562	\$ 70,702
BGLF	\$ 3,475	\$ 8,804	\$ 6,600	\$ -
BHKY	\$ 53,484	\$ 46,233	\$ 89,891	\$ 89,243
BLX	\$ 15,590	\$ 11,706	\$ 19,191	\$ -
BSOC	\$ 22,149	\$ 29,211	\$ 43,738	\$ 42,440
BSW	\$ 559	\$ -	\$ 5,272	\$ 2,873
BTN	\$ 1,290	\$ 2,027	\$ 1,435	\$ 1,275
BWR	\$ 8,298	\$ 9,002	\$ -	\$ -
<b>BOYS TOTALS</b>	<b>\$ 260,949</b>	<b>\$ 236,995</b>	<b>\$ 302,314</b>	<b>\$ 274,484</b>
GBSK	\$ 28,422	\$ 8,221	\$ 22,848	\$ 27,501
CC	\$ 3,870	\$ 4,413	\$ 4,254	\$ -
GGLF	\$ 5,190	\$ 5,067	\$ 2,400	\$ 1,121
GGYM	\$ 5,700	\$ 2,219	\$ 14,440	\$ -
GLX	\$ 9,525	\$ 13,146	\$ 11,496	\$ 14,476
GSOC	\$ 7,256	\$ 3,728	\$ 22,578	\$ 11,615
GSFB	\$ 4,288	\$ 5,382	\$ 16,840	\$ 14,916
GSW	\$ 4,351	\$ 3,439	\$ 8,529	\$ 4,129
GTN	\$ 5,252	\$ 6,004	\$ -	\$ -
TR	\$ 10,242	\$ 5,973	\$ 17,669	\$ (2,298)
GVB	\$ 6,849	\$ 7,171	\$ -	\$ -
<b>GIRLS/COED TOTALS</b>	<b>\$ 90,945</b>	<b>\$ 64,763</b>	<b>\$ 121,054</b>	<b>\$ 71,460</b>
<b>GRAND TOTALS</b>	<b>\$ 351,894</b>	<b>\$ 301,758</b>	<b>\$ 423,368</b>	<b>\$ 345,944</b>

# EXHIBIT TWO - FINAL REPORT

UNIFORM ROTATION			
SPORT	Per Athlete	# of Athletes	Allotment*
Girls Basketball	\$135	15	\$2,025
Football	\$135	60	\$8,100
Boys Basketball	\$135	15	\$2,025
Wrestling	\$60	15	\$900
Baseball	\$100	20	\$2,000
Softball	\$100	20	\$2,000
Volleyball	\$100	15	\$1,500
Girls Golf	\$40	25	\$1,000
Boys Golf	\$40	25	\$1,000
Boys Tennis	\$40	25	\$1,000
Girls Tennis	\$40	25	\$1,000
Boys Swim	\$30	17	\$510
Girls Swim	\$30	17	\$510
Boys Soccer	\$100	25	\$2,500
Girls Soccer	\$100	25	\$2,500
Track	\$60	40	\$2,400
Cross Country	\$60	40	\$2,400
Gymnastics	\$60	15	\$900
Boys Hockey*	\$80	20	\$1,600
Boys Lacrosse*	\$60	25	\$1,500
Girls Lacrosse*	\$60	25	\$1,500
Dance*	\$75	20	\$1,500
Cheer*	\$75	20	\$1,500
			\$41,870
<b>2023-24/2027-28</b>			
School Portion of Uniform Purchase			
2023-24/2027-28			
Boys Basketball 2025			
Football 8100			
Boys Hockey 1600			
11725			
<b>2024-25/2028-29</b>			
Girls Basketball 2025			
Boys Swim 510			
Volleyball 1500			
Girls Swim 510			
Girls Golf 750			
Gymnastics 900			
Softball 2000			
Boys Lacrosse 1500			
9695			
<b>2025-26/2029-30</b>			
Girls Soccer 2500			
Boys Soccer 2500			
Girls Tennis 1000			
Boys Tennis 1000			
Wrestling 900			
Boys Golf 1000			
Girls Lacrosse 1500			
10400			
<b>2022-23/2026-27</b>			
Track 2400			
Baseball 2000			
Cross Country 2400			
Dance 1500			
Cheer 1500			
9800			
<b>*Added 2022/23</b>			
This represents the school portion.			
Any cost above and beyond would be the responsibility of the Booster Clubs.			
Boosters wish to purchase uniforms sooner they may do so at their own cost.			
<b>**All Uniform purchases must be approved by Director of Communications to ensure it meets the district's branding guidelines.</b>			

BUDGET ANALYSIS-WAUNAKEE

EXHIBIT THREE - FINAL REPORT

<u>SPORT</u>	<u>SUPPLIES-202</u>	<u>PER SERV-22</u>	<u>SUPPLIES-21</u>	<u>PER SERV-21</u>	<u>SUPPLIES-20</u>	<u>PER SERV-20</u>
BBSB	\$ 1,775	\$ 5,100	\$ 1,775	\$ 4,810	\$ 1,775	\$ 4,810
BBSK	\$ 1,550	\$ 6,570	\$ 1,550	\$ 4,800	\$ 1,550	\$ 4,800
FB	\$ 10,000	\$ 4,825	\$ 10,000	\$ 6,800	\$ 10,000	\$ 6,800
BGLF	\$ 700	\$ -	\$ 700	\$ -	\$ 700	\$ -
HKY	\$ -	\$ 10,585	\$ -	\$ 10,585	\$ -	\$ 10,585
LX	\$ -	\$ 4,030	\$ -	\$ 2,305	\$ -	\$ 2,305
BSOC	\$ 1,000	\$ 6,120	\$ 1,000	\$ 4,700	\$ 1,000	\$ 4,700
BSW	\$ 800	\$ 400	\$ 800	\$ 400	\$ 800	\$ 400
BTN	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ 1,000	\$ -
BWR	\$ 1,400	\$ 5,700	\$ 1,400	\$ 5,700	\$ 1,400	\$ 5,700
GBSK	\$ 1,550	\$ 5,990	\$ 1,550	\$ 4,100	\$ 1,550	\$ 4,100
BGCC	\$ 800	\$ 120	\$ 800	\$ 120	\$ -	\$ 120
GGLF	\$ 675	\$ -	\$ 675	\$ -	\$ 675	\$ -
GGYM	\$ 500	\$ 1,120	\$ 500	\$ 1,300	\$ 500	\$ 1,300
GLX	\$ -	\$ 3,120	\$ -	\$ 1,800	\$ -	\$ 1,800
GSOC	\$ 1,000	\$ 4,800	\$ 1,000	\$ 2,900	\$ 1,000	\$ 2,900
GSFB	\$ 1,775	\$ 3,670	\$ 1,775	\$ 2,750	\$ 1,775	\$ 2,750
GSW	\$ 800	\$ 560	\$ 800	\$ 500	\$ 800	\$ 500
GTN	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ 1,000	\$ -
GVB	\$ 1,000	\$ 2,420	\$ 1,000	\$ 2,800	\$ 1,000	\$ 2,800
BGTR	\$ 1,800	\$ 500	\$ 1,800	\$ 500	\$ 1,800	\$ 500



