

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

Monday, April 8, 2024

6:30 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/UClgebJT-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 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 website within 24 hours of the meeting time.

Closed Session Starts at 6:30PM

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)(f) and (g)

- A. Review Minutes of March 11, 2024 meeting
- B. Review Individual Teacher/Administrator Contract Recommendations, Leave Requests, Resignations and Retirements
- C. Review Individual Support Staff/Custodial Staff Recommendations, Resignations and Retirements
- D. Review Individual Co-Curricular Contract Recommendations and Individual Coaches Performance Evaluations
- E. Review Summer School Contract Recommendations
- F. Discussion with the Board on the District's Status and Response Related to Litigation Involving the School District

IV. RETURN TO OPEN SESSION - BEGIN REGULAR AGENDA

V. BOARD DEVELOPMENT WORKSHOP

If time allows between the Closed Session and the start of the Regular Meeting Agenda, the Board may use this time for Board Development.

VI. APPROVAL OF MINUTES

- A. Review Minutes of March 11, 2024 Regular Meeting. 9

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 14

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

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

A. Staff Report

Members of the WTA will provide an update to the Board from the Teachers.

B. Student Report

Victoria Raemisch and Kendall Haviland are the student representatives from the high school and will be present to report to the board on what is occurring at the high school.

C. Board Reports/Action Items

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

- 2. National Teacher Appreciation Week Board Correspondence 17
National Teacher Appreciation Week is May 6-10, 2024. Mark Hetzel has been working with Communication Specialist, Anne Blackburn, on a draft correspondence they would like consideration from the Board on sending to all staff during the week of May 6th. Please see the attached draft correspondence. They are seeking board feedback and consideration.

- 3. Spring Election Update

The Canvass of the April 2nd School Board Election Results will take place on Monday April 8th, with an additional date set for Tuesday, April 9th, to be used if necessary. Rebecca McDonough will announce the final results to the Board and to the candidates once the canvass is complete.

- 4. Consideration of Mental Health Awareness Flag Resolution 18

Attached please find a resolution submitted by Dawn Heinrichs for the Board to consider flying the Mental Health Flag at its buildings during the month of May, which is designated as Mental Health Awareness Month.

At the Regular Board Meeting on April 11, 2022, the Board approved on a 5-2 vote a resolution to fly the Mental Health Flag during the month of May for 2022, only.

At that same meeting, the Board approved on a 7-0 vote "that this be the last flag request to consider until after the Supreme Court case is determined and defined".

The Supreme Court case referenced is *Shurtleff v. City of Boston*. That case has been heard by the Supreme Court and they have provided a ruling. If you are interested in the case, it is attached for your reference.

In consulting with our attorney, this case informs our work by defining speech as either Government Speech or Individual Speech. Without getting too deep into these definitions, Government Speech is speech that is a generally held belief of a governmental body that is articulated by a body -- in general, a government entity has the right to speak for itself. In our case, the Board can determine what it wants to say through voting on items like a resolution.

Individual Speech, in the case of a school district, would be if we allowed groups or individuals to ask us to share their speech and we do so. That is not Government Speech necessarily, and we have limited ability to deny further requests. This is the question addressed in *Shurtleff v. City of Boston*.

The commemorative flags, aside from the U.S. and Wisconsin flags, that Waunakee Community School District currently flies are each Board approved via resolutions that are published in the policy section of the District's website.

The resolution that is being brought forward as the subject for this agenda item would constitute Government Speech if approved by the Board.

X. COMMITTEE REPORTS/RECOMMENDATIONS/ACTION ITEMS

A. Curriculum Committee

- | | |
|--|----|
| 1. Review the minutes of the 03/19/24 meeting. | 68 |
| 2. K-4 Math Curriculum Approval | 70 |
- Amy Johnson will provide an update on elementary mathematics, focusing on the outcome of the materials pilot. The recommendation is to adopt the Imagine Learning Illustrative Mathematics resource.

Attached please find the presentation that she will use for this agenda item.

Since Ms. Johnson needs to move forward with planning to solidify staff development and purchase materials, I am requesting that the Board approve this

curriculum recommendation on Monday night.

Other textbook adoptions will take place in May.

3. Act 20 Reading Curriculum Update 82

Amy Johnson will provide an update on ACT 20 and our local implementation of its requirements based on guidance available to date from the state level. Attached please find the presentation that she will use for this agenda item.

B. Human Resources Committee Meeting

1. Review the minutes from the 4/2/24 meeting. 101

2. Consideration of the 2024-25 Employee Benefits Plan 103

The attached documents outline the proposed changes to the district health insurance plan and a new offering called a Family Reimbursement Account, recommended by the Insurance Committee and recommended by the Human Resources Committee on a 3-0 motion.

The district also offers dental, voluntary vision, term life, voluntary short-term disability and long-term disability insurances, but the corresponding rates and/or employee costs are not changing for 24/25.

C. Policy Committee

1. Review the minutes from the 4/4/24 meetings 106

2. Policies for Discussion, Review & Consideration 108

Attached please find the policy summary grid that highlights each policy that is on the agenda for the April 8th Board Meeting. The policies on the agenda have been reviewed by the administration, the committee chair, and the Policy Committee. The administration will provide highlights of the policies being brought forward to the board for consideration, and will answer questions related to the items on the agenda.

a. 447.3 Student Suspension 114

b. 460 Student Scholarships 118

461 Wisconsin Academic Excellence Scholarship

462 Wisconsin Technical Excellence Scholarship

c. 510 Personnel Policy Goals 130

d. 521 Staff Involvement in Decision making 131

e. 521.1 Board-Staff Communications 132

f. 522.1 Alcohol and Drug Free Workplace 134

g. 522 Staff Conduct 138

h. 522.3 Employee Misconduct Reporting 140

i. 523 Staff Health and Safety 142

j. 523.1 Employee Health Examinations 143

k. 523.2 & 523.2R Employee Assistance Program (EAP) 144

Procedures	
l. 523.3 and 523.3 R Employee's Right to Know	145
m. 523.4 Employee Wellness	150
n. 523.5 and 523.5 R Infection control/Bodily Fluids/Bloodborne Pathogens	151
o. 524 Staff Ethics	156
p. 524.1 Conflicts of Interest	158
q. 525 Staff Participation in Community Affairs	160
r. 526 Personnel Records	161
s. 528 Staff-Student Relations	163
D. Facility Committee Meeting	
1. Review the minutes from the 4/5/24 Meeting	164
2. District Capital Maintenance Projects	166
The purpose of this agenda item is to provide an update on capital projects, and request approval of additional capital projects for HVAC and districtwide maintenance.	
Attached please find our budget tracking document for capital projects. Please note that this document has been updated to reflect the March School Board meeting capital projects approvals, the GMP savings for Heritage Elementary School, and \$5 million of interest earnings. Administration will review this budget tracking document before reviewing the potential additional capital projects. Also attached please find a request for additional capital maintenance approvals. The requests fit within the remaining funds. The facility committee is recommending approval on a 3-0 motion.	
3. Update on Heritage Elementary Change Order	171
The purpose of this agenda item is to provide an update on the finances for the Heritage Elementary School project. An updated financial report related to contingency funds and change orders has been attached. Rich Stoffels from Vogel was in attendance at the facility committee meeting and reviewed a proposed change order that falls into the financial threshold that requires facility committee approval. An attachment has been provided that Rich reviewed with the committee. The facility committee approved this change order request. No action is required by the school board.	
4. Update on High School Project	176
At the March board meeting, the school board approved the contract extensions for both Vogel and EUA for the high school campus. As a result of that approval, the district is reviewing the planned summer 2024 maintenance projects. Attached please find a map of the high school building that includes some potential changes to the summer 2024 maintenance projects. Jay Thomsen from Vogel reviewed the	

attached document with the facility committee. The facility committee is recommending holding on the work identified in the map for the areas in blue with lines through it, the library flooring, and the terrazzo flooring repairs.

In addition, Vogel Bros. completed some additional scope review for the casework supply and would like approval to award to Hillcraft in lieu of Wynn Jones as previously approved.

E. Budget Committee Meeting

1. Review Minutes from the 4/5/24 Meeting. 177

2. Hazardous Transportation Areas Report 179

The purpose of this agenda item is to review the draft traffic analysis study. Attached please find the maps of each school that was evaluated. Administration will review each map with the board, share recommendations and request feedback. The budget committee reviewed these maps, but no recommendation was requested. Consultants TADI will be available during the meeting to answer any questions.

3. Approval of New Positions for 2024-25 School Year 186

Administration reviewed the next steps in the 2024-25 budget planning process with the budget committee. Attached please find a memo that outlines accounting changes and FTE additions for the 2024-25 school year. These FTE additions are the highest priorities based on the building/department meetings. The budget committee is recommending approval on a 3-0 motion.

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

A. Administration Reports/Action Items

1. Update on District 4K Program 192

Miranda Moe, Assistant Principal at Arboretum Elementary and District 4K Coordinator, will be present at Monday's Board Meeting to share an update on the District's 4K program. The Board has not received a report on 4K for several years, and Ms. Moe will provide an update on the current status of this program and the work she is doing with our community partners.

2. Presentation on TIF District Impacts on School Districts 209

The purpose of this agenda item is to review the connection between the Wisconsin School Financial System and tax incremental districts. Attached please find a presentation that Steve presented at the Village of Waunakee Community Development Authority meeting. Administration will review the presentation at the meeting.

3. Announcements

XII. **CONSENT AGENDA**

A. Approval of Checks

B. Finance

1. Monthly Finance Reports	220
Attached you will find the Budget Status report as of 03/31/2024 and the Cash Reconciliation report for February 2024.	
C. Fund Raising Approval - WCHS Science and Service Trip	224
D. Safety Drills Report	230
E. 2024-2025 Dane County New Teacher Project Shared Service Contract	231
F. Consideration of the 2024-2025 CESA 2 Contract	240
G. Consideration of the 2024-2025 CESA 5 Contract	242
H. Gifts and Field Trips	
1. Gifts	
a. Kohler Engine Donation >\$5000	244
2. Field Trips	
a. Physics II Trip EMDC Championships - Rochester MN April 18 - 19, 2024	245
b. Physics Trip to Illinois - May 17, 2024	248
c. MS Washington DC Trip (Final) June 9-15, 2024	250
I. Approve Individual Administrator, Teacher, Co-Curricular, Support Staff & Custodial Recommendations, Resignations, Leaves & Retirements	
J. Approve Summer School Contract Recommendations	
XIII. <u>BOARD BUSINESS</u>	
A. Board Reorganization	
For the Board Reorganization, Rebecca will provide all Board Members with a document to choose their committee preferences.	
B. Correspondence	
XIV. <u>FUTURE AGENDAS AND MEETINGS</u>	
A. Agenda Items for Next Board Meeting	
B. Special Meetings	
C. Budget Committee	
D. Co-Curricular Committee	
E. Curriculum Committee	
F. Facilities Committee	
G. Insurance Committee	
H. Human Resources Committee	
I. Policy Committee	
J. DEI Committee	
XV. <u>RETURN TO CLOSED SESSION</u> - (if necessary) to complete agenda as listed under Agenda Item III	
XVI. <u>RETURN TO OPEN SESSION</u>	
XVII. <u>ACTION AS APPROPRIATE, ON ITEMS DISCUSSED IN CLOSED SESSION</u>	

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.”

Minutes of Regular Meeting - Open

The Board of Education

Waunakee Community School District

A Regular Meeting of the Board of Education of Waunakee Community School District was held Monday, March 11, 2024, beginning at 6:00 PM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

President Ensign called the meeting to order. A motion was made by Hetzel, second by Heinrichs, to adjourn to closed session pursuant to Wisconsin Statutes 19.85 (1)(c), (f), and (g) to review individual teacher contract recommendations, resignations and retirements, review individual co-curricular contract recommendations, review individual support staff/custodial staff recommendations, resignations, and retirements, and review student requests. Motion carried 7-0 on a roll call vote. Time 6:01PM

II. ROLL CALL

Dotzler - Yes, Ensign- Yes, Engebretson – Yes, Frey – Yes, Heinemann - Yes, Heinrichs – Yes, Hetzel- Yes,
Also Present: Guttenberg, Grabarski, Summers

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

- A. Review Minutes of February 12, 2024 Meeting
- B. Review Individual Administrator/ Administrative Support Contract, Contract Extensions, and Recommendations.
- C. Review Individual Teacher Contract Recommendations, Contract Extensions, and Resignations
- D. Review Individual Co-Curricular Contract Recommendations
- E. Review Summer School Contract Recommendations
- F. Discussion with the Board on the District's Status and Response Related to Litigation Involving the School District.
- G. Update to the Board on a Matter Involving Educational Programming and Services for a Student.

IV. RETURN TO OPEN SESSION - BEGIN REGULAR AGENDA

A motion was made by Heinemann, second by Dotzler, to adjourn closed session and reconvene in open session. Motion carried 7-0. Time: 6:46PM

V. BOARD DEVELOPMENT WORKSHOP

If time is available, the Board may use this agenda time to discuss Board operations, processes, or planning future meetings.

A. Review of Staff Listening Sessions

The Board reviewed their staff listening sessions notes and determine their next steps to share the feedback with the district & school administration.

B. Plan for Student Listening Sessions

Schell updated the board on the schedule for meeting with student groups at the high

school. The protocol was reviewed. Rebecca will share the dates with you as she receives them.

Ensign welcomed all in attendance at 7:01pm

VI. APPROVAL OF MINUTES

KD MH all in.

- A. The minutes of February 12, 2024 Regular meeting and the March 6, 2024 Special Meeting were reviewed. A motion was made by Dotzler, second by Hetzel to approve the minutes as posted. Motion carried 7-0.

VII. APPROVAL OF AGENDA AND ADDITIONS

A motion was made by Hetzel, second by Heinrichs, to approve the agenda with the change to move the marketing student presentation to begin after the student report. Motion carried 7-0.

VIII. PUBLIC COMMENTS

There were no public comments for this meeting.

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

A. Teacher Report

Marta Rocco reported on behalf of the WTA. They thanked Superintendent Guttenberg for his long service to the WCSD and welcomed Dr. Kelsey-Brown, asking for a time to meet with her as she transitions. They were thankful for the staff listening sessions and look forward to the negotiations process to begin. Guttenberg added that Dr. Kelsey-Brown will make meeting with the WTA a priority once she starts full time on July 1, 2024.

B. Student Reports

Victoria Raemisch presented to the Board on what is occurring at the high school. Items included: The Youth Conservationist are asking for plant donations for the Dane Native Plant program. Donations are still needed for the March 18th staff appreciation potluck, if interested please drop off at the office. Discussed and answered questions regarding the results of the February 2024 student climate survey and the differences between Feb 2024 and October 2023. The BOE asked administration for the results of this survey.

C. Board Reports/Action Items

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

Members of the board attended the Dane County Consortium. There will be a follow up meeting in May in Middleton.

2. Evaluation Schedule

The board discussed the evaluation of the Superintendent and the Board's Self-Evaluation and the evaluation of the priorities that will take place at a Special Board Meeting scheduled for April 9, 2024 @ 5:30PM. This year they will not do a formal evaluation of superintendent Guttenberg.

3. Report on District Priorities

Guttenberg provided the Board with an update on the District Priorities and answered any questions.

X. COMMITTEE REPORTS/RECOMMENDATIONS/ACTION ITEMS

A. Curriculum Committee

1. The February 15, 2024 Meeting Minutes were reviewed.
2. Schell presented and answered questions regarding the consideration of Freshman

Academy at the High School for 2024-2025

A motion was made by Dotzler, second by Hetzel to approve as presented. Motion Carried 7-0.

B. Human Resources Committee

1. The March 4, 2024 Meeting Minutes were reviewed.

C. Facility Committee

1. The Minutes of March 5, 2024 Meeting were reviewed.
2. Approval of Middle School Demolition/Earthwork Bids

Jay Thomsen from Vogel Brothers presented and answered questions regarding the demolition and earthwork for the new Middle School. A motion was made by Dotzler, second by Engebretson, to accept the demolition bid from Robinson Brothers as presented. Motion carried 7-0. A motion was made by Engebretson, second by Heinrichs, to accept the earthwork bid from Parisi as presented. Motion carried 7-0.

3. Approval of High School Capital Maintenance Bids

Summers along with Jay Thomsen from Vogel Brothers, presented and answered questions regarding the bids for the high school capital maintenance work. These projects approved under this agenda item are funded through the targeted projects approved in the referendum as well as the capital maintenance funds from the referendum. A motion was made by Dotzler, second by Frey to approve the High School Capital maintenance projects/bids as presented. Motion carried 7-0.

4. Approval of Districtwide Capital Projects

Summers presented and answered questions regarding the additional districtwide capital maintenance projects. The budget tracking document was reviewed as part of this presentation of the capital projects. A motion was made by Heinemann, second by Heinrichs, to approve the additional districtwide capital maintenance projects as presented. Motion carried 7-0.

D. DEI Committee

1. The 3/5/24 DEI Committee Minutes were reviewed.

E. Budget Committee

1. The March 8, 2024 Meeting Minutes were reviewed.
2. Approval of Lamers Contract Extension

Summers presented and answered questions regarding the contract extension with Lamers. The extension has been updated to include language regarding parameters for yearly increases and clarification that the performance incentives can both increase and decrease the yearly CPI increase. A motion was made by Heinemann, second by Heinrichs, to approve the Lamers contract extension as presented. Motion carried 7-0.

XI. ADMINISTRATIVE REPORTS/RECOMMENDATIONS/ACTION ITEMS

A. Administration Report/Action Items

1. Marketing Apprenticeship/Interns Presentation Regarding Marketing Opportunities and Ideas for the School District

The marketing youth apprenticeship students, Kendall Haviland, Sebastian Rasmussen, and Mauro Gonzalez presented an update on their work from this year as well as information on Warrior Media.

2. Follow-up Items from the March 6th Special Board Meeting

- a. Consideration of Community Survey and Provide Direction on Key Variables/Questions

Guttenberg and Summers presented and answered questions regarding the final draft of the

community survey. The board did have a concern regarding being able to go back to questions in the digital format of the survey if a submitter wanted to. A motion was made by Hetzel, second by Heinrichs, to approve the survey as presented, allowing the administration latitude to work with the survey consultants on the digital version per questioned. Motion carried 7-0.

- b. Consideration of Architect and Construction Management Extensions for Current Middle School and High School Campus Planning
Guttenberg and Summers presented and answered questions regarding the contract extensions as outlined by both EUA and Vogel, to extend the contract terms from the November 2022 referendum to a potential November 2026 high school campus referendum. A motion was made by Heinemann, second by Dotzler, to approve as presented. Motion carried 7-0.
- 3. Correspondence
Guttenberg shared that the HS School play was very nicely done.

XII. CONSENT AGENDA

The board acknowledged the generous gift from The Meffert Oil company from their pride pump campaign.

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

- A. Approval of Checks
- B. Finance
 - 1. Monthly Finance Reports
- C. Early College Credit Program and Start College Now Applications
- D. Safety Drills
- E. Consideration of F1-Visa Students for 2024-2025 School Year
- F. Gifts & Field Trips
 - 1. Gifts
Meffert Oil Pride Pump donation (Jan. & Feb) \$2000
 - 2. Field Trips
2025 Science & Service Trip to Sweden & Denmark
- G. Approve Individual Administrator, Admin. Support, Teacher, Contract Extensions, Co-Curricular, Support Staff and Custodial Recommendations, Resignations, Leaves & Retirements

New Teacher Staff

Elisabeth Snyder, Occupational Therapist, AES

New Support Staff

Makaela Brown, Custodian, HS

Nicholas Lynch, Custodian, HS

Elizabeth Nederhoff, Para Educator Regular Education, IS

Retirements

Tim Decorah, Physical Education Teacher, HS

Susan Patz, Administrative Assistant to Activities Director

Barabara Schultz-Becker, Spanish Teacher, PES/HES

Christos Vlachakis, Head Custodian, IS

Resignations

Rebecca Cassel, Technology Integration Specialist, HS

Caly Green, Para Educator Special Education, HS
Danielle Lowery, Custodian, AES
Sue Pasinato, 1st Grade Teacher, PES
Kathleen Smith, Family and Consumer Ed Teacher, MS

Co-Curricular update attached to extras section in boardbook.

H. Approve Summer School Contract Recommendations. Staff updates attached to extras section in boardbook

XIII. BOARD BUSINESS

A. Legislative Update - NA

XIV. FUTURE AGENDAS AND MEETINGS

A. Agenda Items for Next Board Meeting

B. Special Board Meeting – April 29th Curriculum Presentations @ PES @ 5pm
April 29th ReOrganizational Meeting @ 7pm (following Curr. Presentations)

A motion was made by Hetzel, second by Dotzler, to approve the specials meetings as presented. Motion carried 7-0.

C. Budget Committee – 4/5/24 @ 8:15AM – (Ensign to sub for Heinrichs)

D. Co-Curricular – 4/16/24 @ 7:30AM

E. Curriculum Committee – 4/25/24 @ 3:00PM

F. Facility Committee -4/5/24 @ 7:30AM

G. Human Resources Committee 4/2/24 @ 7:30AM (Dotzler sub for Heinrichs)

H. Policy Committee – 4/4/24 @ 7:30AM

I. DEI Committee – 4/23/24 @ 5:00PM

President Ensign asked the board to pick a date for the Board retreat. 7/17/24 starting at 5:30PM was agreed upon.

XV. RETURN TO CLOSED SESSION - NA

XVI. RETURN TO OPEN SESSION-NA

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

XVIII. ADJOURN

The Board of Education adjourned at 9:23PM on a motion by Hetzel, second by Dotzler, and passed unanimously by voice vote 7-0.

Respectfully submitted,

Judith Engebretson, Clerk

Date _____

JE:rm

PUBLIC COMMENT PERIODS DURING BOARD MEETINGS

Policy 187

Waunakee Community School District

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

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

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

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

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

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

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

PUBLIC COMMENT PERIODS DURING BOARD MEETINGS

Policy 187

Waunakee Community School District

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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

Policy 187

Waukegan Community School District

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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
January 2022

To the outstanding staff of the Waunakee Community School District:

We celebrate all of our outstanding professional and non certified staff members for all that you do so well to make the Waunakee Community School District and your learning centers great places to learn. Because of you, our students are given a great education and the opportunity to grow in safe and welcoming learning environments.

We thank and celebrate our teachers, building and central office administrators, para educators, social workers, counselors, psychologists, specialists, instructional coaches, interventionists, and co-curricular coaches and advisors. Your passionate commitment to our students and your generosity in sharing your varied and amazing skills is second to none. To you, each student truly matters. Thank you for being the exceptional educators that you are and for giving your best each and every day.

We celebrate and thank our IT staff, office staff, maintenance and custodial staff, food service staff, bus drivers and crossing guards. Every day you help provide outstanding support to our administrators, teachers, and students. Through your hard work, unique talents, and caring attitude, you help create a welcoming and productive learning environment that allows our students and staff to be their best. Thank you for giving your best each and every day.

Each of you in your unique ways and in collaboration with each other make a wonderful difference to so many - our students, their families, your colleagues, and our community. Thank you for the outstanding work that you do.

Celebrating you this National Teacher Appreciation Week,

The Waunakee Community School Board

Joan Ensign, President

Katie Dotzler, Vice-President

Judith Engebretson, Clerk

Jack Heinemann, Treasurer

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Syllabus

NOTE: Where it is feasible, a syllabus (headnote) will be released, as is being done in connection with this case, at the time the opinion is issued. The syllabus constitutes no part of the opinion of the Court but has been prepared by the Reporter of Decisions for the convenience of the reader. See *United States v. Detroit Timber & Lumber Co.*, 200 U. S. 321, 337.

SUPREME COURT OF THE UNITED STATES

Syllabus

SHURTLEFF ET AL. *v.* CITY OF BOSTON ET AL.CERTIORARI TO THE UNITED STATES COURT OF APPEALS FOR
THE FIRST CIRCUIT

No. 20–1800. Argued January 18, 2022—Decided May 2, 2022

Just outside the entrance to Boston City Hall, on City Hall Plaza, stand three flagpoles. Boston flies the American flag from the first pole and the flag of the Commonwealth of Massachusetts from the second. Boston usually flies the city’s own flag from the third pole. But Boston has, for years, allowed groups to hold ceremonies on the plaza during which participants may hoist a flag of their choosing on the third pole in place of the city’s flag. Between 2005 and 2017, Boston approved the raising of about 50 unique flags for 284 such ceremonies. Most of these flags were other countries’, but some were associated with groups or causes, such as the Pride Flag, a banner honoring emergency medical service workers, and others. In 2017, Harold Shurtleff, the director of an organization called Camp Constitution, asked to hold an event on the plaza to celebrate the civic and social contributions of the Christian community; as part of that ceremony, he wished to raise what he described as the “Christian flag.” The commissioner of Boston’s Property Management Department worried that flying a religious flag at City Hall could violate the Establishment Clause and found no past instance of the city’s having raised such a flag. He therefore told Shurtleff that the group could hold an event on the plaza but could not raise their flag during it. Shurtleff and Camp Constitution (petitioners) sued, claiming that Boston’s refusal to let them raise their flag violated, among other things, the First Amendment’s Free Speech Clause. The District Court held that flying private groups’ flags from City Hall’s third flagpole amounted to government speech, so Boston could refuse petitioners’ request without running afoul of the First Amendment. The First Circuit affirmed. This Court granted certiorari to decide whether the flags Boston allows others to fly express government speech, and whether Boston could, consistent with the Free

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Speech Clause, deny petitioners' flag-raising request.

Held: 1. Boston's flag-raising program does not express government speech. Pp. 5–12.

(a) The Free Speech Clause does not prevent the government from declining to express a view. See *Pleasant Grove City v. Summum*, 555 U. S. 460, 467–469. The government must be able to decide what to say and what not to say when it states an opinion, speaks for the community, formulates policies, or implements programs. The boundary between government speech and private expression can blur when, as here, the government invites the people to participate in a program. In those situations, the Court conducts a holistic inquiry to determine whether the government intends to speak for itself or, rather, to regulate private expression. The Court's cases have looked to several types of evidence to guide the analysis, including: the history of the expression at issue; the public's likely perception as to who (the government or a private person) is speaking; and the extent to which the government has actively shaped or controlled the expression. See *Walker v. Texas Div., Sons of Confederate Veterans, Inc.*, 576 U. S. 200, 209–213. Considering these indicia in *Summum*, the Court held that the messages of permanent monuments in a public park constituted government speech, even when the monuments were privately funded and donated. See 555 U. S., at 470–473. In *Walker*, the Court found that license plate designs proposed by private groups also amounted to government speech because, among other reasons, the State that issued the plates “maintain[ed] direct control over the messages conveyed” by “actively” reviewing designs and rejecting over a dozen proposals. 576 U. S., at 213. On the other hand, in *Matal v. Tam*, the Court concluded that trademarking words or symbols generated by private registrants did not amount to government speech because the Patent and Trademark Office did not exercise sufficient control over the nature and content of those marks to convey a governmental message. 582 U. S. ___, ___. Pp. 5–6.

(b) Applying this government-speech analysis here, the Court finds that some evidence favors Boston, and other evidence favors Shurtleff. The history of flag flying, particularly at the seat of government, supports Boston. Flags evolved as a way to symbolize communities and governments. Not just the content of a flag, but also its presence and position have long conveyed important messages about government. Flying a flag other than a government's own can also convey a governmental message. For example, another country's flag outside Blair House, across the street from the White House, signals that a foreign leader is visiting. Consistent with this history, flags on Boston's City Hall Plaza usually convey the city's messages. Boston's flag symbol-

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izes the city and, when flying at halfstaff, conveys a community message of sympathy or somber remembrance. The question remains whether, on the 20 or so times a year when Boston allowed private groups to raise their own flags, those flags, too, expressed the city’s message. The circumstantial evidence of the public’s perception does not resolve the issue. The most salient feature of this case is that Boston neither actively controlled these flag raisings nor shaped the messages the flags sent. To be sure, Boston maintained control over an event’s date and time to avoid conflicts, and it maintained control over the plaza’s physical premises, presumably to avoid chaos. But the key issue is whether Boston shaped or controlled the flags’ content and meaning; such evidence would tend to show that Boston intended to convey the flags’ messages as its own. And on that issue, Boston’s record is thin. Boston says that all (or at least most) of the 50 unique flags it approved reflect particular city-endorsed values or causes. That may well be true of flying other nations’ flags, or the Pride Flag raised annually to commemorate Boston Pride Week, but the connection to other flag-raising ceremonies, such as one held by a community bank, is more difficult to discern. Further, Boston told the public that it sought “to accommodate all applicants” who wished to hold events at Boston’s “public forums,” including on City Hall Plaza. App. to Pet. for Cert. 137a. The city’s application form asked only for contact information and a brief description of the event, with proposed dates and times. The city employee who handled applications testified that he did not request to see flags before the events. Indeed, the city’s practice was to approve flag raisings without exception—that is, until petitioners’ request. At the time, Boston had no written policies or clear internal guidance about what flags groups could fly and what those flags would communicate. Boston’s control is therefore not comparable to the degree of government involvement in the selection of park monuments in *Summum*, see 555 U. S., at 472–473, or license plate designs in *Walker*, see 576 U. S., at 213. Boston’s come-one-come-all practice—except, that is, for petitioners’ flag—is much closer to the Patent and Trademark Office’s policy of registering all manner of trademarks in *Matal*, see 582 U. S., at ____, ____. All told, Boston’s lack of meaningful involvement in the selection of flags or the crafting of their messages leads the Court to classify the third-party flag raisings as private, not government, speech. Pp. 6–12.

2. Because the flag-raising program did not express government speech, Boston’s refusal to let petitioners fly their flag violated the Free Speech Clause of the First Amendment. When the government does not speak for itself, it may not exclude private speech based on “religious viewpoint”; doing so “constitutes impermissible viewpoint discrimination.” *Good News Club v. Milford Central School*, 533 U. S.

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98, 112. Boston concedes that it denied petitioners' request out of Establishment Clause concerns, solely because the proposed flag "promot[ed] a specific religion." App. to Pet. for Cert. 155a. In light of the Court's government-speech holding, Boston's refusal to allow petitioners to raise their flag because of its religious viewpoint violated the Free Speech Clause. Pp. 12–13.

986 F. 3d 78, reversed and remanded.

BREYER, J., delivered the opinion of the Court, in which ROBERTS, C. J., and SOTOMAYOR, KAGAN, KAVANAUGH, and BARRETT, JJ., joined. KAVANAUGH, J., filed a concurring opinion. ALITO, J., filed an opinion concurring in the judgment, in which THOMAS and GORSUCH, JJ., joined. GORSUCH, J., filed an opinion concurring in the judgment, in which THOMAS, J., joined.

Opinion of the Court

NOTICE: This opinion is subject to formal revision before publication in the preliminary print of the United States Reports. Readers are requested to notify the Reporter of Decisions, Supreme Court of the United States, Washington, D. C. 20543, of any typographical or other formal errors, in order that corrections may be made before the preliminary print goes to press.

SUPREME COURT OF THE UNITED STATES

No. 20–1800

HAROLD SHURTLEFF, ET AL., PETITIONERS *v.* **CITY OF BOSTON, MASSACHUSETTS, ET AL.**

ON WRIT OF CERTIORARI TO THE UNITED STATES COURT OF APPEALS FOR THE FIRST CIRCUIT

[May 2, 2022]

JUSTICE BREYER delivered the opinion of the Court.

When the government encourages diverse expression—say, by creating a forum for debate—the First Amendment prevents it from discriminating against speakers based on their viewpoint. See *Rosenberger v. Rector and Visitors of Univ. of Va.*, 515 U. S. 819, 828–830 (1995). But when the government speaks for itself, the First Amendment does not demand airtime for all views. After all, the government must be able to “promote a program” or “espouse a policy” in order to function. *Walker v. Texas Div., Sons of Confederate Veterans, Inc.*, 576 U. S. 200, 208 (2015). The line between a forum for private expression and the government’s own speech is important, but not always clear.

This case concerns a flagpole outside Boston City Hall. For years, Boston has allowed private groups to request use of the flagpole to raise flags of their choosing. As part of this program, Boston approved hundreds of requests to raise dozens of different flags. The city did not deny a single request to raise a flag until, in 2017, Harold Shurtleff, the director of a group called Camp Constitution, asked to fly a

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Christian flag. Boston refused. At that time, Boston admits, it had no written policy limiting use of the flagpole based on the content of a flag. The parties dispute whether, on these facts, Boston reserved the pole to fly flags that communicate governmental messages, or instead opened the flagpole for citizens to express their own views. If the former, Boston is free to choose the flags it flies without the constraints of the First Amendment’s Free Speech Clause. If the latter, the Free Speech Clause prevents Boston from refusing a flag based on its viewpoint.

We conclude that, on balance, Boston did not make the raising and flying of private groups’ flags a form of government speech. That means, in turn, that Boston’s refusal to let Shurtleff and Camp Constitution raise their flag based on its religious viewpoint “abridg[ed]” their “freedom of speech.” U. S. Const., Amdt. I.

I

A

The flagpole at issue stands at the entrance of Boston City Hall. See Appendix, *infra*. Built in the late 1960s, Boston City Hall is a raw concrete structure, an example of the brutalist style. Critics of the day heralded it as a public building that “articulates its functions” with “strength, dignity, grace, and even glamor.” J. Conti, A New City Hall: Boston’s Boost for Urban Renewal, Wall Street Journal, Feb. 12, 1969, p. 14. (The design has since proved somewhat more controversial. See, *e.g.*, E. Mason, Boston City Hall Named World’s Ugliest Building, Boston Herald (Nov. 15, 2008), <https://www.bostonherald.com/2008/11/15/boston-city-hall-named-worlds-ugliest-building>.) More to the point, Boston City Hall sits on City Hall Plaza, a 7-acre expanse paved with New England brick. Inspired by open public spaces like the Piazza del Campo in Siena, the plaza was designed to be “‘Boston’s fairground,’” a “public gathering spac[e]” for the people. N. DeCosta-Klipa, Why Is

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Boston City Hall the Way It Is? Boston.com (July 25, 2018), <https://www.boston.com/news/history/2018/07/25/boston-city-hall-brutalism>.

On the plaza, near City Hall’s entrance, stand three 83-foot flagpoles. Boston flies the American flag from the first pole (along with a banner honoring prisoners of war and soldiers missing in action). From the second, it flies the flag of the Commonwealth of Massachusetts. And from the third, it usually (but not always) flies Boston’s flag—a sketch of the “City on a Hill” encircled by a ring against a blue backdrop.

Boston makes City Hall Plaza available to the public for events. Boston acknowledges that this means the plaza is a “public forum.” Brief for Respondents 27. The city’s policy is, “[w]here possible,” “to accommodate all applicants seeking to take advantage of the City of Boston’s public forums,” including the plaza and the area at the flagpoles’ base. App. to Pet. for Cert. 133a, 137a.