**WCSD Board  
Meeting  
Referendum Planning**

October 10, 2022 Update

# Introductions



**Robin Savola**  
Project Manager



**Chris Michaud**  
Senior Design Architect



**Andy Lyons**  
Engagement Specialist



**Jay Thomsen**  
Project Executive



**Eric Ballweg**  
Community Relations & Engagement

# Agenda

- Introductions
- Heritage Visioning Process
- Heritage Plan Options
- Q & A

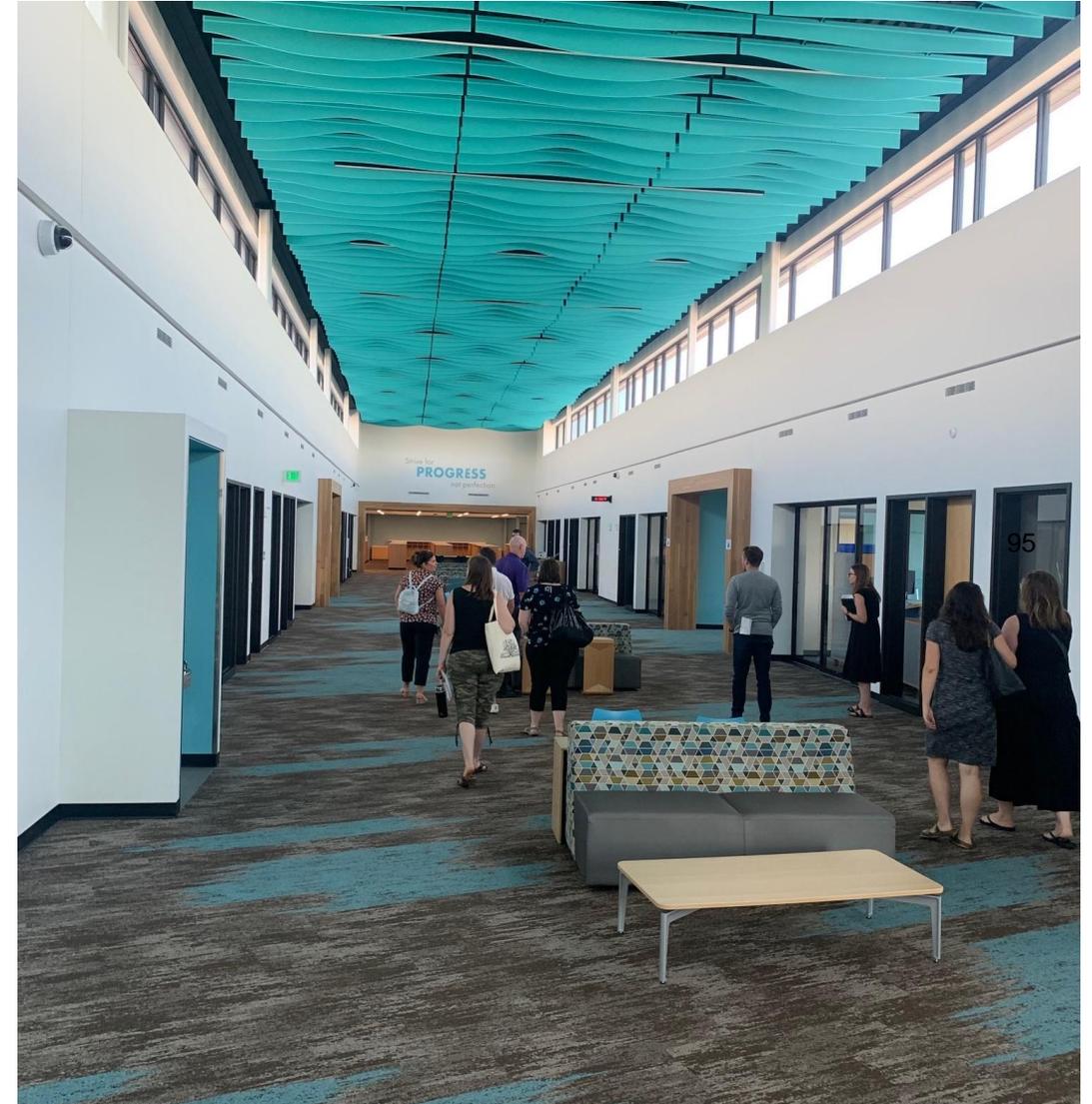
# Heritage Visioning



# New Heritage Elementary - Visioning Process

## Visioning Team

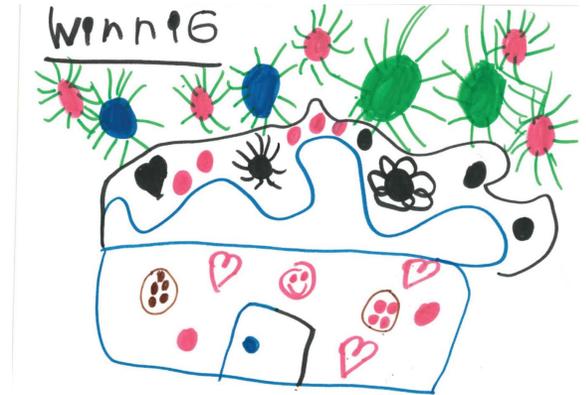
- Teachers and administration
- Toured area schools
- 4 meetings
- Site Circulation
- Building Layout
- Key adjacencies