For years, since at least 2005, the city has allowed groups to hold flag-raising ceremonies on the plaza. Participants may hoist a flag of their choosing on the third flagpole (in place of the city’s flag) and fly it for the duration of the event, typically a couple of hours. Most ceremonies have involved the flags of other countries—from Albania to Venezuela—marking the national holidays of Bostonians’ many countries of origin. But several flag raisings have been associated with other kinds of groups or causes, such as Pride Week, emergency medical service workers, and a community bank. All told, between 2005 and 2017, Boston approved about 50 unique flags, raised at 284 ceremonies. Boston has no record of refusing a request before the events that gave rise to this case. We turn now to those events.

B

In July 2017, Harold Shurtleff, the director of an organization called Camp Constitution, asked to hold a flag-

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raising event that September on City Hall Plaza. The event would “commemorate the civic and social contributions of the Christian community” and feature remarks by local clergy. *Id.*, at 130a–131a. As part of the ceremony, the organization wished to raise what it described as the “Christian flag.” *Id.*, at 131a. To the event application, Shurtleff attached a photo of the proposed flag: a red cross on a blue field against a white background.

The commissioner of Boston’s Property Management Department said no. The problem was “not the content of the Christian flag,” but “the fact that it was the Christian flag or [was] called the Christian flag.” App. in No. 20–1158 (CA1), at 212–213 (deposition of then-commissioner Gregory T. Rooney, hereafter Rooney deposition). The commissioner worried that flying a religious flag at City Hall could violate the Constitution’s Establishment Clause and found no record of Boston ever having raised such a flag. He told Shurtleff that Camp Constitution could proceed with the event if they would raise a different flag. Needless to say, they did not want to do so.

C

Shurtleff and Camp Constitution (petitioners) sued Boston and the commissioner of its Property Management Department (respondents). Petitioners claimed that Boston’s refusal to let them raise their flag violated, among other things, the First Amendment’s Free Speech Clause. They asked for an immediate order requiring Boston to allow the flag raising, but the District Court denied the request. See 337 F. Supp. 3d 66 (Mass. 2018), *aff’d*, 928 F. 3d 166 (CA1 2019). The parties engaged in discovery. At its close, they filed cross-motions for summary judgment. The parties agreed to all relevant facts and submitted a joint statement setting them out. App. to Pet. for Cert. 128a–160a.

On that record, the District Court held that flying private

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groups' flags from City Hall's third pole amounted to government speech. See 2020 WL 555248, *5, ___ F. Supp. 3d ___, ___ (Mass., Feb. 4, 2020). Hence, the city acted within its constitutional authority in declining to raise Camp Constitution's flag. *Id.*, at *3, *5. The District Court therefore granted summary judgment for Boston. The First Circuit affirmed. See 986 F. 3d 78 (2021).

Shurtleff and Camp Constitution next petitioned this Court for certiorari. We agreed to decide whether the flags Boston allows groups to fly express government speech, and whether Boston could, consistent with the Free Speech Clause, deny petitioners' flag-raising request.

II

A

The first and basic question we must answer is whether Boston's flag-raising program constitutes government speech. If so, Boston may refuse flags based on viewpoint.

The First Amendment's Free Speech Clause does not prevent the government from declining to express a view. See *Pleasant Grove City v. Summum*, 555 U. S. 460, 467–469 (2009). When the government wishes to state an opinion, to speak for the community, to formulate policies, or to implement programs, it naturally chooses what to say and what not to say. See *Walker*, 576 U. S., at 207–208. That must be true for government to work. Boston could not easily congratulate the Red Sox on a victory were the city powerless to decline to simultaneously transmit the views of disappointed Yankees fans. The Constitution therefore relies first and foremost on the ballot box, not on rules against viewpoint discrimination, to check the government when it speaks. See *Board of Regents of Univ. of Wis. System v. Southworth*, 529 U. S. 217, 235 (2000).

The boundary between government speech and private expression can blur when, as here, a government invites the people to participate in a program. In those situations,

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when does government-public engagement transmit the government’s own message? And when does it instead create a forum for the expression of private speakers’ views?

In answering these questions, we conduct a holistic inquiry designed to determine whether the government intends to speak for itself or to regulate private expression. Our review is not mechanical; it is driven by a case’s context rather than the rote application of rigid factors. Our past cases have looked to several types of evidence to guide the analysis, including: the history of the expression at issue; the public’s likely perception as to who (the government or a private person) is speaking; and the extent to which the government has actively shaped or controlled the expression. See *Walker*, 576 U. S., at 209–214.

Considering these indicia in *Summum*, we held that the messages of permanent monuments in a public park constituted government speech, even when the monuments were privately funded and donated. See 555 U. S., at 470–473. In *Walker*, we explained that license plate designs proposed by private groups also amounted to government speech because, among other reasons, the State that issued the plates “maintain[ed] direct control over the messages conveyed” by “actively” reviewing designs and rejecting over a dozen proposals. 576 U. S., at 213. In *Matal v. Tam*, 582 U. S. ___ (2017), on the other hand, we concluded that trademarking words or symbols generated by private registrants did not amount to government speech. *Id.*, at ___–___ (slip op., at 14–18). Though the Patent and Trademark Office had to approve each proposed mark, it did not exercise sufficient control over the nature and content of those marks to convey a governmental message in so doing. *Ibid.* These precedents point our way today.

B

Applying the government-speech analysis to this record,

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we find that some evidence favors Boston, and other evidence favors Shurtleff.

To begin, we look to the history of flag flying, particularly at the seat of government. Were we to consider only that general history, we would find that it supports Boston.

Flags are almost as old as human civilization. Indeed, flags *symbolize* civilization. From the “primordial rag dipped in the blood of a conquered enemy and lifted high on a stick,” to the feudal banner bearing a lord’s coats of arms, to the standards of the Aztecs, nearly every society has taken a piece of cloth and “endow[ed] it, through the circumstances of its display, with a condensed power” to speak for the community. W. Smith, *Flags Through the Ages and Across the World* 1–2, 32, 34 (1975). Little wonder that the Continental Congress, seeking to define a new nation, “[r]esolved” on June 14, 1777, “[t]hat the Flag of the . . . United States be thirteen stripes, alternate red and white: that the union be thirteen stars, white in a blue field, representing a new constellation.” 8 *Journals of the Continental Congress 1774–1789*, p. 464 (W. Ford ed. 1907). Today, the American flag continues to symbolize our Nation, a constellation of 50 stars standing for the 50 States.

Other contemporary flags, both state and local, reflect their communities. Boston’s flag, for instance, bears the city’s seal and motto rendered in blue and buff—the colors of the Continental Army’s Revolutionary War uniforms. See *Symbols of the City of Boston*, City of Boston (July 16, 2016), <https://www.boston.gov/departments/tourism-sports-and-entertainment/symbols-city-boston> (Symbols of Boston).

Not just the content of a flag, but also its presence and position have long conveyed important messages about government. The early morning sight of the stars and stripes above Fort McHenry told Francis Scott Key (and, through his poem, he told the rest of us) that the great experiment—

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the land of the free—had survived the British attack on Baltimore Harbor. See C. Lineberry, *The Story Behind the Star Spangled Banner*, *Smithsonian Magazine* (Mar. 1, 2007). No less familiar, a flag at halfstaff tells us that the government is paying its “respect to th[e] memory” of someone who has died. 4 U. S. C. §7(m). (Congress has explained, across several sections of the U. S. Code, the meaning we should take from the “position,” “manner,” “time,” and “occasions” of the American flag’s display. §§6, 7.) And the presence of the Royal Standard flying from Windsor Castle’s Round Tower says the Queen is home. See *Windsor Castle Today*, Royal Collection Trust, www.rct.uk/visit/windsor-castle/windsor-castle-today.

The flying of a flag other than a government’s own can also convey a governmental message. A foreign flag outside Blair House, across the street from the White House, signals that a foreign leader is visiting and the residence has “becom[e] a de facto diplomatic mission of the guest’s home nation.” M. French, *United States Protocol: The Guide to Official Diplomatic Etiquette* 298 (2010). And, according to international custom, when flags of two or more nations are displayed together, they cannot be flown one nation above the other “in time of peace.” 4 U. S. C. §7(g).

Keeping with this tradition, flags on Boston’s City Hall Plaza usually convey the city’s messages. On a typical day, the American flag, the Massachusetts flag, and the City of Boston’s flag wave from three flagpoles. Boston’s flag, when flying there at full mast, symbolizes the city. When flying at halfstaff, it conveys a community message of sympathy or somber remembrance. When displayed at other public buildings, it marks the mayor’s presence. See *Symbols of Boston*. The city also sometimes conveys a message by replacing its flag with another. When Boston’s mayor lost a bet with Montreal’s about whose hockey team would win a playoff series, Boston, duty-bound in defeat, hoisted the Canadiens’ banner. See *Tr. of Oral Arg.* 54–55.

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While this history favors Boston, it is only our starting point. The question remains whether, on the 20 or so times a year when Boston allowed private groups to raise their own flags, those flags, too, expressed the city’s message. So we must examine the details of *this* flag-flying program.

Next, then, we consider whether the public would tend to view the speech at issue as the government’s. In this case, the circumstantial evidence does not tip the scale. On an ordinary day, a passerby on Cambridge Street sees three government flags representing the Nation, State, and city. Those flags wave “in unison, side-by-side, from matching flagpoles,” just outside “the entrance to Boston’s seat of government.” 986 F. 3d, at 88. Like the monuments in the public park in *Summum*, the flags “play an important role in defining the identity that [the] city projects to its own residents and to the outside world.” 555 U. S., at 472. So, like the license plates in *Walker*, the public seems likely to see the flags as “conveying some message” on the government’s “behalf.” 576 U. S., at 212 (quoting *Summum*, 555 U. S., at 471).

But as we have said, Boston allowed its flag to be lowered and other flags to be raised with some regularity. These other flags were raised in connection with ceremonies at the flagpoles’ base and remained aloft during the events. Petitioners say that a pedestrian glimpsing a flag other than Boston’s on the third flagpole might simply look down onto the plaza, see a group of private citizens conducting a ceremony without the city’s presence, and associate the new flag with them, not Boston. Thus, even if the public would ordinarily associate a flag’s message with Boston, that is not necessarily true for the flags at issue here. Again, this evidence of the public’s perception does not resolve whether Boston conveyed a city message with these flags.

Finally, we look at the extent to which Boston actively controlled these flag raisings and shaped the messages the flags sent. The answer, it seems, is not at all. And that is

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the most salient feature of this case.

To be sure, Boston maintained control over an event’s date and time to avoid conflicts. It maintained control over the plaza’s physical premises, presumably to avoid chaos. And it provided a hand crank so that groups could rig and raise their chosen flags. But it is Boston’s control over the flags’ content and meaning that here is key; that type of control would indicate that Boston meant to convey the flags’ messages.

On this issue, Boston’s record is thin. Boston says that all (or at least most) of the 50 unique flags it approved reflect particular city-approved values or views. Flying flags associated with other countries celebrated Bostonians’ many different national origins; flying other flags, Boston adds, was not “wholly unconnected” from a diversity message or “some other day or cause the City or Commonwealth had already endorsed.” Brief for Respondents 8, 35. That may well be true of the Pride Flag raised annually to commemorate Boston Pride Week. See Brief for Commonwealth of Massachusetts et al. as *Amici Curiae* 25–26 (citing reports that the then-mayor of Boston gave remarks as the Pride Flag was raised). But it is more difficult to discern a connection to the city as to, say, the Metro Credit Union flag raising, a ceremony by a local community bank.

In any event, we do not settle this dispute by counting noses—or, rather, counting flags. That is so for several reasons. For one thing, Boston told the public that it sought “to accommodate all applicants” who wished to hold events at Boston’s “public forums,” including on City Hall Plaza. App. to Pet. for Cert. 137a. The application form asked only for contact information and a brief description of the event, with proposed dates and times. The city employee who handled applications testified by deposition that he had previously “never requested to review a flag or requested changes to a flag in connection with approval”; nor did he even see flags before the events. *Id.*, at 150a. The city’s

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practice was to approve flag raisings, without exception. It has no record of denying a request until Shurtleff’s. Boston acknowledges it “hadn’t spent a lot of time really thinking about” its flag-raising practices until this case. App. in No. 20–1158 (CA1), at 140 (Rooney deposition). True to its word, the city had nothing—no written policies or clear internal guidance—about what flags groups could fly and what those flags would communicate.

Compare the extent of Boston’s control over flag raisings with the degree of government involvement in our most relevant precedents. In *Summum*, we emphasized that Pleasant Grove City always selected which monuments it would place in its park (whether or not the government funded those monuments), and it typically took ownership over them. 555 U. S., at 472–473. In *Walker*, a state board “maintain[ed] direct control” over license plate designs by “actively” reviewing every proposal and rejecting at least a dozen. 576 U. S., at 213. Boston has no comparable record.

The facts of this case are much closer to *Matal v. Tam*. There, we held that trademarks were not government speech because the Patent and Trademark Office registered all manner of marks and normally did not consider their viewpoint, except occasionally to turn away marks it deemed “offensive.” 582 U. S., at ___, ___ (slip op., at 14, 22). Boston’s come-one-come-all attitude—except, that is, for Camp Constitution’s religious flag—is similar.

Boston could easily have done more to make clear it wished to speak for itself by raising flags. Other cities’ flag-flying policies support our conclusion. The City of San Jose, California, for example, provides in writing that its “flagpoles are not intended to serve as a forum for free expression by the public,” and lists approved flags that may be flown “as an expression of the City’s official sentiments.” See Brief for Commonwealth of Massachusetts et al. as *Amici Curiae* 18.

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All told, while the historical practice of flag flying at government buildings favors Boston, the city’s lack of meaningful involvement in the selection of flags or the crafting of their messages leads us to classify the flag raisings as private, not government, speech—though nothing prevents Boston from changing its policies going forward.

III

Last, we consider whether Boston’s refusal to allow Shurtleff and Camp Constitution to raise their flag amounted to impermissible viewpoint discrimination.

Boston acknowledges that it denied Shurtleff’s request because it believed flying a religious flag at City Hall could violate the Establishment Clause. And it admits this concern proceeded from the premise that raising the flag would express government speech. See Brief in Opposition 23 (explaining that “viewpoint neutrality” was “incompatible” with Boston’s view of its program). But we have rejected that premise in the preceding pages. We must therefore consider Boston’s actions in light of our holding.

When a government does not speak for itself, it may not exclude speech based on “religious viewpoint”; doing so “constitutes impermissible viewpoint discrimination.” *Good News Club v. Milford Central School*, 533 U. S. 98, 112 (2001). Applying that rule, we have held, for example, that a public university may not bar student-activity funds from reimbursing only religious groups. See *Rosenberger*, 515 U. S., at 830–834. Here, Boston concedes that it denied Shurtleff’s request solely because the Christian flag he asked to raise “promot[ed] a specific religion.” App. to Pet. for Cert. 155a (quoting Rooney deposition). Under our precedents, and in view of our government-speech holding here, that refusal discriminated based on religious viewpoint and violated the Free Speech Clause.

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* * *

For the foregoing reasons, we conclude that Boston’s flag-raising program does not express government speech. As a result, the city’s refusal to let Shurtleff and Camp Constitution fly their flag based on its religious viewpoint violated the Free Speech Clause of the First Amendment. We reverse the First Circuit’s contrary judgment and remand the case for further proceedings consistent with this opinion.

It is so ordered.

APPENDIX TO OPINION OF THE COURT

The flagpoles outside Boston City Hall fly the American flag, the Commonwealth of Massachusetts flag, and the city flag, side by side, on an ordinary day.



Source: Preservation Priorities, Boston Preservation Alliance (Feb. 3, 2022), <https://boston-preservation.org/news-item/preservation-priorities-letter-mayor-wu>

KAVANAUGH, J., concurring

SUPREME COURT OF THE UNITED STATES

No. 20–1800

HAROLD SHURTLEFF, ET AL., PETITIONERS *v.* CITY
OF BOSTON, MASSACHUSETTS, ET AL.

ON WRIT OF CERTIORARI TO THE UNITED STATES COURT OF
APPEALS FOR THE FIRST CIRCUIT

[May 2, 2022]

JUSTICE KAVANAUGH, concurring.

This dispute arose only because of a government official’s mistaken understanding of the Establishment Clause. A Boston official believed that the City would violate the Establishment Clause if it allowed a religious flag to briefly fly outside of City Hall as part of the flag-raising program that the City had opened to the public. So Boston granted requests to fly a variety of secular flags, but denied a request to fly a religious flag. As this Court has repeatedly made clear, however, a government does not violate the Establishment Clause merely because it treats religious persons, organizations, and speech equally with secular persons, organizations, and speech in public programs, benefits, facilities, and the like. See, *e.g.*, *Zelman v. Simmons-Harris*, 536 U. S. 639 (2002). On the contrary, a government *violates* the Constitution when (as here) it *excludes* religious persons, organizations, or speech because of religion from public programs, benefits, facilities, and the like. See, *e.g.*, *Espinoza v. Montana Dept. of Revenue*, 591 U. S. ____ (2020); *Good News Club v. Milford Central School*, 533 U. S. 98 (2001); *McDaniel v. Paty*, 435 U. S. 618 (1978). Under the Constitution, a government may not treat religious persons, religious organizations, or religious speech as second-class.

ALITO, J., concurring in judgment

SUPREME COURT OF THE UNITED STATES

No. 20–1800

HAROLD SHURTLEFF, ET AL., PETITIONERS *v.* CITY
OF BOSTON, MASSACHUSETTS, ET AL.

ON WRIT OF CERTIORARI TO THE UNITED STATES COURT OF
APPEALS FOR THE FIRST CIRCUIT

[May 2, 2022]

JUSTICE ALITO, with whom JUSTICE THOMAS and JUSTICE GORSUCH join, concurring in the judgment.

I agree with the Court’s conclusion that Boston (hereafter City) violated the First Amendment’s guarantee of freedom of speech when it rejected Camp Constitution’s application to fly what it characterized as a “Christian flag.” But I cannot go along with the Court’s decision to analyze this case in terms of the triad of factors—history, the public’s perception of who is speaking, and the extent to which the government has exercised control over speech—that our decision in *Walker v. Texas Div., Sons of Confederate Veterans, Inc.*, 576 U. S. 200 (2015), derived from *Pleasant Grove City v. Summum*, 555 U. S. 460 (2009). See *ante*, at 6–12. As the Court now recognizes, those cases did not set forth a test that always and everywhere applies when the government claims that its actions are immune to First Amendment challenge under the government-speech doctrine. And treating those factors as a test obscures the real question in government-speech cases: whether the government is *speaking* instead of regulating private expression.

I

The government-speech doctrine recognizes that the Free Speech Clause of the First Amendment “restricts government regulation of private speech” but “does not regulate

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government speech.” *Summum*, 555 U. S., at 467. That doctrine presents no serious problems when the government speaks in its own voice—for example, when an official gives a speech in a representative capacity or a governmental body issues a report. But courts must be very careful when a government claims that speech by one or more private speakers is actually government speech. When that occurs, it can be difficult to tell whether the government is using the doctrine “as a subterfuge for favoring certain private speakers over others based on viewpoint,” *id.*, at 473, and the government-speech doctrine becomes “susceptible to dangerous misuse,” *Matal v. Tam*, 582 U. S. ___, ___–___ (2017) (slip op., at 13–14).

In *Tam*, for example, the United States defended a statutory provision that permitted the Patent and Trademark Office to deny federal registration to “disparag[ing]” marks, 15 U. S. C. §1052(a), on the theory that “the registration of a trademark converts the mark into government speech.” 582 U. S., at ___ (slip op., at 17). We rejected that argument and held that because the Government’s role in registration was limited to applying a standard of assessment to marks generated by private parties, registered marks are not government speech. *Id.*, at ___–___ (slip op., at 12–14). But the Government’s position had radical implications: If registration transforms trademarks into government speech, the same logic would presumably hold for other speech included on systems of government registration. Books on the copyright registry, for example, would count as the Government’s own speech—presumably subject to editorial control. And the Government would be free to exclude authors from copyright protection based on their views. *Id.*, at ___–___ (slip op., at 17–18).

To prevent the government-speech doctrine from being used as a cover for censorship, courts must focus on the identity of the speaker. The ultimate question is whether the government is actually expressing its own views or the

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real speaker is a private party and the government is surreptitiously engaged in the “regulation of private speech.” *Summum*, 555 U. S., at 467. But our precedent has never attempted to specify a general method for deciding that question, and the Court goes wrong in proceeding as though our decisions in *Walker* and *Summum* settled on anything that might be considered a “government-speech analysis.” *Ante*, at 6. In both cases, we employed a fact-bound totality-of-the-circumstances inquiry that relied on the factors that appeared helpful in evaluating whether the speech at issue was government or private speech. See *Walker*, 576 U. S., at 210–213; *Summum*, 555 U. S., at 470–478. We did not set out a test to be used in all government-speech cases, and we did not purport to define an exhaustive list of relevant factors. And in light of the ultimate focus of the government-speech inquiry, each of the factors mentioned in those cases could be relevant only insofar as it sheds light on the identity of the speaker. When considered in isolation from that inquiry, the factors central to *Walker* and *Summum* can lead a court astray.

Consider first “the extent to which the government has actively shaped or controlled the expression.” *Ante*, at 6. Government control over speech is relevant to speaker identity in that speech by a private individual or group cannot constitute government speech if the government does not attempt to control the message. But control is also an essential element of censorship. Consider this example. The British Licensing Act of 1737, 10 Geo. II c. 28, §1, in 17 Eng. Stat. at Large 140 (1765), as amended by the Theatres Act of 1843, 6 & 7 Vict. c. 68, §2 (1843), prohibited the performance of any “interlude, tragedy, comedy, opera, play, farce, or other entertainment” without a patent issued by the King of England or a “License from the Lord Chamberlain of Her Majesty’s Household.” *Ibid*. This regime attracted criticism precisely because it gave the Lord Chamberlain extensive “control over the nature and content,”

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ante, at 6, of covered performances. One of the leading critics of the Act—the playwright George Bernard Shaw—was denied permission to perform several plays, including Mrs. Warren’s Profession, The Shewing-up of Blanco Posnet, and Press Cuttings.¹ But had the Lord Chamberlain approved these plays, would anyone seriously maintain that those plays were thereby transmuted into the government’s speech?

As this illustration shows, neither “control” nor “final approval authority” can in itself distinguish government speech from censorship of private speech, and analyzing that factor in isolation from speaker identity flattens the distinction between government speech and speech tolerated by the censor. And it is not as though “actively” exercising control over the “nature and content” of private expression makes a difference, as the Court suggests, *ibid.* Censorship is not made constitutional by aggressive and direct application.

Next, turn to the history of the means of expression. *Ibid.* Historical practice can establish that a means of expression “typically represent[s] government speech.” *Summum*, 555 U. S., at 470 (emphasis added); *Tam*, 582 U. S., at ___ (slip op., at 17). But in determining whether speech is the government’s, the real question is not whether a form of expression is *usually* linked with the government but whether the speech *at issue* expresses the government’s own message. Governments can put public resources to novel uses. And when governments allow private parties to use a resource normally devoted to government speech to express their own messages, the government cannot rely on historical expectations to pass off private speech as its own. Cf. *Summum*, 555 U. S., at 480 (explaining that even though monuments in parks are normally government speech, that

¹See generally L. Hugo, *Edwardian Shaw: The Writer and His Age* 197–230 (1999).

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would not be true if “a town created a monument on which all of its residents (or all those meeting some other criterion) could place the name of a person to be honored or some other private message”).

This case exemplifies the point. Governments have long used flags to express government messages, so this factor provides *prima facie* support for Boston’s position under the Court’s mode of analysis. *Ante*, at 7–9. But on these facts, the history of flags clearly cannot have any bearing on whether the flag displays express the City’s own message. The City put the flagpoles to an unorthodox use—allowing private parties to use the poles to express messages that were not formulated by City officials. Treating this factor as significant in that circumstance loads the dice in favor of the government’s position for no obvious reason.

Now consider the third factor: “the public’s likely perception as to who (the government or a private person) is speaking.” *Ante*, at 6. Our earlier government-speech precedents recognized that “the correct focus” of the government-speech inquiry “is not on whether the . . . reasonable viewer would identify the speech as the government’s,” *Johanns v. Livestock Marketing Assn.*, 544 U. S. 550, 564, n. 7 (2005), and with good reason. Unless the public is assumed to be omniscient, public perception cannot be relevant to whether the government *is* speaking, as opposed merely *appearing* to speak. Focusing on public perception encourages courts to categorize private expression as government speech in circumstances in which the public is liable to misattribute that speech to the government. This case once again provides an apt illustration. As the Court rightly notes, “[a] passerby on Cambridge Street” confronted with a flag flanked by government flags standing just outside the entrance of Boston’s seat of government would likely conclude that all of those flags “conve[y] some message on the government’s behalf.” *Ante*, at 9 (internal quotation marks

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omitted). If that is the case, this factor supports the exclusion of private parties from using the flagpoles even though the government allows private parties to use the flagpoles to express private messages, presumably because those messages may be erroneously attributed to the government. But there is no obvious reason why a government should be entitled to suppress private views that might be attributed to it by engaging in viewpoint discrimination. The government can always disavow any messages that might be mistakenly attributed to it.

The factors relied upon by the Court are thus an uncertain guide to speaker identity. But beyond that, treating these factors as a freestanding test for the existence of government speech artificially separates the question whether the government is speaking from whether the government is facilitating or regulating private speech. Under the Court's factorized approach, government speech occurs when the government exercises a "sufficient" degree of control over speech that occurs in a setting connected with government speech in the eyes of history and the contemporary public, regardless of whether the government is actually merely facilitating private speech. This approach allows governments to exploit public expectations to mask censorship.

And like any factorized analysis, this approach cannot provide a principled way of deciding cases. The Court's analysis here proves the point. The Court concludes that two of the three factors—history and public perception—favor the City. But it nonetheless holds that the flag displays did not constitute government speech. Why these factors drop out of the analysis—or even do not justify a contrary conclusion—is left unsaid. This cannot be the right way to determine when governmental action is exempt from the First Amendment.

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II

A

I would resolve this case using a different method for determining whether the government is speaking. In my view, the minimum conditions that must be met for expression to count as “government speech” can be identified by considering the definition of “government speech” and the rationale for the government-speech doctrine. Under the resulting view, government speech occurs if—but only if—a government purposefully expresses a message of its own through persons authorized to speak on its behalf, and in doing so, does not rely on a means that abridges private speech.

Defined in literal terms, “government speech” is “speech” spoken by the government. “Speech,” as that term is used in our First Amendment jurisprudence, refers to expressive activity that is “intended to be communicative” and, “in context, would reasonably be understood . . . to be communicative.” *Clark v. Community for Creative Non-Violence*, 468 U. S. 288, 294 (1984); see also *Hurley v. Irish-American Gay, Lesbian and Bisexual Group of Boston, Inc.*, 515 U. S. 557, 569 (1995). Our government-speech precedents have worked with largely the same definition. See, e.g., *Summum*, 555 U. S., at 472 (accepting monument for placement in a city park “constitute[d] government speech” because the monuments were “meant to convey and have the effect of conveying a government message”); *Walker*, 576 U. S., at 214 (similar). And although this definition of “speech” is not fully precise, the purposeful communication of the speaker’s own message generally qualifies as “speech.”

For “speech” to be spoken by the government, the relevant act of communication must be government action. Governments are not natural persons and can only communicate through human agents who have been given the power to speak for the government. When individuals charged with speaking on behalf of the government act

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within the scope of their power to do so, they “are not speaking as citizens for First Amendment purposes.” *Garcetti v. Ceballos*, 547 U. S. 410, 421 (2006). And because “speech” requires the purposeful communication of the speaker’s own message, the message expressed must have been formulated by a person with the power to determine what messages the government will communicate. In short, the government must “se[t] the overall message to be communicated” through official action. *Johanns*, 544 U. S., at 562.

Government speech is thus the purposeful communication of a governmentally determined message by a person exercising a power to speak for a government. But not all governmental activity that qualifies as “government speech” in this literal and factual sense is exempt from First Amendment scrutiny. For although we have said that the Free Speech Clause “has no application” when a government is “engaging in [its] own expressive conduct,” *Summum*, 555 U. S., at 467, we have also recognized that “the Free Speech Clause itself may constrain the government’s speech” under certain conditions, as when a “government seeks to compel private persons to convey the government’s speech.” *Walker*, 576 U. S., at 208; see also *Wooley v. Maynard*, 430 U. S. 705 (1977); *West Virginia Bd. of Ed. v. Barnette*, 319 U. S. 624 (1943).

That is because the government-speech doctrine is not based on the view—which we have neither accepted nor rejected—that governmental entities have First Amendment rights. See *United States v. American Library Assn., Inc.*, 539 U. S. 194, 210–211 (2003); *Columbia Broadcasting System, Inc. v. Democratic National Committee*, 412 U. S. 94, 139, and n. 7 (1973) (Stewart, J., concurring).² Instead, the

²The text of the First Amendment also seems to exclude the possibility that the Federal Government has a constitutional right to speak, since it prohibits “Congress” and other federal entities and actors from “abridging the freedom of speech.” A different analysis might be called for in a

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doctrine is based on the notion that governmental communication—and the exercise of control over those charged by law with implementing a government’s communicative agenda—do not normally “restrict the activities of . . . persons acting as private individuals.” *Rust v. Sullivan*, 500 U. S. 173, 198–199 (1991); see also *Sumnum*, 555 U. S., at 467 (“The Free Speech Clause restricts government regulation of private speech”); *Rosenberger v. Rector and Visitors of Univ. of Va.*, 515 U. S. 819, 833–835 (1995). So government speech in the literal sense is not exempt from First Amendment attack if it uses a means that restricts private expression in a way that “abridges” the freedom of speech, as is the case with compelled speech. Were it otherwise, virtually every government action that regulates private speech would, paradoxically, qualify as government speech unregulated by the First Amendment. Naked censorship of a speaker based on viewpoint, for example, might well constitute “expression” in the thin sense that it conveys the government’s disapproval of the speaker’s message. But plainly that kind of action cannot fall beyond the reach of the First Amendment.

It follows that to establish that expression constitutes government speech exempt from First Amendment attack, the government must satisfy two conditions. First, it must show that the challenged activity constitutes government speech in the literal sense—purposeful communication of a governmentally determined message by a person acting within the scope of a power to speak for the government. Second, the government must establish it did not rely on a

case in which the Federal Government attempts to restrict the speech of another sovereign. If the States had First Amendment rights against the Federal Government at the time of ratification, it is not obvious why that right would be eliminated by the incorporation of the speech rights of *private* citizens against the States through the Fourteenth Amendment.

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means that abridges the speech of persons acting in a private capacity. It is only then that “the Free Speech Clause has no application.” *Summum*, 555 U. S., at 467.

This framework explains the conditions under which government communication that relies on private parties can constitute government speech. Our precedents recognize two ways in which a government can speak using private assistance. First, the government can prospectively “enlis[t] private entities to convey its own message,” *Rosenberger*, 515 U. S., at 833, by deputizing private persons as its agents. See *Johanns*, 544 U. S., at 560–562, and n. 4; *Rust*, 500 U. S., at 192–200. In that kind of situation, private persons assume a public or quasi-public capacity that empowers them to speak on behalf of the government. So long as this responsibility is voluntarily assumed, speech by a private party within the scope of his power to speak for the government constitutes government speech.

Second, the government can “adop[t]” a medium of expression created by a private party and use it to express a government message. *Summum*, 555 U. S., at 473–474. In that circumstance, private parties are not deputized by the government; instead a private person generates a medium of expression and transfers it to the government. *Id.*, at 472–474. For the adopted expression to qualify as the government’s, the private party must alienate control over the medium of expression to the government. And government actors must put the medium to use to intentionally express a government message. Compare *id.*, at 473–475 (holding that a government adopted donated monument because it “took ownership of that monument and put it on permanent display in a park that it owns and manages”), with *Tam*, 582 U. S., at ___, ___–___ (slip op., at 5, 12–15) (no adoption occurred because governments neither produced nor took ownership of privately generated trademarks). Otherwise, the government is simply providing a forum for private parties to submit their own productions and usual First

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Amendment principles apply. And to avoid running afoul of the prohibition on compelled speech, that alienation must be voluntary.³

This approach also explains the circumstances in which we have concluded that the government is *not* speaking. We have repeatedly held that the government-speech doctrine does not extend to private-party speech that is merely subsidized or otherwise facilitated by the government. See, e.g., *Legal Services Corporation v. Velazquez*, 531 U. S. 533, 542 (2001); *Board of Regents of Univ. of Wis. System v. Southworth*, 529 U. S. 217, 229 (2000); *Rosenberger*, 515 U. S., at 833–834. Facilitating speech by private persons cannot constitute government speech unless the government assigns a power to speak to those persons or appropriates the products of their expressive activity to express its own message. When the government’s role is limited to applying a standard of assessment to determine a speaker’s eligibility for a benefit, the government is regulating private speech, and ordinary First Amendment principles apply. *Tam*, 582 U. S., at ____–____ (slip op., at 13–14).

For analogous reasons, private-party expression in any type of forum recognized by our precedents does not constitute government speech. A forum, by definition, is a space

³The place of *Walker* within this framework warrants comment. In that case, properly understood, the government claimed to have adopted specialty-license-plate designs submitted by private parties and actually did “ow[n] the designs on its license plates,” *Walker v. Texas Div., Sons of Confederate Veterans, Inc.*, 576 U. S. 200, 212 (2015). But it was not obvious how designs such as “Rather Be Golfing” could possibly express a government message. *Id.*, at 222 (ALITO, J., dissenting). In other words, although the private parties alienated control over the plate designs, the government did not have any purpose to communicate, and instead allowed private parties to use personal plates to communicate their own messages. This expansive understanding of government speech by adoption should be confined to government-issued IDs. As we have said, *Walker* “likely marks the outer bounds of the government-speech doctrine.” *Matal v. Tam*, 582 U. S. ____, ____ (2017) (slip op., at 17).

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for private parties to express their own views. The government can of course speak as a participant in a forum, but the creation of a space for private discourse does not involve expressing a governmental message, deputizing private parties to express it, or adopting a private party's contribution as a vehicle of government speech. So when examination of the government's "policy and practice" indicates that the government has "intentionally open[ed] a nontraditional forum for public discourse," a court may immediately infer that private-party expression in the forum is not government speech. *Cornelius v. NAACP Legal Defense & Ed. Fund, Inc.*, 473 U. S. 788, 802 (1985). There is no need to consider history, public perception, or control in the abstract.