# New Heritage Elementary - Visioning Process

## Student Shadow

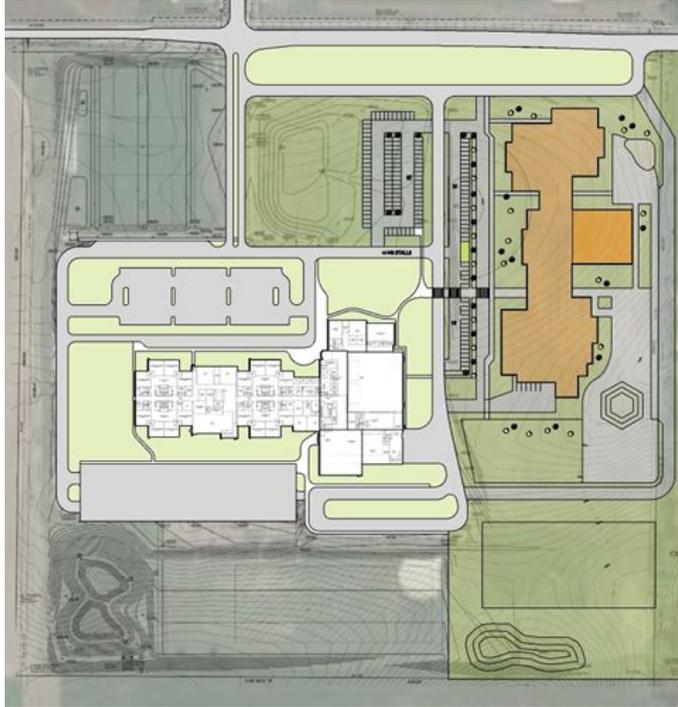
- Spent the day as a student
- Student feedback
  - Comfy spaces and seating
  - Lots of windows
  - Slides, tunnels, climbing and interacting
  - Feel safe and secure
  - Student art walls, more artwork displayed in school
  - Mascot, animals