B

Analyzed under this framework, the flag displays were plainly private speech within a forum created by the City, not government speech. The record attests that the City's application materials—which were the only written form of guidance available on the program prior to the adoption of a written policy in 2018—characterized the flagpoles as one of the City's "public forums." App. to Pet. for Cert. 137a. The application guidelines did not enumerate any criteria for access to the flagpoles that go beyond those typical of a resource that has been made generally available to the public. *Id.*, at 137a–140a. The first rejection of an application was the denial of Camp Constitution's application in 2017. *Id.*, at 150a–158a. Prior to then, the City never rejected any request to raise a flag submitted by any private party. And private speakers accounted for 78% of the flag-raising applicants. See Reply Brief 8.

A program with this design cannot possibly constitute government speech. The City did nothing to indicate an intent to communicate a message. *Clark*, 468 U. S., at 294. Nor did it deputize private speakers or appropriate private-

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party expressive content. The flags flown reflected a dizzying and contradictory array of perspectives that cannot be understood to express the message of a single speaker. For example, the City allowed parties to fly the gay pride flag, App. to Pet. for Cert. 142a, but it allowed others to fly the flag of Ethiopia, *id.*, at 174a, a country in which “homosexual act[s]” are punishable by “imprisonment for not less than one year.” The Crim. Code of Fed. Democratic Republic of Eth. 2004, Arts. 629 and 630, Proclamation No. 414/2004. Indeed, the City disclaimed virtually all messages expressed by characterizing the flagpoles as a “public forum” and adopting access criteria consistent with generalized public use. The City’s policy and practice thus squarely indicate an intent to open a public forum for any private speakers who met the City’s basic criteria. The requirement of viewpoint neutrality applies to any forum of this kind. *Cornelius*, 473 U. S., at 802.

As the Court rightly holds, denying Shurtleff’s application to use that forum constituted impermissible viewpoint discrimination. *Ante*, at 12–13. The City’s stated reason for rejecting Camp Constitution’s application was an unwritten “policy and practice” of “refrain[ing] from flying non-secular flags on the City Hall flagpoles.” App. to Pet. for Cert. 153a–154a. But as we have recognized, religion constitutes a viewpoint, and “speech discussing otherwise permissible subjects cannot be excluded from a limited public forum on the ground that the subject is discussed from a religious point of view.” *Good News Club v. Milford Central School*, 533 U. S. 98, 112 (2001); *Rosenberger*, 515 U. S., at 835.

The City’s decision was grounded in a belief that “[e]stablished First Amendment jurisprudence” prohibits a government from allowing a private party to “fly a [r]eligious flag on public property.” App. to Pet. for Cert. 153a–154a. But “[m]ore than once,” this Court has “rejected the position

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that the Establishment Clause even justifies, much less requires, a refusal to extend free speech rights to religious speakers who participate in broad-reaching government programs neutral in design.” *Rosenberger*, 515 U. S., at 839; see also *Good News Club*, 533 U. S., at 112; *Lamb’s Chapel v. Center Moriches Union Free School Dist.*, 508 U. S. 384 (1993). Indeed, excluding religious messages from public forums that are open to other viewpoints is a “denial of the right of free speech” indicating “hostility to religion” that would “undermine the very neutrality the Establishment Clause requires.” *Rosenberger*, 515 U. S., at 845–846; see also *Board of Ed. of Westside Community Schools (Dist. 66) v. Mergens*, 496 U. S. 226, 248 (1990) (plurality opinion).

Although developments in City policy postdating the denial of Shurtleff’s application are not relevant to whether that act constituted a First Amendment violation, it should be emphasized that the City’s adoption of a written policy in October 2018 did not to convert the flag displays into government speech. The policy’s principal provision specified that the City will not “display flags deemed to be inappropriate or offensive in nature or those supporting discrimination, prejudice, or religious” viewpoints. App. in No. 20–1158 (CA1), p. 570 (App).⁴ That provision did not identify a

⁴The policy included six other rules specifying that: (1) flag raisings must occur on “a normal business work day, generally between the hours of 10:00 am and 3:00 pm”; (2) flag raisings must be open to the public and “[g]uests must adhere to the City of Boston policy not to discriminate on the basis of sex, race, religion, etc.”; (3) guests must deliver the “guest flag” to City personnel before the raising and retrieve it after; (4) events must be consistent with the City’s “sustainability” policy; (5) flags may be lowered to comply with the U. S. Flag Code; and (6) flags will normally be flown for 24 hours or fewer. App. 570. These criteria do not suggest purposeful communication of a government message. The policy also reserved “sole and complete discretion” to refuse to fly any flag. *Id.*, at 569. But this reservation unbridled discretionary control over access to a government-owned medium of expression cannot establish that a speaker permitted to speak through the medium is speaking for the government.

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message the City intended to express; it simply codified the City’s prior exclusion of speakers expressing a “religious viewpoint” and extended it to messages deemed “offensive,” despite the “bedrock First Amendment principle” that “[s]peech may not be banned on the ground that it expresses ideas that offend.” *Tam*, 582 U. S., at ____–____ (slip op., at 1–2).

In briefing before this Court, counsel for the City argued that despite all appearances to the contrary, the City actually *did* intend to express a message through the flag-raising program: The City’s support for “the diverse national heritage of the City’s population.” Brief for Respondents 19. All other flag raisings, the City claims, occurred “in connection with some publicly designated date of observance.” *Ibid.* This argument is a transparent attempt to reverse engineer a governmental message from facts about the flag raisings that occurred. It is true that many of the flag raisings from 2007 to 2015 celebrated nationalities. App. to Pet. for Cert. 173a–187a. But these events were conducted by private organizations to express their own support for the relevant national communities. Neither the City’s application guidance nor the 2018 written policy singled out a connection with a nationality commemoration as a condition of access to the flagpoles. The City never cited this purported requirement in its rejection of the applications it denied. And the City approved flags that had nothing to do with nationality or official holidays, such as the “Metro Credit Union Flag Raising” mentioned by the Court.

Even if the City *had* reserved the flagpoles for nationality commemorations and official holidays, that would only mean that the City had reserved the flagpoles “for certain groups or for the discussion of certain topics” and created a nonpublic forum, not that it had engaged in government

Instead, such discretionary authority is a hallmark of a standardless system of censorship.

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speech. *Rosenberger*, 515 U. S., at 829; see also *Perry Ed. Assn. v. Perry Local Educators' Assn.*, 460 U. S. 37, 49 (1983) (“Implicit in the concept of the nonpublic forum is the right to make distinctions in access on the basis of subject matter and speaker identity”). Had the City restricted use of the flagpoles to these subject matters, it could have relied on the forum’s topical limitations to deny applications to host events. But it could not have employed viewpoint-discriminatory criteria to bar otherwise-eligible speakers from expressing their own views on those subjects.

On this record, however, the only viable inference is that the City had no policy restricting access to the forum apart from the modest access conditions articulated in the application materials. Having created a forum with those characteristics, the City could not reject Shurtleff’s application on account of the religious viewpoint he intended to express. For that reason, I agree with the Court’s ultimate conclusion and concur in the judgment.

GORSUCH, J., concurring in judgment

SUPREME COURT OF THE UNITED STATES

No. 20–1800

HAROLD SHURTLEFF, ET AL., PETITIONERS *v.* CITY
OF BOSTON, MASSACHUSETTS, ET AL.

ON WRIT OF CERTIORARI TO THE UNITED STATES COURT OF
APPEALS FOR THE FIRST CIRCUIT

[May 2, 2022]

JUSTICE GORSUCH, with whom JUSTICE THOMAS joins,
concurring in the judgment.

The real problem in this case doesn’t stem from Boston’s mistake about the scope of the government speech doctrine or its error in applying our public forum precedents. The trouble here runs deeper than that. Boston candidly admits that it refused to fly the petitioners’ flag while allowing a secular group to fly a strikingly similar banner. And the city admits it did so for one reason and one reason only: It thought displaying the petitioners’ flag would violate “the [C]onstitution’s [E]stablishment [C]lause.” App. to Pet. for Cert. 157a; see also *id.*, at 153a–154a. That decision led directly to this lawsuit, all the years of litigation that followed, and the city’s loss today. Not a single Member of the Court seeks to defend Boston’s view that a municipal policy allowing all groups to fly their flags, secular and religious alike, would offend the Establishment Clause.

How did the city get it so wrong? To be fair, at least some of the blame belongs here and traces back to *Lemon v. Kurtzman*, 403 U. S. 602 (1971). Issued during a “bygone era” when this Court took a more freewheeling approach to interpreting legal texts, *Food Marketing Institute v. Argus Leader Media*, 588 U. S. ___, ___ (2019) (slip op., at 8), *Lemon* sought to devise a one-size-fits-all test for resolving Establishment Clause disputes. That project bypassed any

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inquiry into the Clause’s original meaning. It ignored longstanding precedents. And instead of bringing clarity to the area, *Lemon* produced only chaos. In time, this Court came to recognize these problems, abandoned *Lemon*, and returned to a more humble jurisprudence centered on the Constitution’s original meaning. Yet in this case, the city chose to follow *Lemon* anyway. It proved a costly decision, and Boston’s travails supply a cautionary tale for other localities and lower courts.

*

To see how all this unfolded, start with *Lemon* itself. *Lemon* held out the promise that any Establishment Clause dispute could be resolved by following a neat checklist focused on three questions: (1) Did the government have a secular purpose in its challenged action? (2) Does the effect of that action advance or inhibit religion? (3) Will the government action “excessive[ly] . . . entangl[e]” church and state? 403 U. S., at 612–613 (internal quotation marks omitted). But from the start, this seemingly simple test produced more questions than answers. How much religion-promoting purpose is too much? Are laws that serve both religious and secular purposes problematic? How much of a religion-advancing effect is tolerable? What does “excessive entanglement” even mean, and what (if anything) does it add to the analysis? Putting it all together, too, what is a court to do when *Lemon*’s three inquiries point in conflicting directions? More than 50 years later, the answers to all these questions remain unknown.

The only sure thing *Lemon* yielded was new business for lawyers and judges. Before *Lemon*, this Court had never held a flag or other similar public display to constitute an unconstitutional “establishment” of religion. See Congressional Research Service, C. Brougher, Public Display of the Ten Commandments and Other Religious Symbols 1–2 (2011) (Brougher); M. McConnell, No More (Old) Symbol

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Cases, 2019 Cato Sup. Ct. Rev. 91 (2019) (Symbol Cases). After *Lemon*, cases challenging public displays under the Establishment Clause came fast and furious. And just like the test itself, the results proved a garble. May a State or local government display a Christmas nativity scene? Some courts said yes, others no.¹ How about a menorah? Again, the answers ran both ways.² What about a city seal that features a cross? Good luck.³

If anything, the confusion grew with time. In the years following *Lemon*, this Court modified its “effects” test by requiring lower courts to ask whether a “reasonable observer” would consider the government’s challenged action to be an “endorsement” of religion. See, e.g., *County of Allegheny v. American Civil Liberties Union, Greater Pittsburgh Chapter*, 492 U. S. 573, 593 (1989); *id.*, at 630 (O’Connor, J., concurring in part and concurring in judgment). But rather than fix *Lemon*’s problems, this new gloss compounded them. Some argued that any reasonable observer worthy of the name would consider all the relevant facts and law, just as a judge or jury must. See *Capitol Square Review and Advisory Bd. v. Pinette*, 515 U. S. 753, 778–781 (1995) (O’Connor, J., concurring in part). Others suggested that a reasonable observer could make mistakes about the law or fail to consider all the facts. See, e.g., *American Atheists, Inc. v. Duncan*, 616 F. 3d 1145, 1160–1161 (CA10 2010). And that suggestion only raised even more questions. Just

¹ Compare *Lynch v. Donnelly*, 465 U. S. 668, 671–672 (1984) (yes), and *American Civil Liberties Union of Ky. v. Wilkinson*, 895 F. 2d 1098, 1099–1100, 1104 (CA6 1990) (yes), with *County of Allegheny v. American Civil Liberties Union, Greater Pittsburgh Chapter*, 492 U. S. 573, 578–579 (1989) (no), and *Smith v. County of Albemarle*, 895 F. 2d 953, 955, 958–960 (CA4 1990) (no).

² Compare *Allegheny*, 492 U. S., at 578–581 (yes), and *Skoros v. New York*, 437 F. 3d 1, 3–4 (CA2 2006) (yes), with *Kaplan v. Burlington*, 891 F. 2d 1024, 1025–1026, 1030–1031 (CA2 1989) (no).

³ Compare *Murray v. Austin*, 947 F. 2d 147, 149 (CA5 1991) (yes), with *Harris v. Zion*, 927 F. 2d 1401, 1402 (CA7 1991) (no).

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how mistake-prone might an observer be and still qualify as reasonable? On what authority may courts exercise the awesome power of judicial review to declare a duly enacted law unconstitutional thanks only to (admitted) errors about the relevant facts or law? See *American Atheists, Inc. v. Davenport*, 637 F. 3d 1095, 1108–1110 (CA10 2010) (Gorsuch, J., dissenting from denial of rehearing en banc).

Ultimately, *Lemon* devolved into a kind of children’s game. Start with a Christmas scene, a menorah, or a flag. Then pick your own “reasonable observer” avatar. In this game, the avatar’s default settings are lazy, uninformed about history, and not particularly inclined to legal research. His default mood is irritable. To play, expose your avatar to the display and ask for his reaction. How does he *feel* about it? Mind you: Don’t ask him whether the proposed display actually amounts to an establishment of religion. Just ask him if he *feels* it “endorses” religion. If so, game over.

Faced with such a malleable test, risk-averse local officials found themselves in an ironic bind. To avoid Establishment Clause liability, they sometimes felt they had to discriminate against religious speech and suppress religious exercises. But those actions, in turn, only invited liability under other provisions of the First Amendment. The hard truth is, *Lemon*’s abstract and ahistoric test put “[p]olicymakers . . . in a vise between the Establishment Clause on one side and the Free Speech and Free Exercise Clauses on the other.” *Pinette*, 515 U. S., at 767–768 (plurality opinion).

Our case illustrates the problem. The flags of many nations bear religious symbols. So do the flags of various private groups. Historically, Boston has allowed them all. The city has even flown a flag with a cross nearly identical in size to the one on petitioners’ flag. It was a banner presented by a secular group to commemorate the Battle of Bunker Hill. See Appendix, *infra* (photographs). Yet when

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the petitioners offered their flag, the city flinched. Perhaps it worried: Would the assigned judge’s imagined “reasonable observer” bother to learn about its generous policy for secular groups? Would this observer take the trouble to consult the long tradition in this country allowing comparable displays? Or would he turn out to be an uninformed passerby offended by the seeming incongruity of a new flag flying beside those of the city, State, and Nation? Who could tell. Better to err on the safe side and reject the petitioners’ flag. As it turned out, though, that route only invited years of litigation and a unanimous adverse decision because no government may discriminate against religious speech in a public forum. To avoid a spurious First Amendment problem, Boston wound up inviting a real one. Call it a *Lemon* trade.⁴

*

While it is easy to see how *Lemon* led to a strange world in which local governments have sometimes violated the First Amendment in the name of protecting it, less clear is why this state of affairs still persists. *Lemon* has long since

⁴It seems possible, too, that these spurious Establishment Clause concerns embolden government officials to treat religion with hostility even when they don’t rely on *Lemon* by name. Sometimes colleges seek to prevent students from engaging in religious speech, labeling expressions of faith “fighting words.” See *Uzuegbunam v. Preczewski*, 592 U. S. ____, ____ (2021) (slip op., at 1–3). Certain public transit systems that sell advertising space on trains and buses ban religious messages. See *Archdiocese of Washington v. Washington Metropolitan Area Transit Authority*, 589 U. S. ____, ____ (2020) (GORSUCH, J., respecting denial of certiorari) (slip op., at 1–2); *Northeastern Pa. Freethought Soc. v. County of Lackawanna Transit Sys.*, 938 F. 3d 424, 428–431 (CA3 2019). And some governments seek to exclude religious groups from using public facilities or designations available to others. See *InterVarsity Christian Fellowship/USA v. University of Iowa*, 5 F. 4th 855, 860–862 (CA8 2021); *Bronx Household of Faith v. Board of Ed.*, 750 F. 3d 184, 192 (CA2 2014). All of these trades resulted in less First Amendment protection and more needless litigation.

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been exposed as an anomaly and a mistake.

From the birth of modern Establishment Clause litigation in *Everson v. Board of Ed. of Ewing*, this Court looked primarily to historical practices and analogues to guide its analysis. 330 U. S. 1, 9–15 (1947). So, for example, while the dissent in *Everson* disagreed with some of the majority’s conclusions about what qualifies as an establishment of religion, it readily agreed that “[n]o provision of the Constitution is more closely tied to or given content by its generating history than the religious clause of the First Amendment.” *Id.*, at 33–49 (Rutledge, J., dissenting). This approach fit, too, with this Court’s usual course in other areas. Often, we have looked to early and long-continued historical practices as evidence of the Constitution’s meaning at the time of its adoption.⁵ And, in the years following *Everson*, the Court followed this same path when interpreting the Establishment Clause. Agree or disagree with the conclusions in these cases, there can be little doubt that the Court approached them in large part using history as its guide.⁶

⁵See, e.g., *McDonald v. Chicago*, 561 U. S. 742, 767–770 (2010); *Giles v. California*, 554 U. S. 353, 358 (2008); see also *The Pocket Veto Case*, 279 U. S. 655, 689 (1929).

⁶See, e.g., *Walz v. Tax Comm’n of City of New York*, 397 U. S. 664, 680 (1970) (upholding tax exemptions for churches because they were supported by “more than a century of our history and uninterrupted practice”); *School Dist. of Abington Township v. Schempp*, 374 U. S. 203, 294 (1963) (Brennan, J., concurring) (“[T]he line we must draw between the permissible and the impermissible is one which accords with history and faithfully reflects the understanding of the Founding Fathers”); *McGowan v. Maryland*, 366 U. S. 420, 437–440 (1961) (assessing “the place of Sunday Closing Laws in the First Amendment’s history”); *Torcaso v. Watkins*, 367 U. S. 488, 490 (1961) (concluding that religious-test oaths were one of the elements of “the formal or practical” religious establishments that “many of the early colonists left Europe and came here hoping to” avoid). JUSTICE THOMAS has raised important questions about this Court’s incorporation of the Establishment Clause against the States in these cases. But “[e]ven assuming” incorporation, the Clause “would only protect against an ‘establishment’ of religion as understood at the founding.” *Espinoza v. Montana Dept. of Revenue*, 591 U. S. ___,

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Lemon interrupted this long line of precedents. It offered no plausible reason for ignoring their teachings. And, as we have seen, the ahistoric alternative it offered quickly proved both unworkable in practice and unsound in its results. Nor is it as if *Lemon* vanquished the field even during its heyday. Often, this Court continued to look to history to resolve certain Establishment Clause disputes outside the context of religious displays.⁷ And several early decisions applying *Lemon* were themselves rapidly overruled in part or in whole.⁸ All of which in time led Justice after Justice to conclude that *Lemon* was “flawed in its fundamentals,” “unworkable in practice,” and “inconsistent with our history and our precedents.” *County of Allegheny*, 492 U. S., at 655, 669 (Kennedy, J., concurring in judgment in part and dissenting in part).⁹

____ (2020) (THOMAS, J., concurring) (slip op., at 2).

⁷See, e.g., *Marsh v. Chambers*, 463 U. S. 783, 786 (1983) (surveying history to determine that “[f]rom colonial times through the founding of the Republic and ever since, the practice of legislative prayer has coexisted with the principles of disestablishment and religious freedom”).

⁸See, e.g., *Agostini v. Felton*, 521 U. S. 203, 236 (1997) (overruling *School Dist. of Grand Rapids v. Ball*, 473 U. S. 373 (1985), and *Aguilar v. Felton*, 473 U. S. 402 (1985)); *Mitchell v. Helms*, 530 U. S. 793, 835 (2000) (plurality opinion) (overruling *Wolman v. Walter*, 433 U. S. 229 (1977), and *Meek v. Pittenger*, 421 U. S. 349 (1975)).

⁹See also, e.g., *Salazar v. Buono*, 559 U. S. 700, 720–721 (2010) (plurality opinion of Kennedy, J., joined in full by ROBERTS, C. J., and in part by ALITO, J.); *Van Orden v. Perry*, 545 U. S. 677, 699–700 (2005) (BREYER, J., concurring) (noting “*Lemon*’s checkered career in the decisional law of this Court” (internal quotation marks omitted)); *id.*, at 692–693 (THOMAS, J., concurring) (“This case would be easy if the Court were willing to abandon the inconsistent guideposts it has adopted for addressing Establishment Clause challenges”); *McCreary County v. American Civil Liberties Union of Ky.*, 545 U. S. 844, 890 (2005) (Scalia, J., joined in full by Rehnquist, C. J., and THOMAS, J., and in part by Kennedy, J., dissenting) (“[A] majority of the Justices on the current Court . . . have, in separate opinions, repudiated the brain-spun ‘*Lemon* test’”); *Board of Ed. of Kiryas Joel Village School Dist. v. Grumet*, 512 U. S. 687, 720 (1994)

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Recognizing *Lemon*'s flaws, this Court has not applied its test for nearly two decades. In *Town of Greece v. Galloway*, this Court declined an invitation to use the *Lemon* test. See 572 U. S. 565, 577 (2014); Brief for Respondents in *Town of Greece v. Galloway*, O. T. 2013, No. 12–696, pp. 58–60. Instead, the Court explained that the primary question in Establishment Clause cases is whether the government's conduct "accords with history and faithfully reflects the understanding of the Founding Fathers." 572 U. S., at 577 (internal quotation marks omitted). The Court observed that this form of analysis represents the rule rather than "an exception" within the "Court's Establishment Clause jurisprudence." *Id.*, at 575–577 (internal quotation marks omitted).

In *American Legion v. American Humanist Association* we underscored the message. 588 U. S. ___, ___ (2019) (plurality opinion) (slip op., at 25). Again we expressly refused to apply *Lemon*, this time in a challenge to a public display—the very kind of dispute *Lemon*'s test ushered into existence and where it once held sway. 588 U. S., at ___–___ (slip op., at 13–16). Again we explained that "[i]f the *Lemon* Court thought that its test would provide a framework for all future Establishment Clause decisions, its expectation has not been met."¹⁰ *Id.*, at ___ (slip op., at 13).

(O'Connor, J., concurring in part and concurring in judgment); *Committee for Public Ed. and Religious Liberty v. Regan*, 444 U. S. 646, 671 (1980) (Stevens, J., dissenting) (disparaging "the sisyphian task of trying to patch together the 'blurred, indistinct, and variable barrier' described in *Lemon*").

¹⁰See also *American Legion*, 588 U. S., at ___ (THOMAS, J., concurring in judgment) (slip op., at 7) ("[B]ecause the *Lemon* test is not good law, we ought to say so"); *id.*, at ___ (GORSUCH, J., concurring in judgment) (slip op., at 7) ("*Lemon* was a misadventure. It sought a 'grand unified theory' of the Establishment Clause but left us only a mess"); *id.*, at ___ (KAVANAUGH, J., concurring) (slip op., at 1) ("As this case again demonstrates, this Court no longer applies the old test articulated in *Lemon*").

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And again we stressed that the right place to look for guidance lies in ““historical practices and understandings.”” *Id.*, at ____ (slip op., at 25) (quoting *Town of Greece*, 572 U. S., at 576).

*

With all these messages directing and redirecting the inquiry to original meaning as illuminated by history, why did Boston still follow *Lemon* in this case? Why do other localities and lower courts sometimes do the same thing, allowing *Lemon* even now to “si[t] up in its grave and shuffl[e] abroad”? *Lamb’s Chapel v. Center Moriches Union Free School Dist.*, 508 U. S. 384, 398 (1993) (Scalia, J., concurring in judgment). There may be other contributing factors, but let me address two.

First, it’s hard not to wonder whether some simply prefer the policy outcomes *Lemon* can be manipulated to produce. Just dial down your hypothetical observer’s concern with facts and history, dial up his inclination to offense, and the test is guaranteed to spit out results more hostile to religion than anything a careful inquiry into the original understanding of the Constitution could sustain. *Lemon* may promote an unserious, results-oriented approach to constitutional interpretation. But for some, that may be more a virtue than a vice.

There is more than a little in the record before us to suggest this line of thinking. As city officials tell it, Boston did not want to “display flags deemed to be inappropriate or offensive in nature or those supporting discrimination, prejudice, or religious movements.” App. to Pet. for Cert. 160a. Instead, the city wanted to celebrate only “a particular kind of diversity.” Tr. of Oral Arg. 85–86. And if your policy goal is to lump in religious speech with fighting words and obscenity, if it is to celebrate only a “particular” type of diversity consistent with popular ideology, the First Amendment is not exactly your friend. Dragging *Lemon* from its grave

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may be your only chance.

To the extent this is why some still invoke *Lemon* today, it reflects poorly on us all. Through history, the suppression of unpopular religious speech and exercise has been among the favorite tools of petty tyrants. See *Pinette*, 515 U. S., at 760; *Feldman v. United States*, 322 U. S. 487, 501 (1944) (Black, J., dissenting). Our forebears resolved that this Nation would be different. Here, they resolved, each individual would enjoy the right to make sense of his relationship with the divine, speak freely about man's place in creation, and have his religious practices treated with respect. See *West Virginia Bd. of Ed. v. Barnette*, 319 U. S. 624, 642 (1943). The day governments in this country forage for ways to abandon these foundational promises is a dark day for the cause of individual freedom.

Besides, even for those whose policy ambitions run in this direction, invoking *Lemon* is a myopic tactic. For as long as the First Amendment means anything, government policies that discriminate against religious speech and exercise will only invite litigation and result in losses like Boston's. Today's case is just one more in a long line of reminders about the costs associated with governmental efforts to discriminate against disfavored religious speakers. See *Good News Club v. Milford Central School*, 533 U. S. 98, 120 (2001); *Lamb's Chapel*, 508 U. S., at 392–397; *Rosenberger v. Rector and Visitors of Univ. of Va.*, 515 U. S. 819, 823–824, 845–846 (1995).

Second, it seems that *Lemon* may occasionally shuffle from its grave for another and more prosaic reason. By demanding a careful examination of the Constitution's original meaning, a proper application of the Establishment Clause no doubt requires serious work and can pose its challenges. *Lemon's* abstract three-part test may seem a simpler and tempting alternative to busy local officials and lower courts. But if this is part of the problem, it isn't without at least a partial remedy. For our constitutional history

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contains some helpful hallmarks that localities and lower courts can rely on.

Beyond a formal declaration that a religious denomination was in fact the established church, it seems that founding-era religious establishments often bore certain other telling traits. See M. McConnell, *Establishment and Disestablishment at the Founding, Part I: Establishment of Religion*, 44 *Wm. & Mary L. Rev.* 2105, 2110–2112, 2131 (2003) (*Establishment and Disestablishment*). First, the government exerted control over the doctrine and personnel of the established church. Second, the government mandated attendance in the established church and punished people for failing to participate. Third, the government punished dissenting churches and individuals for their religious exercise. Fourth, the government restricted political participation by dissenters. Fifth, the government provided financial support for the established church, often in a way that preferred the established denomination over other churches. And sixth, the government used the established church to carry out certain civil functions, often by giving the established church a monopoly over a specific function. See *id.*, at 2131–2181. Most of these hallmarks reflect forms of “coerc[ion]” regarding “religion or its exercise.” *Lee v. Weisman*, 505 U. S. 577, 587 (1992); *id.*, at 640 (Scalia, J., dissenting); *Van Orden*, 545 U. S., at 693 (THOMAS, J., concurring).

These traditional hallmarks help explain many of this Court’s Establishment Clause cases, too. This Court, for example, has held unlawful practices that restrict political participation by dissenters, including rules requiring public officials to proclaim a belief in God. See *Torcaso v. Watkins*, 367 U. S. 488, 490 (1961). It has checked government efforts to give churches monopolistic control over civil functions. See *Larkin v. Grendel’s Den, Inc.*, 459 U. S. 116, 127 (1982). At the same time, it has upheld nondiscriminatory public financial support for religious institutions alongside

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other entities. See *Espinoza v. Montana Dept. of Revenue*, 591 U. S. ___, ___–___ (2020) (slip op., at 18–22); *Trinity Lutheran Church of Columbia, Inc. v. Comer*, 582 U. S. ___, ___–___ (2017) (slip op., at 14–15); *Zelman v. Simmons-Harris*, 536 U. S. 639, 662–663 (2002). The thread running through these cases derives directly from the historical hallmarks of an establishment of religion—government control over religion offends the Constitution, but treating a church on par with secular entities and other churches does not. See Establishment and Disestablishment 2205–2208.

These historical hallmarks also help explain the result in today’s case and provide helpful guidance for those faced with future disputes like it. As a close look at these hallmarks and our history reveals, “[n]o one at the time of the founding is recorded as arguing that the use of religious symbols in public contexts was a form of religious establishment.” Symbol Cases 107. For most of its existence, this country had an “unbroken history of official acknowledgment by all three branches of government of the role of religion in American life.” *Lynch*, 465 U. S., at 674.¹¹ In fact and as we have seen, it appears that, until *Lemon*, this Court had never held the display of a religious symbol to

¹¹So, for example, when designing a seal for the new Nation in 1776, Benjamin Franklin and Thomas Jefferson proposed a familiar Biblical scene—Moses leading the Israelites across the Red Sea. J. Hutson, Religion and the Founding of the American Republic 50–51 (1998) (Hutson). The seal ultimately adopted by Congress in 1782 features “the Eye of Providence” surrounded by “glory” above the motto *Annuit Coeptis*—“He [God] has favored our undertakings.” Dept. of State, Bureau of Pub. Affairs, *The Great Seal of the United States* 4–6 (July 2003). This Court has recognized that President Washington’s 1789 Thanksgiving Day Proclamation referred to “a day of public thanksgiving and prayer” and the role of a “Supreme Being” in “the foundations and successes of our young Nation.” *Van Orden*, 545 U. S., at 686–687. And President Jefferson allowed various religious groups to use the Capitol for weekly worship services. Hutson 84–94.

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constitute an establishment of religion. See Brougher 1–2; Symbol Cases 91. The simple truth is that no historically sensitive understanding of the Establishment Clause can be reconciled with a rule requiring governments to “roa[m] the land, tearing down monuments with religious symbolism and scrubbing away any reference to the divine.” *American Legion*, 588 U. S., at ____ (slip op., at 20). Our Constitution was not designed to erase religion from American life; it was designed to ensure “respect and tolerance.” *Id.*, at ____ (slip op., at 31).

*

To justify a policy that discriminated against religion, Boston sought to drag *Lemon* once more from its grave. It was a strategy as risky as it was unsound. *Lemon* ignored the original meaning of the Establishment Clause, it disregarded mountains of precedent, and it substituted a serious constitutional inquiry with a guessing game. This Court long ago interred *Lemon*, and it is past time for local officials and lower courts to let it lie.

APPENDIX TO OPINION OF GORSUCH, J.

The Bunker Hill Flag



Source: App. to Pet. for Cert. 146a

The Camp Constitution Flag



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Source: App. to Pet. for Cert. 132a

Flag Resolution: Mental Health Awareness Flag

Whereas, President Joseph R Biden, Jr. proclaimed May as National Mental Health Awareness Month in 2021, stating a commitment to the assurance that "everyone knows that they are not alone, that help exists, and that we will provide mental health support needed to heal, recover, and thrive."; and

Whereas, the National Alliance on Mental Illness (NAMI) utilizes the month of May to elevate the national movement *to* raise awareness, fight stigma, educate and provide support for people with mental illness and their families; and

Whereas, State Superintendent, Dr. Jill K. Underly, stated that "schools must be empowered to promote student and staff mental health" which is work "championed by...school counselors, psychologists, social workers, and nurses". The Waunakee Community School District and other state public schools do not employ enough students services staff to meet recommended staff:student ratios (e.g. School Counselors 1:250; School Psychologists 1:500; School Social Workers 1:250; School Nurses 1:750); and

Whereas, 2018 Dane County Youth Assessments of the Waunakee school district identified a concerning number of students exhibiting anxiety and depression. The Waunakee Community School District uses screeners to quickly identify students with need, however this work is an on-going effort; and

Whereas, the district Equity statement indicates: "...We are committed to engaging all students so that they may thrive academically, socially, and emotionally in an ever-changing multicultural society." One element of this commitment is to directly address mental health; and

Whereas, WCSD has recognized how critical it is to break down barriers to provide services to students and partnered with Psychotherapy Center of Waunakee a to provide a convenient way for students to receive mental care; and

Whereas, flying the mental health flag, which incorporates an ombre green (the mental health awareness) "sunrise" shifting from dark to light, will increase awareness and prompt further education on important topics around mental health (e.g. demographics, support systems, etc.).

Now, Therefore, Be It Resolved, that the Waunakee Community School District recognizes the month of May as Mental Health Awareness Month and will fly the flag at its buildings during May, stating in 2024 and in each following year, to inspire awareness and discussion in our schools and community; and that this resolution be distributed to every school in the District.

Minutes of Curriculum Committee Meeting

The Board of Education Waunakee Community School District

A Curriculum Committee Meeting of the Board of Education of Waunakee Community School District was held Tuesday, March 19, 2024, beginning at 3:00 PM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

Chairperson Hetzel called the meeting to order at 3:00pm

II. ROLL CALL

Present: Hetzel, Dotzler, Ensign - (subbing for Frey)

Also present: Schell, Johnson

III. APPROVE AGENDA

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

Motion carried 3-0.

IV. PUBLIC COMMENTS

There were no public comments for this meeting.

V. ACT 20 UPDATE

Johnson along with instructional coaches (Lea Zwettler –Arboretum, Dawn Peters –Prairie, Heather Siedschlag – Heritage) presented and answered questions regarding ACT 20 and our local implementation of its requirements based on guidance available to date from the state level.

The committee asked Johnson to give a high level update to the full board at the April meeting.

VI. K-4 MATHEMATICS UPDATE

Johnson along with instructional coaches (Lea Zwettler –Arboretum, Dawn Peters –Prairie, Heather Siedschlag – Heritage) presented and answered questions regarding an update on elementary mathematics, focusing on the outcome of the materials pilot. The recommendation is to adopt the Imagine Learning Illustrative Mathematics resource and the formal adoption will occur as part of our overall textbook process.

A motion was made by Dotzler, second by Ensign to continue moving forward with the Imagine Learning Illustrative Mathematics resource as presented. Motion carried 3-0.

VII. SUMMER CURRICULUM PROJECTS-FIRST LOOK

Johnson and Schell presented and answered questions on the summer curriculum project requests. This is a first look and is an information item.

VIII. TEXTBOOK REQUESTS-FIRST LOOK

Johnson and Schell presented and answered questions on the initial draft of textbook and instructional materials requests. This is an information item for this month.