# Heritage Plan Options



# New Heritage Elementary - Plan Option 1a



Full Site

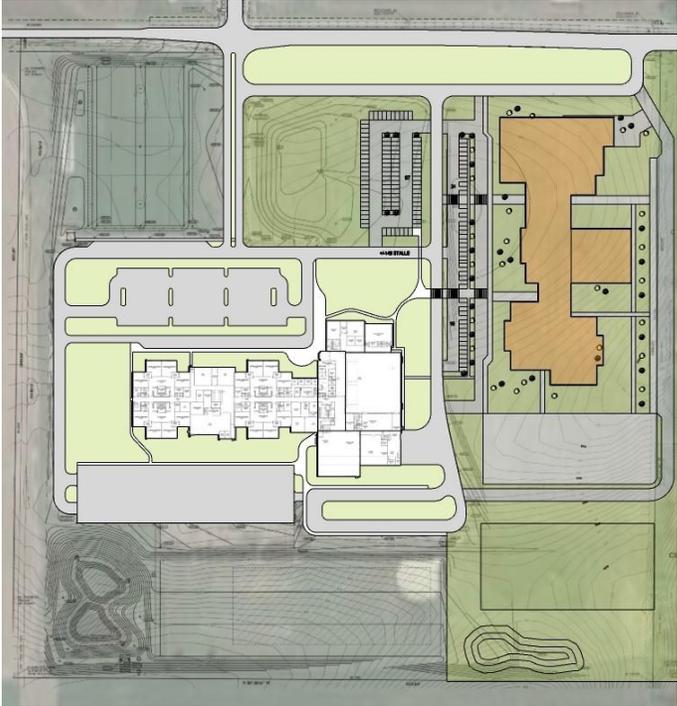


First Floor

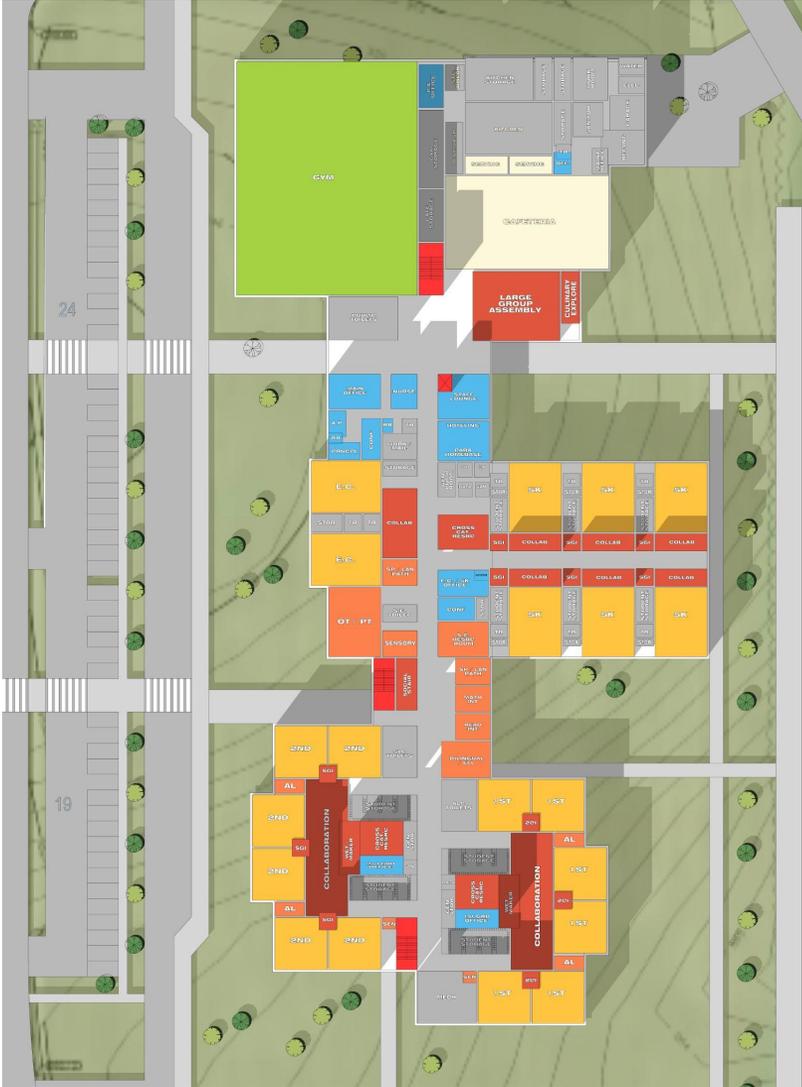


Second Floor

# New Heritage Elementary - Plan Option 1b



Full Site

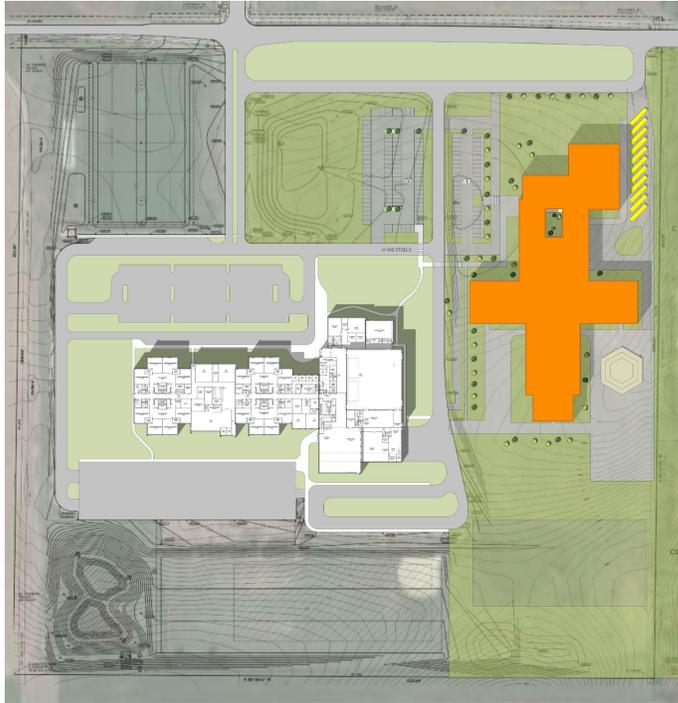


First Floor

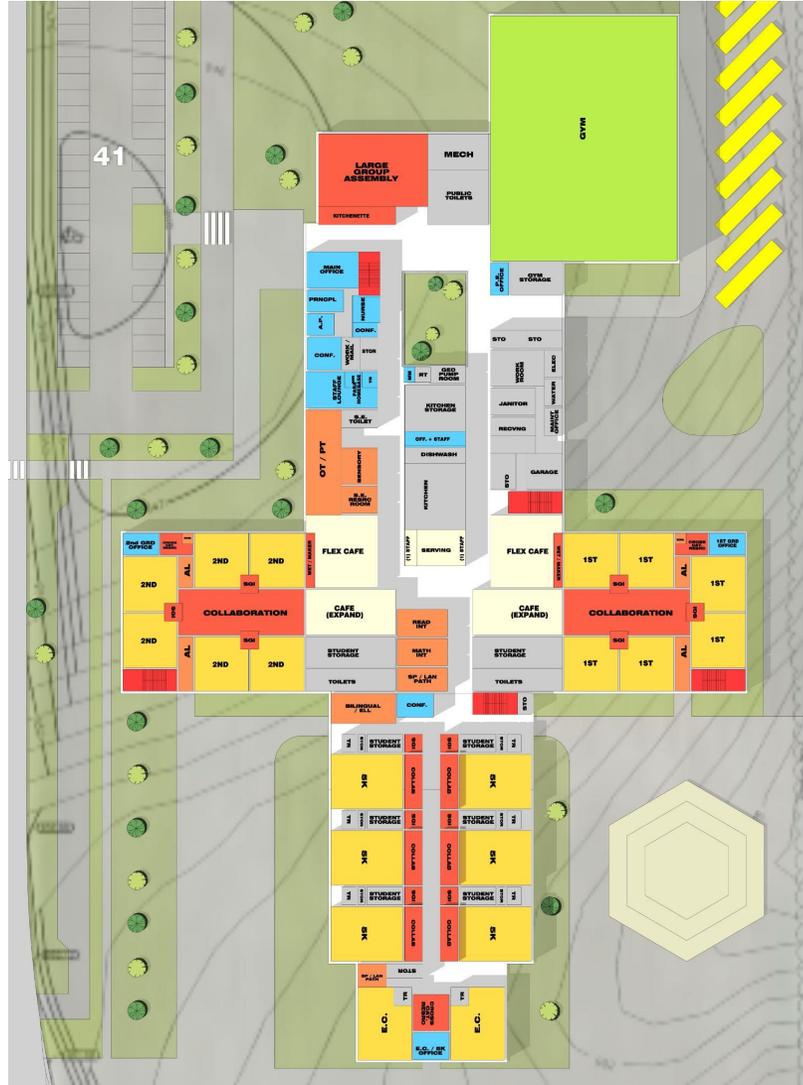


Second Floor

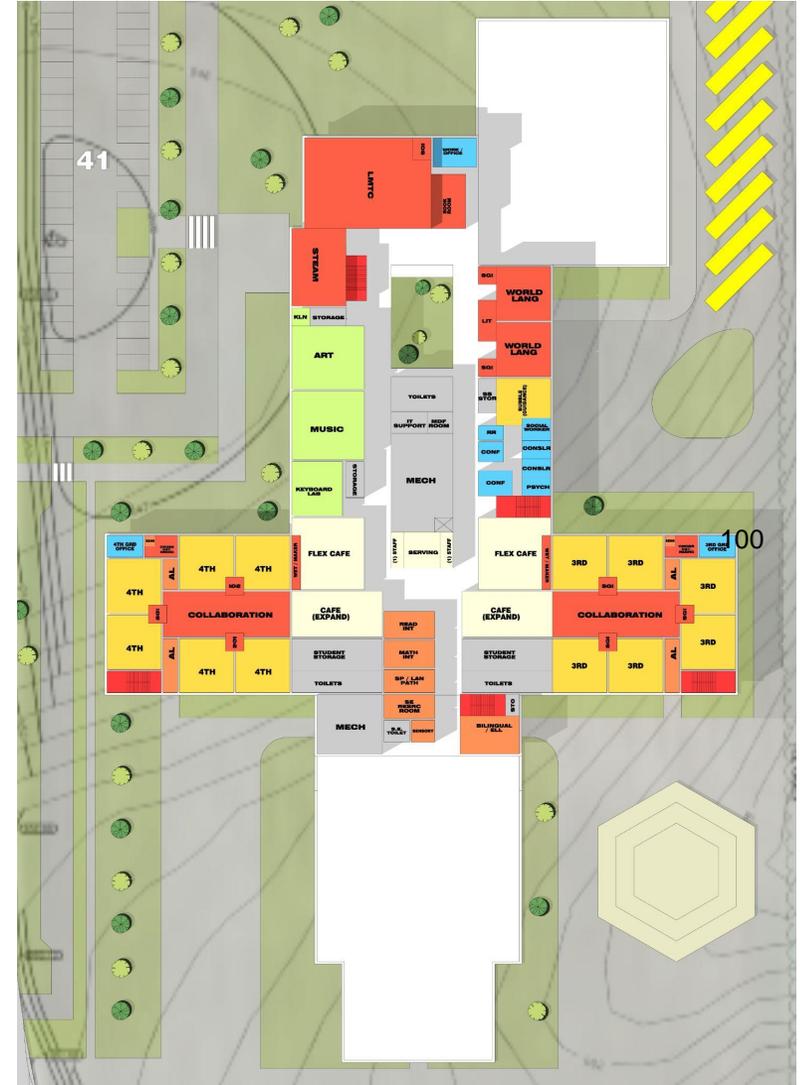
# New Heritage Elementary - Plan Option 4



Full Site



First Floor



Second Floor

# New Heritage Elementary - Flex-Cafe



Monona Grove, Granite Ridge



Option 4 - Plan View



**Questions?**



RESOLUTION NO. \_\_\_\_\_

RESOLUTION AMENDING THE RESOLUTION AUTHORIZING THE ISSUANCE AND ESTABLISHING PARAMETERS FOR A TAXABLE TEMPORARY BORROWING IN AN AMOUNT NOT TO EXCEED \$8,700,000 PURSUANT TO SECTION 67.12(8)(a)1, WIS. STATS. ADOPTED ON SEPTEMBER 12, 2022

WHEREAS, on September 12, 2022, the School Board of the Waunakee Community School District, Dane County, Wisconsin (the "District") adopted a resolution authorizing the issuance and establishing parameters for a taxable temporary borrowing in an amount not to exceed \$8,700,000 pursuant to Section 67.12(8)(a)1, Wis. Stats. (the "Parameters Resolution") to meet the immediate expenses of operating and maintaining the public instruction in the District during the current school year and in anticipation of taxes, state aids, income, revenue, cash receipts and other monies to be received by the District for the current school year; and

WHEREAS, the School Board hereby finds and determines that it is necessary, desirable and in the best interest of the District to amend the Parameters Resolution for the purpose of updating the maximum net interest cost of the Taxable Tax and Revenue Anticipation Promissory Notes, Series 2022.

NOW, THEREFORE, BE IT RESOLVED by the School Board of the District that:

Section 1. Amendment to Section 2. of the Parameters Resolution. Section 2. of the Parameters Resolution is hereby amended and restated in its entirety as follows:

2. **Terms of the Note(s); Parameters.** To evidence such borrowing, the District President and District Clerk are hereby authorized, empowered and directed to make, execute, issue, sell and deliver to the Purchaser(s), as set forth below, for and on behalf of the District, its Taxable Tax and Revenue Anticipation Promissory Notes, Series 2022 (collectively, the "Note(s)") payable to the Purchaser(s) or its designee, in the denomination of \$100,000 or any integral multiple of \$5,000 in excess thereof, in the amount(s) and at a net interest cost which shall not exceed 7.00%.

The Note(s) shall be dated as of their date of issuance; shall bear interest from their dated date until paid; and shall mature on or before September 27, 2023. Interest on the Note(s) shall be paid at maturity.

Section 2. Approving Certificate. The form of the Approving Certificate referenced in the Parameters Resolution and attached as Exhibit A thereto shall be replaced in its entirety by the form of the Approving Certificate attached hereto as Exhibit A and incorporated herein by this reference.

Section 3. Conflicting Resolutions; Severability; Effective Date. All provisions of the Parameters Resolution, except as specifically amended by this resolution, remain in full force and effect and are hereby ratified and approved in all respects. All prior resolutions, rules or other actions of the School Board or any parts thereof in conflict with the provisions hereof shall be, and the same are, hereby rescinded insofar as the same may so conflict. In the event that any one or more provisions hereof shall for any reason be held to be illegal or invalid, such illegality or invalidity shall not affect any other provisions hereof. The foregoing shall take effect immediately upon adoption and approval in the manner provided by law.

Adopted, approved and recorded October 10, 2022.