IX. ITEMS FOR FUTURE MEETINGS

April-2nd look at summer curriculum project requests and textbook requests. Middle School ELA pilot.

May-AI in education, RTI data over several years.

X. ADJOURN

A motion was made by Dotzler, second by Ensign to adjourn the meeting at 4:12PM.

Motion carried 3-0.



WAUNAKEE

COMMUNITY SCHOOL DISTRICT

K-4 Math Textbook Recommendation
March 19, 2024



K-4 Math Textbook Needs

Everyday Math, 4th edition

- No plans for a 5th edition
- Only partially meets expectations in rigor and mathematical practices on EdReports
- Teachers need to find own resources to supplement in order to meet the revised 2021 Wisconsin mathematics standards



K-4 Math Textbook Review Process

In 2022-23, a 16-member workgroup was convened to meet the following goals:

- Learn about Wisconsin's vision for mathematics, guiding principles, instructional shifts and revisions in the 2021 Wisconsin mathematics standards
- Understand current best practices in mathematics including the Math Teaching Framework from the National Council of Teachers of Mathematics (NCTM) and the role of High Quality Instructional Materials (HQIM)
- Review available math resources for K-4 through samples, online resources, and EdReports
- Determine K-4 resources to pilot for 2023-24 school year



K-4 Math Textbook Review Process

During the 2023-24 school year, 26 teachers participated in the pilot, with representatives from every grade across the three elementary schools

- *Eureka Math²* and *Illustrative Mathematics* were selected for piloting. Both have excellent scores on EdReports (56/59 for *Eureka Math²* and 57/59 for *Illustrative Mathematics*)
- Pilot teachers taught one unit from each resource, replacing a unit from *Everyday Math*
- Pilot teachers met monthly to discuss lessons and evaluate the resources
- Site visits and zoom meetings were conducted with districts using these two³ programs
- Pilot teachers found many strengths in both resources



K-4 Math Textbook Review Process

On March 12, the pilot teachers reached consensus to adopt *Illustrative Mathematics* for the 2024-25 school year.





About Illustrative Mathematics (IM)

The Illustrative Math curriculum provides teachers with coherently sequenced materials based on the standards and research-based learning trajectories to support students' learning in these early years. Illustrative Math is rigorous, problem-based, and fully aligned to the standards, with coherence across grade bands.



About Illustrative Mathematics (IM)



Spark discussion, perseverance, and enjoyment of mathematics

Illustrative Math is a problem-based core curriculum rooted in content and practice standards to foster learning and achievement for all. Students learn by doing math through solving problems, developing conceptual understanding, and discussing and defending their reasoning. Teachers build confidence with lessons and curriculum guides that help them facilitate learning and help students make connections between concepts and procedures.



About Illustrative Mathematics (IM)



Intentional lesson design that promotes mathematical growth

Every activity and lesson in Illustrative Math tells a coherent mathematical story across units and grade levels based on both the standards and research-based learning trajectories. This allows students the opportunity to view mathematics as a connected set of ideas and offers them access to mathematics when developed into the overarching design structure of the curriculum.

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About Illustrative Mathematics (IM)

Focus on developing learning communities

The first unit in each grade level provides lesson structures which establish a mathematical community and invite students into the mathematics with accessible content. Each lesson offers opportunities for the teacher and students to learn more about one another, develop mathematical language, and become increasingly familiar with the curriculum routines. The use of authentic contexts and adaptations provides students opportunities to bring their own experiences to the lesson activities and see themselves in the materials and mathematics.



About Illustrative Mathematics (IM)

- Illustrative Mathematics is a nonprofit organization founded on the belief that all students are capable of learning grade-level mathematics. This problem-based curriculum is designed to energize math classrooms and equip students with critical skills, understandings, and practices that can benefit them for a lifetime.
- Illustrative Mathematics is an open educational resource (OER), meaning it is freely available. Schools may choose to work with publishers for printed and/or digital materials of the IM curriculum.
- The K-4 pilot teachers selected **Imagine Learning** as the platform for our IM resources.



About Imagine Learning (Imagine IM)

Imagine IM includes

- Colorful and engaging student materials
- Embedded teacher supports — such as professional learning videos, learning narratives, and lesson example videos
- Enhanced media content through videos for students and families
- Enhanced manipulative and resource kits reduce teacher prep time and ease implementation





Update on 5-8 Math Review

- Go Math is the current resource in the Intermediate and Middle Schools; a new edition is not forthcoming
- A 15-member workgroup has been working with CESA consultant Molly Rilling to evaluate resources and select pilot materials
- The workgroup has selected Illustrative Mathematics as the resource they'd like to pilot. They will try out two different publishers
 - Desmos/Amplify - large technology component
 - Kendall Hunt - print OR Imagine Learning - print & digital



WAUNAKEE

COMMUNITY SCHOOL DISTRICT

Act 20 Update

April 8, 2024

Amy Johnson

Director of Elementary Curriculum & Instruction

What is Act 20?

Wisconsin Act 20 is early literacy legislation that was signed into law by Governor Tony Evers in July of 2023. Act 20 includes multiple mandates in areas such as:

- Professional Development/Training
- Assessment
- Curriculum and instruction

What are the training requirements of Act 20?

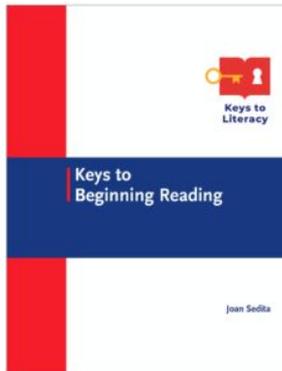
- **Teachers:** By July 1, 2025, all individuals employed as a 5K-grade 3 teacher (including reading teachers, special education teachers, and teachers of multilingual learners) will need to begin a reading training using a program endorsed by the Center for Effective Reading Instruction.
- **Administrators:** By July 1, 2025, all individuals employed as a principal must complete a reading training that is offered by the Leadership in Literacy Institute or a provider that meets the requirements of the law.

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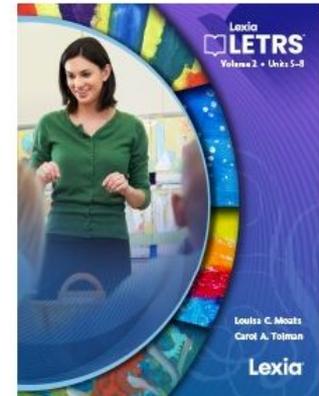
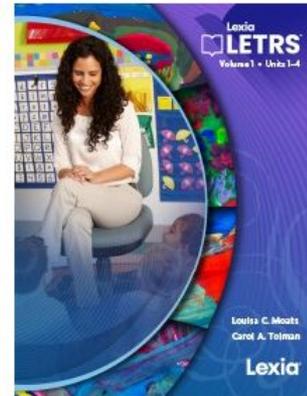
How is WCSD meeting the training requirements?

By August 15, 2024...

All current **K-4 teachers** (including classroom teachers, special education teachers, EL/multilingual teachers, and instructional coaches) will complete ***Keys to Beginning Reading*** training.



All **K-8 reading interventionists** will complete their two years of ***Language Essentials for Teachers of Reading and Spelling (LETRS)*** training.



How is WCSD meeting the training requirements?

- All K-6 principals and associate principals will complete their **LETRS for Administrators** training this year. The K-4 principals and associate principals also will complete the **Keys to Beginning Reading** training.
- Any new hires who have not received the required training in their preservice experience or in a previous district will be provided time and materials to complete the training.
- We are using the HR platform Powerschool to document training completion.



How is Waunakee Meeting the Requirements of Act 20?

Wisconsin Act 20 is early literacy legislation that was signed into law by Governor Tony Evers in July of 2023. Act 20 includes multiple mandates in areas such as:

- ✓ Professional Development/Training
 - Assessment
 - Curriculum and instruction

What are the assessment requirements of Act 20?

What are the new reading readiness screener and diagnostic reading assessment requirements?

- A single reading readiness screener will be administered to Wisconsin students in 4K through grade 3 beginning in the school year 2024-2025.
- Districts will not have the option to select and implement their own reading readiness screener.
- The assessment must be administered to 4K students twice per year and to students in 5K through grade 3, three times per year.
- Any child that scores below the 25th percentile of the reading readiness screener must be administered a diagnostic reading assessment within 10 days after the reading readiness screener and no later than the 2nd Friday of November.

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How is WCSD meeting the assessment requirements?

- We are waiting for an update on the required screener and diagnostic options. DPI is currently working with the Department of Administration to procure the screener.
 - We have heard the earliest likely date is July 1st.
- The Governor recently approved a legislative amendment which delays the required administration of the reading readiness screener during the 2024-2025 school year.
 - For the upcoming school year, the screener will not be required until mid-year (second semester) and requirements connected to the screener - including the diagnostic reading assessment and the personal reading plan - would not be required until after the mid-year screening of 5K through grade 3 learners.

How is Waunakee Meeting the Requirements of Act 20?

Wisconsin Act 20 is early literacy legislation that was signed into law by Governor Tony Evers in July of 2023. Act 20 includes multiple mandates in areas such as:

- ✓ Professional Development/Training
- Assessment
- Curriculum and instruction

What are the curriculum & instruction requirements of Act 20?

Act 20 states that all Wisconsin schools are required to provide **science-based early literacy instruction** in both universal and intervention settings.

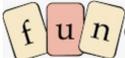
Districts can use any curriculum they choose provided it complies with the law

Science-based early literacy instruction is instruction that is systematic and explicit and consists of all the following:

- Phonological awareness
- Phonemic awareness
- Phonics
- Building background knowledge
- Oral language development
- Vocabulary building
- Instruction in writing
- Instruction in comprehension
- Reading fluency

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Waunakee Resources Used for Science-Based Literacy Instruction

Phonological awareness				
Phonemic awareness				
Phonics				
Building background knowledge	MM	BAW		
Oral language development	MM	BAW		
Vocabulary building	MM			
Instruction in writing	BAW			
Instruction in comprehension	MM			
Reading fluency				

Key

Heggerty



Foundations



Core5



Making Meaning

MM

Being a Writer

BAW

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Individualized Instruction

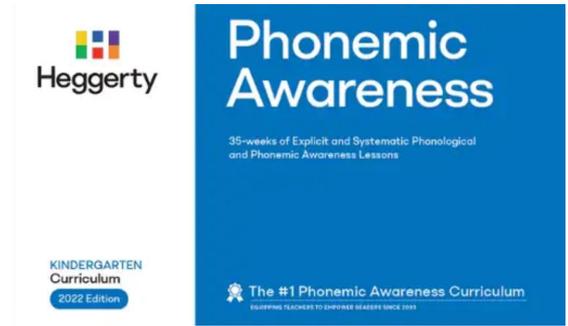


About Waunakee's Early Literacy Resources

Heggerty - Phonemic Awareness 4K-K

The Heggerty Phonemic Awareness Curriculum is a supplemental literacy curriculum for early childhood and primary grades. The curriculum follows an intentional and systematic progression covering a range of phonological and phonemic awareness skills. Each whole-group lesson articulates a skill focus, provides detailed teacher language for the lesson, and includes associated hand motions developed to support students' learning of the focal skill. The curriculum's weeks of content vary by grade level and cover specific skills students are expected to learn in that grade.

ESSA Level 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).



About Waunakee's Early Literacy Resources

Wilson Foundations - Phonics K-3

Fundations utilizes a structured literacy approach grounded in the science of reading to make learning to read fun while laying the groundwork for lifelong literacy. The program's research-based approach and extensive materials allow K-3 teachers to confidently present a carefully structured reading, spelling, and handwriting curriculum using engaging, multisensory techniques. Foundations uses the principles of Orton-Gillingham and is aligned with the science of reading and guides teachers to provide effective instructional practices.



States that have approved Foundations as a result of their science-based literacy legislation

(Wisconsin only evaluated resources that included all 9 components)

Arizona

Connecticut

Mississippi

Oregon

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Arkansas

Florida

Nevada

Texas

Colorado

Maryland

New Mexico

Utah

About Waunakee's Early Literacy Resources

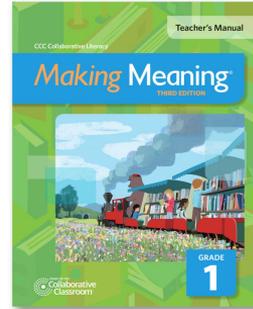
Collaborative Classroom - K-4, K-6

Collaborative Classroom is a mission-driven, nonprofit organization committed to ensuring that all students become readers, writers, and thinkers who learn from, care for, and respect one another.

Collaborative Classroom's evidence-based programs help children develop as proficient readers and writers, appreciate the ideas and opinions of others, learn to agree and disagree respectfully, think critically about big ideas, and become responsible citizens of the world.

We use:

- [Making Meaning, 3rd edition](#) (new edition called Being a Reader)
- [Being a Writer, 2nd edition](#) (approved by DPI)



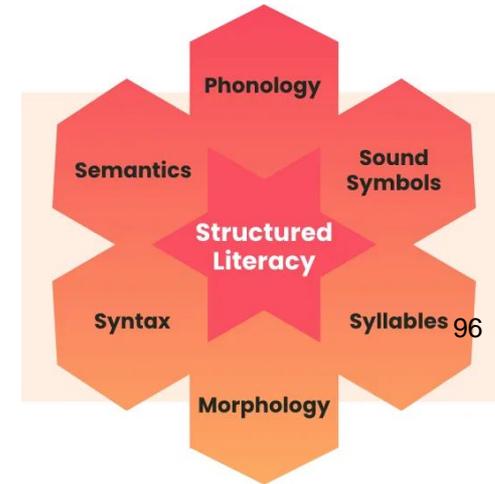
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About Waunakee's Early Literacy Resources

Lexia Core 5 - Additional Practice K-6

Core5 has received a “Strong” rating from Evidence for ESSA. The rating means the program meets the highest standard of evidence outlined by federal law under the Every Student Succeeds Act (ESSA). Evidence for ESSA also estimates Core5 has a greater impact on student reading than most other elementary literacy programs on the market, as measured by average effect sizes.

Lexia's digital curriculum solutions are founded upon Structured Literacy, the application of the science of reading into practical classroom instruction. Our structured, explicit, and systematic approach to literacy and language instruction builds upon prior learning in a sequential manner—from simple to complex—ultimately improving each teacher's ability to deliver critical literacy concepts, strengthening a student's relationship with learning, and transitioning ownership of learning to that student.



Source: lexialearning.com

About Waunakee's Early Literacy Resources

Individualized Instruction - K-6

Teachers provide 1:1 and small group instruction tailored to the individual needs of each student.

Teachers may confer with individuals through reading conferences and during individualized daily reading (IDR).

Teachers also form small groups based on students' needs. Small group instruction may be focused on a common text, led by the teacher as guided reading or by students in literature circles or book clubs. The teacher may also gather students to work on a common skill or strategy, often called strategy groups.

Teachers have a variety of resources for this purpose including decodable readers, short articles, digital texts, picture and chapter books.



Waunakee's Early Literacy Instruction Meets Act 20 Requirements

Act 20 states that all Wisconsin schools are required to provide **science-based early literacy instruction** in both universal and intervention settings.

Districts can use any curriculum they choose provided it complies with the law

Science-based early literacy instruction is instruction that is systematic and explicit and consists of all the following:

- ✓ Phonological awareness
- ✓ Phonemic awareness
- ✓ Phonics
- ✓ Building background knowledge
- ✓ Oral language development
- ✓ Vocabulary building
- ✓ Instruction in writing
- ✓ Instruction in comprehension
- ✓ Reading fluency

What is Act 20?

Wisconsin Act 20 is early literacy legislation that was signed into law by Governor Tony Evers in July of 2023. Act 20 includes multiple mandates in areas such as:

- ✓ Professional Development/Training
 - Assessment
 - ✓ Curriculum and instruction
- Updates will be provided to the Curriculum Committee when available.



Thank you!

Any questions?

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Minutes of Human Resources Committee Meeting.

The Board of Education Waunakee Community School District

A Human Resources Committee Meeting. of the Board of Education of Waunakee Community School District was held Tuesday, April 2, 2024, beginning at 7:30 AM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

Chairperson Engebretson called the meeting to order at 7:30am.

II. ROLL CALL

Present: Engebretson, Ensign, Dotzler (subbing for Heinrichs)

Also Present: Grabarski, Guttenberg, Summers.

III. APPROVE AGENDA

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

IV. PUBLIC COMMENTS

There were no public comments for this meeting.

V. CONSIDERATION OF THE 2024-25 EMPLOYEE BENEFITS PLAN

Grabarski and Summers presented and answered questions regarding the proposed changes to the district health insurance plan. A motion was made by Dotzler, second by Ensign, recommend that the full board consider this plan as presented. Motion carried 3-0.

Grabarski and Summers also presented and answered questions regarding a new offering called a Family Reimbursement Account. An updated attachment will be attached to the agenda after the meeting. A motion was made by Dotzler, second by Ensign, to recommend that the full board consider the Family Reimbursement Account program as presented. Motion carried 3-0.

VI. REVIEW OF 2024-2025 WAGE INCREASES FOR HOURLY STAFF, ADMIN SUPPORT, AND ADMINISTRATION

Grabarski presented and answered questions detailing the costs of 4.12% CPI-based increases for all hourly staff, administration support members and administration. The cost estimate also includes operation of the hourly staff wage schedules.