\_\_\_\_\_  
Joan Ensign  
District President

ATTEST:

\_\_\_\_\_  
Judith Engebretson  
District Clerk

(SEAL)

EXHIBIT A

APPROVING CERTIFICATE

CERTIFICATE OF AUTHORIZED OFFICER APPROVING DETAILS OF  
TAXABLE TAX AND REVENUE ANTICIPATION PROMISSORY NOTES

The undersigned hereby certifies that:

1. On September 12, 2022, the School Board of the Waunakee Community School District (the "District") adopted a resolution (the "Parameters Resolution") authorizing the issuance and sale of up to \$8,700,000 Taxable Tax and Revenue Anticipation Promissory Notes, Series 2022 of the District (the "Notes") to a purchaser upon certain terms and conditions, subject to my approval, and on October 10, 2022, the School Board of the District adopted a resolution amending the Parameters Resolution adopted on September 12, 2022 (collectively with the Parameters Resolution, the "Resolution") for the purpose of updating the maximum net interest cost of the Notes.

2. On the date hereof, the District has duly received bids for the Notes as described on the Bid Tabulation attached hereto as Schedule I-A and incorporated herein by this reference (the "Bid Tabulation"). The bid proposal attached hereto as Schedule I-B and incorporated herein by this reference (the "Proposal") submitted by the financial institution listed first on the Bid Tabulation (the "Purchaser") fully complies with the bid requirements set forth in the Official Notice of Sale. PMA Securities, LLC recommends the District accept the Proposal. The Proposal meets the parameters and conditions established by the Resolution and is hereby approved and accepted.

3. The Notes shall be issued in the aggregate principal amount of \$ \_\_\_\_\_ which is not more than \$8,700,000, shall mature on September 27, 2023 and shall bear interest at the rate per annum as set forth in the Proposal attached hereto, which results in a net interest cost of \_\_\_%, which does not exceed 7.00% as required by the Resolution.

4. The Preliminary Official Statement heretofore delivered to the Purchaser is deemed "final" as of the date of such delivery for purposes of SEC Rule 15c2-12 promulgated by the Securities and Exchange Commission pursuant to the Securities Exchange Act of 1934.

5. I am the Authorized Officer, as defined in the Resolution, authorized to execute and deliver this Approving Certificate, constituting my approval of the principal amount and other details of the Notes, in satisfaction of the conditions set forth in the Resolution.

IN WITNESS WHEREOF, I have executed this Certificate pursuant to the authority granted to me by the Resolution on \_\_\_\_\_, 2022.

\_\_\_\_\_  
Steve Summers  
Executive Director of Operations

SCHEDULE I-A TO APPROVING CERTIFICATE

Bid Tabulation

To be provided by PMA Securities, LLC and incorporated into the Certificate.

(See Attached)

SCHEDULE I-B TO APPROVING CERTIFICATE

Proposal

To be provided by PMA Securities, LLC and incorporated into the Certificate.

(See Attached)



Dye, Alexandra <alexandradye@waunakee.k12.wi.us>

## Student Count - Third Friday September 2022

**Dye, Alexandra** <alexandradye@waunakee.k12.wi.us>

Fri, Sep 30, 2022 at 11:41 AM

To: Alexandra Dye <alexandradye@waunakee.k12.wi.us>

Bcc: Brian Hoefer <brianhoefer@waunakee.k12.wi.us>, Jack Heinemann <jack.heinemann@waunakee.k12.wi.us>, Joan Ensign <jensign@waunakee.k12.wi.us>, Judith Engebretson <judithengebretson@waunakee.k12.wi.us>, Mark Hetzel <markhetzel@waunakee.k12.wi.us>, Ted Frey <tedfrey@waunakee.k12.wi.us>, Aaron May <aaronmay@waunakee.k12.wi.us>, Amy Johnson <amyjohnson@waunakee.k12.wi.us>, "Blackburn, Anne" <anneblackburn@waunakee.k12.wi.us>, Brian Borowski <brianborowski@waunakee.k12.wi.us>, Brian Grabarski <briangrabarski@waunakee.k12.wi.us>, Catherine Schmuck <catherineschmuck@waunakee.k12.wi.us>, Dan Carter <dancarter@waunakee.k12.wi.us>, Dean Kaminski <deankaminski@waunakee.k12.wi.us>, Deanne Lensert <deanelensert@waunakee.k12.wi.us>, Eric Huttenburg <erichuttenburg@waunakee.k12.wi.us>, Jeffrey Kenas <jeffreykenas@waunakee.k12.wi.us>, John Cramer <johncramer@waunakee.k12.wi.us>, Lisa Jondle <lisajondle@waunakee.k12.wi.us>, Michael Zibell <michaelzibell@waunakee.k12.wi.us>, "Nacker, Kristy" <kristynacker@waunakee.k12.wi.us>, Randy Guttenberg <randyguttenberg@waunakee.k12.wi.us>, Rick Franz <RickFranz@waunakee.k12.wi.us>, Sheila Weihert <sheilaweihert@waunakee.k12.wi.us>, Steve Summers <stevesummers@waunakee.k12.wi.us>, Steven Hernandez <stevenhernandez@waunakee.k12.wi.us>, Tiffany Loken <tiffanyloken@waunakee.k12.wi.us>, Tim Mommaerts <timmommaerts@waunakee.k12.wi.us>, Tim Schell <timschell@waunakee.k12.wi.us>, Danielle Dawson <danielledawson@waunakee.k12.wi.us>, Katherine Dotzler <katherinedotzler@waunakee.k12.wi.us>

Hello all,

I have completed the Third Friday in September Count. A detailed breakdown by grade and type of student is posted on the [district website](#). The summary numbers are:

	September 2022	September 2021	Change
Residents	4176	4149	27
Open Enrollment In	238	242	-4
Open Enrollment Out	44	38	6

The official DPI count is equal to the Residents plus Open Enrollment Out Students, or 4,220 (+33 from last year).

The actual headcount is equal to Residents plus Open Enrollment In Students, or 4,414 (+23 from last year).

The revenue cap count is equal to the official DPI count minus FTE for part-time students or 4,119 (+35 from last year).

The budget was based on a head count of 4,410 for the September 2022 count. The School Board will review this information later on October 24th.

Some information from the count this year:

The 8th grade class is the largest in the school district (354) and the 12th grade class is second largest (350).

Previous year's student counts are available on the district website, under Business Services.

Please let me know if you have any questions. Thanks.



**Allie Dye**

Director of Business Services

608-849-2000 ext. 8426

Waunakee Community School District

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

905 Bethel Circle Waunakee, WI 53597

109

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

**Description:** Request for Adaptive Physical Education Teacher (District-wide)

**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:** Grades K-12

**Population Served:** K-12 Students Receiving Special Education Services

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

**Rationale:** I am respectfully requesting the addition of one adaptive physical education teacher for a district-wide position serving students with specialized physical education needs beginning in the 2022-2023 school year. This position will address the individual needs of students who have specialized physical education needs, but will also coach and support the PE teachers across the District to ensure the full participation of all students with disabilities in their regular education PE classes.

The rationale for this request is that we have had a total of 19 new special education students enroll across the district since June of 2022, which continues to impact our ability to meet the needs of all students with specialized physical education needs. 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:**

09/19/2022

**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 WIS

**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:** 5-6

**Population Served:** 5-6 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 Intermediate School beginning in the 2022-2023 school year.

The rationale for this request is that we have had a total of 19 new special education students enroll across the district since June of 2022, which continues to impact our ability to meet the needs of all students with special needs. 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:** 09/19/2022

**For Business Office Use**

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



McDonough, Rebecca <rebeccamcdonough@waunakee.k12.wi.us>

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## National Merit Scholars

1 message

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**Borowski, Brian** <brianborowski@waunakee.k12.wi.us>  
To: Megan Bunkleman <meganbunkleman@waunakee.k12.wi.us>  
Cc: "McDonough, Rebecca" <rebeccamcdonough@waunakee.k12.wi.us>

Mon, Aug 29, 2022 at 3:57 PM

Hello All,

The following students will be honored as Semifinalists for the 2023 National Merit Scholarship.

These names will be announced on Sept 14th. I am passing along now as I have the time to share.

Bella Lutes  
Genevieve Mallin  
Andrew Regnier  
Matthew Steinl

Brian Borowski  
Principal: Waunakee Community High School  
608-849-2100



WAUNAKEE COMMUNITY SCHOOL DISTRICT  
 CASH RECONCILIATION FOR THE MONTH OF August 2022

	OCB	OCB	OCB	STATE POOL	STATE POOL	WISC CAPITAL PROJECTS ACCT	MIDAMERICA	WISC	WISC	WISC	TOTALS
	PAYROLL CHECKING	DEPOSIT ACCT	OPERATING ACCT	GENERAL ACCOUNT	DENTAL ACCT		TRUST ACCT	DEBT SERVICE	SCHOLARSHIP ACCT	GENERAL	
	(FUND 10)	(FUNDS 10,21,27,50,60,80,99)	(FUNDS 10,21,27,50,60,80,99)	(FUNDS 10,27,50,80,99)	(FUND 10)	(FUND 41)	(FUND 73)	(FUNDS 38,39)	(FUND 21)	(FUNDS 39 AND 49)	
BEGINNING BALANCE	16,828.20	2,101,674.54	157,974.73	137,075.59	561,954.33	8.71	1,861,860.88	1,366,076.88	317,324.57	5,335,497.68	11,856,276.11
REVENUES:											
+ DEPOSITS	2,706,008.86	9,330,553.46	11,251,077.04	9,675,385.44	64,187.20	0.00	61,085.41	89,585.00	0.00	0.00	33,177,882.41
+ INTEREST	216.15	3,859.81	908.92	3,027.46	983.24	0.00	2,012.05	2,323.76	-205.09	8,039.66	21,165.96
TOTAL REVENUES	2,706,225.01	9,334,413.27	11,251,985.96	9,678,412.90	65,170.44	0.00	63,097.46	91,908.76	-205.09	8,039.66	33,199,048.37
EXPENSES:											
ACCOUNTS PAYABLE	0.00	1,495,458.02	11,234,713.14	9,694,500.00	61,018.04	0.00	78,673.57	0.00	0.00	0.00	22,564,362.77
PAYROLL	2,714,294.03	2,703,002.11		0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,417,296.14
TOTAL EXPENSES	2,714,294.03	4,198,460.13	11,234,713.14	9,694,500.00	61,018.04	0.00	78,673.57	0.00	0.00	0.00	27,981,658.91
ENDING BALANCE	8,759.18	7,237,627.68	175,247.55	120,988.49	566,106.73	8.71	1,846,284.77	1,457,985.64	317,119.48	5,343,537.34	17,073,665.57
<b>BANK BALANCES</b>											
ENDING BANK BALANCE	8,759.18	2,101,674.54	179,389.82	120,988.49	566,106.73	8.71	1,846,284.77	1,457,985.64	317,119.48	5,343,537.34	11,941,854.70
OUTSTANDING ACH	226,260.15		4,142.27	0.00	0.00	0.00	0.00	0.00	0.00	0.00	230,402.42
ACTUAL BALANCE	-217,500.97	2,101,674.54	175,247.55	120,988.49	566,106.73	8.71	1,846,284.77	1,457,985.64	317,119.48	5,343,537.34	11,711,452.28
Overpayment of Delta Dental from 7-15-22 PR	46,631.23										
J. TOPEL QUICK VOID 8/30 PR- HRA G	258.55										
	<b>-170,611.19</b>										

No Change August 22

This account can have a negative balance due to the WRS pymt. outstanding due at the end of the following month.



# WAUNAKEE

## COMMUNITY HIGH SCHOOL

---

301 Community Drive  
Waunakee, Wisconsin 53597  
(608) 849-2100

*September 30, 2022*

TO: Mr. Guttenberg  
Board of Education Members  
Co-Curricular Committee Members

FROM: Mr. Brian Borowski

RE: Pay Request for Model UN Advisor  
Corina Rogers

I am respectfully requesting to fund Model UN Advisory role for Ms. Corina Rogers. Ms. Corina Rogers, High School Social Studies instructor has taken on the responsibility of Head Advisor for Model UN beginning the 2022-2023 School Year.

Currently, Ms. Rogers serves as advisor for several other successful clubs (i.e., WI Civics Club, GROW, and Pay It Forward). Approximately 50 student members have shown interest in Model UN during the Club/Organization Fair. Many of those Model UN members were successful in holding their first fundraising event during the concession stand on September 30.

Members meet weekly on Wednesday's during Contact Time and after school, as needed. There are currently four tournaments scheduled: 1) Carthage College in November; 2) Monona Grove High School in December; 3) Model UN will host a tournament at Waunakee Village Center in February; and 4) Chicago Conference in April.

Please consider approving this request for Ms. Rogers as I am certain she will provide excellent leadership for our students at Waunakee High School.

Thank you.



Ament, Leah <leahament@waunakee.k12.wi.us>

## Re: Model UN Club - Advisor Compensation

**Rogers, Corina** <corinarogers@waunakee.k12.wi.us>

Fri, Sep 9, 2022 at 12:27 PM

To: "Borowski, Brian" <brianborowski@waunakee.k12.wi.us>

Cc: "Ament, Leah" <leahament@waunakee.k12.wi.us>, "Richardson, Cindy" <cindyrichardson@waunakee.k12.wi.us>, Aaron May <aaronmay@waunakee.k12.wi.us>

Hello & Happy post Club/Org Fair Friday!!!

We had over 50 students sign up for Model UN!

We apparently have a Concession Stand on Sept. 30 (Homecoming) just found out about that this week. 😊

Members will meet weekly on Wednesdays during Contact Time and after school as needed.

We currently have 4 tournaments scheduled to compete in:

Carthage College - November

Monona Grove High School - December

Host our own at the Village Center in February

Chicago Conference - April

Brian - Please let me know if you need anything else from me in order to receive Advisor compensation.

Thanks and have a great weekend!

Corina

On Fri, Sep 2, 2022 at 2:44 PM Rogers, Corina <corinarogers@waunakee.k12.wi.us> wrote:

Will do! I will have a more accurate count after Club/Org Fair next Friday.

On Fri, Sep 2, 2022 at 2:27 PM Borowski, Brian <brianborowski@waunakee.k12.wi.us> wrote:

We will need to submit a letter asking for it to be paid.

Corina, if you could help with the total number of students in Model UN and when the club meets and the types of activities they participate in, that would be most helpful.

Brian Borowski  
Principal: Waunakee Community High School  
608-849-2100



**WAUNAKEE**  
COMMUNITY HIGH SCHOOL

On Fri, Sep 2, 2022 at 9:10 AM Rogers, Corina <corinarogers@waunakee.k12.wi.us> wrote:

Good Morning,

I am the new Advisor for the Model UN club at the high school. Cindy confirmed yesterday that starting this year it is a paid position. I don't know what forms need to be filled out or who does that. I also assume it has to go before the board for approval, so just letting you all know.

Thank You,  
Corina



**ADMINISTRATION OFFICE**

905 Bethel Circle  
Waunakee, Wisconsin 53597  
(608) 849-2000

**Facilities and Maintenance**

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 September 2022.

	<b>School Address</b>	<b>Type of Drill</b>	<b>Date of Drill</b>
AES	Arboretum Elementary School 1350 Arboretum Drive Waunakee, WI 53597		
HES	Heritage Elementary School 501 South Street Waunakee, WI 53597		
PES	Prairie Elementary School 700 N. Madison Street Waunakee, WI 53597		
WIS	Waunakee Intermediate School 6273 Woodland Drive Waunakee, WI 53597	HOLD	9/23/2022
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

**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**

<b>School Site and Address</b>	Intermediate 6273 Woodland Dr.	<b>Drill Date</b>	9/23/2022
Type of Drill/Exercise	Hold	Drill Supervisor	Tim Mommaerts
Number of Students Present	612	Number of Staff Present	95
Duration of Drill	5 Minutes	Assisting Staff	Brian Kersten

<b>Pre-Drill Planning</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
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	
<b>During the Drill</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
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		
<b>After the Drill</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>

Was a debrief held with the School Safety Team? At next meeting	X		
Were police, fire and others included in the debrief?		X	
Will staff and students be debriefed? Staff yes	X		
Will parents be informed of the drill results?		X	

Narrative - Description of the drill, problems encountered, lessons learned
Mr. Mommaerts made an announcement that we would be practicing a hold drill and everyone should close their door. Mr. Mommaerts and Mr. Kersten walked through and checked the doors and found water south and earth north door open. Mr. Mommaerts announced that when they were done practicing, the drill would be done. The Superintendent's office, HR at Bethel & non-administrative maintenance staff were notified prior to the drill.

Report Prepared by: \_\_\_Dawn Maier\_\_\_\_\_ Date: \_\_9/23/2022\_\_\_

Date submitted to Superintendent Office: \_\_\_\_\_



# WAUNAKEE

COMMUNITY SCHOOL DISTRICT

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**ADMINISTRATION OFFICE**

905 Bethel Circle  
Waunakee, Wisconsin 53597  
(608) 849-2000

**Superintendent's Office**

September 19, 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 from the proceeds of their Pride Pump Campaign. This donation will be given to the Athletic Department.

**Fall Listening Sessions 2022**

Arboretum Elementary Thursday 11/10/22 3:00 PM - Library


Middle School Monday 11/14/22 7:30 AM – LMTC


Heritage Monday 11/14/22 3:00PM -LGA


Dist. Admin. & Maint. Ctr. Tuesday 11/15/22 1:30PM – BOE Room


High School Wednesday 11/16/22 7:30AM – PAC


Tentative Zoom Wednesday 11/16/22 7:00 PM


Intermediate Thursday 11/17/22 @ 7:40AM – Art Room


Prairie Elementary– Monday 11/21/22 3:00PM