VII. ADJOURN TO CLOSED SESSION PER WISCONSIN STATUTES 19.85(1)(c)(e)

A motion was made by Dotzler, second by Ensign, to adjourn to closed session pursuant to Wisconsin Statutes 19.85 (1)(c), (e) to review Teacher negotiation process. Motion carried 3-0 on a roll call vote. Time 8:03AM

Roll Call: Dotzler – Yes, Ensign – Yes, Engebretson – Yes.

A. Negotiation Preparation with the committee regarding the Waunakee Teachers Association. Attached is a review of the potential costs of a 4.12% CPI-based negotiated increase, plus

operation of the salary system. Review of negotiation process, philosophy and documents.

VIII. RETURN TO OPEN SESSION

A motion was made by Ensign, second by Dotzler to return to open session at 8:19AM.

Motion carried 3-0.

IX. ADJOURN

A motion was made by Dotzler, second by Ensign to adjourn the meeting at 8:20AM.

Motion carried 3-0.



Waunakee Community School District - ~5% District Increase

Medical Plan - Benefit Outline and Cost Summary

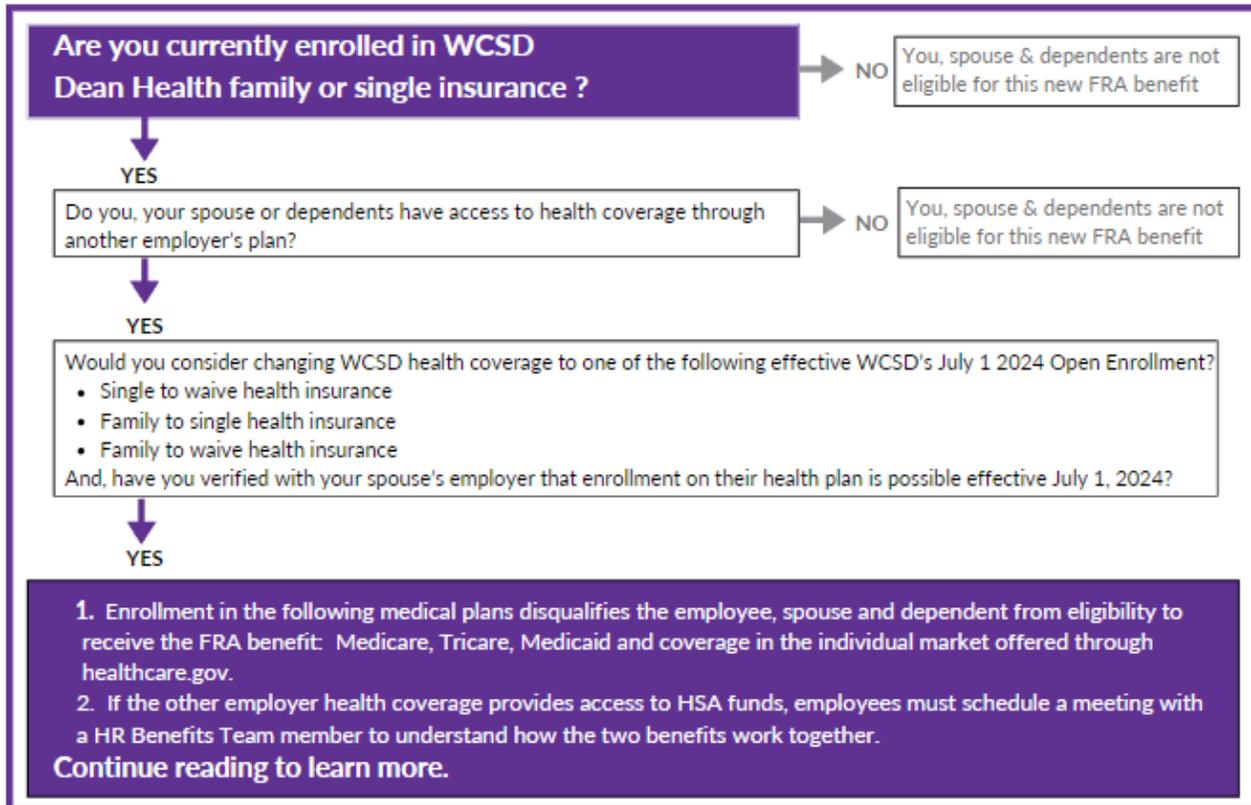
RENEWAL DATE: 07/01/2024

IN-NETWORK BENEFITS OUTLINE					DEAN-CURRENT			5.3% OVERALL DISTRICT PREMIUM INCREASE - District Increase to \$686.05 / \$1,543.62 for all plans		
Deductible (Individual / Family)					\$750 / \$1,500	\$3,000 / \$6,000	\$750 / \$1,500	\$750 / \$1,500	\$3,000 / \$6,000	\$750 / \$1,500
Coinsurance					100%	100%	100%	100%	100%	100%
Maximum Out of Pocket					\$750 / \$1,500	\$3,000 / \$6,000	\$750 / \$1,500	\$750 / \$1,500	\$3,000 / \$6,000	\$750 / \$1,500
Office Visit / ER Copays					\$50 / \$50 / \$100	Ded, Coins	\$50 / \$50 / \$100	\$50 / \$50 / \$100	Ded, Coins	\$50 / \$50 / \$100
Prescription Drugs					\$10/\$25/\$50/30%	Ded, Coins	\$10/\$25/\$50/30%	\$10/\$25/\$50/30%	Ded, Coins	\$10/\$25/\$50/30%
ENROLLMENT					PREMIUM RATES			PREMIUM RATES		
	HMO	HDHP	POS	Total						
Employee	86	31	7	124	\$742.48	\$557.84	\$830.81	\$804.82	\$604.69	\$900.58
Family	227	63	19	309	\$1,670.58	\$1,255.14	\$1,869.32	\$1,810.85	\$1,360.55	\$2,026.31
Total Employees	313	94	26	433						
Monthly Subtotal					\$443,074.94	\$96,366.86	\$41,332.75	\$480,277.47	\$104,460.04	\$44,803.95
Annual Premium Total					\$6,969,294.60			\$7,554,497.52		
Change from Current									\$585,202.92	
Percentage Change									8.4%	
PREMIUM CONTRIBUTIONS										
Employer Premium Contributions Percentage										
Employee					88%	88%	79%	85%	85%	76%
Family					88%	88%	79%	85%	85%	76%
Employer Premium Contributions										
Employee					\$653.38	\$490.90	\$653.88	\$686.05	\$515.44	\$686.05
Family					\$1,470.11	\$1,104.52	\$1,470.11	\$1,543.62	\$1,159.75	\$1,543.62
Monthly Employer Premium Contributions Subtotal					\$389,905.95	\$84,802.84	\$32,509.25	\$409,401.24	\$89,042.98	\$34,131.06
Annual Employer Premium Contributions Subtotal					\$4,678,871.37	\$1,017,634.04	\$390,111.00	\$4,912,814.93	\$1,068,515.74	\$409,572.76
Total Annual Employer Premium Contributions					\$6,086,616.41			\$6,390,903.44		
Change From Current									\$304,287.03	
Percentage Change									5.0%	
HSA CONTRIBUTIONS										
Annual Contribution for Employee						\$1,950.00			\$2,050.00	
Annual Contribution for Family						\$4,400.00			\$4,600.00	
Monthly HSA Spend					\$0.00	\$28,137.50	\$0.00	\$0.00	\$29,445.83	\$0.00
Annual HSA Spend					\$0.00	\$337,650.00	\$0.00	\$0.00	\$353,350.00	\$0.00
TOTAL EMPLOYER SPEND										
Monthly Employer Contributions to Premium					\$389,905.95	\$84,802.84	\$32,509.25	\$409,401.24	\$89,042.98	\$34,131.06
Monthly Employer Contributions HSA					\$0.00	\$28,137.50	\$0.00	\$0.00	\$29,445.83	\$0.00
Monthly Employer Spend by Plan Subtotal					\$389,905.95	\$112,940.34	\$32,509.25	\$409,401.24	\$118,488.81	\$34,131.06
Annual Employer Spend by Plan Subtotal					\$4,678,871.37	\$1,355,284.04	\$390,111.00	\$4,912,814.93	\$1,421,865.74	\$409,572.76
Total Annual Employer Spend					\$6,424,266.41			\$6,744,253.44		
Change From Current									\$319,987.03	
Percentage Change									5.0%	
EMPLOYEE MONTHLY PREMIUM CONTRIBUTIONS										
Employee					\$89.10	103 \$66.94	\$176.93	\$118.77	\$89.25	\$214.53
Family					\$200.47	\$150.62	\$399.21	\$267.23	\$200.80	\$482.69

NEW BENEFIT OFFERING at OPEN ENROLLMENT effective JULY 1, 2024

Would you (and/or any currently enrolled family members on WCSD health insurance) consider some level of coverage cancellation in exchange for enrolling in the new Family Reimbursement Account (FRA)?

FRA BENEFIT ELIGIBILITY. Answer these initial questions to determine eligibility and if this benefit may be a good option for you and your family.



FRA BENEFIT VALUE EXPLAINED

What is the FRA benefit? WCSD employees enrolling in FRA would receive **BOTH** of these benefits:

Payroll Payment*

Per month benefit for tier change in health coverage::

- \$ 50/ month. Single to Waive
- \$100/ month. Family to Single
- \$150/ month. Family to Waive

Reimbursement of Out-of-Pocket Medical Expenses^

WCSD will pay 100% of your in-network deductibles, copays and coinsurance expenses incurred on your new (non-WCSD) employer health plan^^.

Example. You made a health coverage tier change from family to waive. In November, your dependent has surgery and you receive a \$1,436 bill after insurance is paid. Your WCSD FRA will pay \$1,436!

*Payroll deposits are taxable.
 ^Medical Expenses Eligible expenses are those meeting sectioncode.....
 ^^Access to HSA funds read purple box #2 above and FAQs related to FRA and HSA funds.
 ^^Annual Reimbursement Is based on expenses incurred on the other employer-sponsored health plan from July 1 to June 30 annually.

Family Reimbursement Account (FRA)

FREQUENTLY ASKED QUESTIONS (FAQs)

When do I need to make a decision on signing up for the FRA? By May 1st - 15th during the Open Enrollment period.

When will the FRA benefit start for me? Effective July 1, 2024.

Who is eligible? Any members that are enrolled on the WCSD medical plan prior to open enrollment that have access to and enroll in employer sponsored health coverage elsewhere. This could include you, your spouse and your dependent children.

Can I enroll in the FRA plan and keep my WCSD single health plan? No. To be eligible for the FRA, the employee would need to have a tier change from single to waive health coverage

Can I move to WCSD single health coverage, remove spouse and/or dependents off WCSD health and be eligible for the FRA? Yes. This is a tier change from family to single health coverage which qualifies you for FRA eligibility.

I currently waive health insurance. Am I eligible to enroll in FRA? No. To be eligible for FRA, you must currently have some level enrollment in WCSD health insurance and be making a coverage tier change.

I currently waive health insurance and have cash in lieu of health insurance (ABP). Am I eligible to cancel ABP and enroll in FRA? No. To be eligible for FRA, you must currently have some level of enrollment in WCSD health insurance and be making a coverage tier change. You can remain enrolled in ABP.

What expenses will the FRA reimburse? Any in-network deductible, copay or coinsurance expense on your other employer health plan. However, if your new health plan is a HDHP with a HSA, please read the next FAQ.

What do I need to know if I cancel WCSD health insurance and the new employer sponsored health plan has an HSA Qualified High Deductible Plan? If the new employer plan is an HSA qualified High Deductible Health Plan, the employee would need to incur the IRS 2024 minimum HSA deductible threshold of \$1,600 Single / \$3,200 Family prior to the FRA benefit kicking in. You must pay these amounts out of pocket (and can use HSA dollars if you have them available), submit receipts to show proof that you have met the IRS threshold, then your FRA benefit kicks in and you will be reimbursed for expenses thereafter.

(Note: The employee, spouse, dependent is not required to use HSA dollars for that first \$1,600/\$3,200. There is no requirement that someone uses HSA dollars for that amount, simply that they have to pay the \$1,600 or \$3,200 (in whatever manner they can/choose to) before the FRA kicks in).

How will the FRA reimburse me for out-of-pocket medical expenses? You will receive a debit card to pay for most services. For example, you can use this debit card to pay for medications at a pharmacy or copays at a doctor's office. Be sure to save your receipts! You must save your receipts as you may be required to substantiate Benefits Card expenses.

How does the per month payroll payment work? Let's say you make a tier change from family to single WCSD health insurance. In this example, WCSD will pay you \$100 per month, \$1,200 annually! Payment will be divided over all regular payrolls. This is taxable income.

Who administers this plan? WCSD will work with a third-party vendor to assist with plan administration. They will provide you account login information through their online portal, send you the debit card and handle all claims reimbursements.

How do I enroll? Complete the enrollment and submit that to HR. We will enroll you and any dependents on the FRA. Be on the lookout for your welcome packet/debit card.

Minutes of Policy Committee Meeting

The Board of Education Waunakee Community School District

A Policy Committee Meeting of the Board of Education of Waunakee Community School District was held Thursday, April 4, 2024, 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 7:30AM.

II. ROLL CALL

Present: Frey, Engebretson, Heinemann

Also Present: Guttenberg, Grabarski

III. APPROVE AGENDA

A motion was made by Heineman, 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

Guttenberg presented and answered questions regarding the policies posted. Grabarski also answered questions.

A motion was made by Heinemann, second by Engebretson to recommend that the full board consider the policies as posted with minor edits to 521.1 (Board Staff Communications), 523.5 (Employee Wellness), and to hold 534 and 535.4 Rule (Telework) for further review from the HR Director. Motion carried 3-0

A. 447.3 Student Suspension

B. 460 Student Scholarships

461 Wisconsin Academic Excellence Scholarship

462 Wisconsin Technical Excellence Scholarship

C. 510 Personnel Policy Goals

D. 521 Staff Involvement in Decision making

E. 521.1 Board-Staff Communications

F. 522.1 Alcohol and Drug Free Workplace

G. 522 Staff Conduct

H. 522.3 Employee Misconduct Reporting

I. 523 Staff Health and Safety

J. 523.1 Employee Health Examinations

K. 523.2 & 523.2R Employee Assistance Program (EAP) Procedures

L. 523.3 and 523.3 R Employee's Right to Know

M. 523.4 Employee Wellness

N. 523.5 and 523.5 R Infection control/Bodily Fluids/Bloodborne Pathogens

O. 524 Staff Ethics

P. 524.1 Conflicts of Interest

Q. 525 Staff Participation in Community Affairs

R. 526 Personnel Records

S. 528 Staff-Student Relations

T. 535.4 & 535.4 R Telework

VI. **FUTURE MEETINGS**

4/15/24 @ 7:30AM

VII. **ADJOURN**

A motion was made by Engebretson, second by Heinemann, to adjourn the meeting at 8:17AM. Motion carried.

Proposed Code #	Proposed Title	Current policy code	WASB recommendation	WASB Comment (if any)	Admin Recommendation:	Committee Recommendation
510	Personnel Policy Goals	510	Keep current policy	The PRG does not offer a samle policy for this topic. This policy is acceptable as written.	agree	
511	Equal Opportunity Employment	511		Review after Title IX rules are finalized.		
511 R	Employment Discrimination Harassment Complaint Procedure	511 R		Review after Title IX rules are finalized.		
511 E	Exhibit Discrimination Harassment Complaint Form	511 E		Review after Title IX rules are finalized.		
512	Sexual Harassment/ Harassment	512		Review after Title IX rules are finalized.		
513	Nondiscrimination Title IX	513		Review after Title IX rules are finalized.		
521	Staff Involvement in Decisionmaking	521	Keep current policy	The PRG does not offer a samle policy for this topic. This policy is acceptable as written.	agree	
521.1	Board-Staff Communications	521.1	Replace policy with PRG 521.1 sample policy 2.	I added the paragraph on board member visits to school from your current policy to the PRG sample.	agree with edit Paragraph 2	

831	Restrictions on Tobacco, Nicotine and Vapor Products	521.2	Replace policy with PRG 831 Sample Policy 3 and recode to 831.	Note that I sent you the edited version of PRG 831 sample policy 3 with the 400 series policies. Your current policy covers students, employees and visitors and is coded under the WASB Policy Coding System as 831. In the alternative you might have duplicate policies coded 443.3 (students), 522.2 (employees) and 831 (visitors) with cross referencing.	Reviewed and updated as part of 400's for 500's and 800. don't bringback	
522	Staff Conduct	522	Replace policy wity PRG 522 sample policy 1		agree	
522.1	Alcohol and Drug Free Workplace	522.1	Replace policy wity PRG 522.1 sample policy 1	See footnote 2 regarding potential issue under Wisconsin Fair Employment Act with your current policy ("0.0" standard for being under the influence using any device or means).	agree with edits	
	Employee Misconduct Reporting	522.3	Delete current policy	Content of this policy is covered in 522 staff conduct. Your current policy simply restates legal requirements and is not needed.	Repeal	
523	Staff Health and Safety	523	Keep current policy.	The PRG does not offer a sample policy for this topic. This policy is acceptable as written.	agree	
523.1	Employee Health Examinations	523.1	Replace with PRG 523.1 sample policy 1		agree	

523.2 and 523.2R	Employee Assistance Program (EAP) Procedures	523.2 and 523.2R	Keep current policy and rule	The PRG provides a sample EAP policy (see PRG 523.3 sample policy 1) that is very general. If you wish to keep the level of detail in your current policy and rule, you may do so. The current policy was last revised in 2002 and you should review the policy and your current EAP to be certain that the policy continues to accurately describe what you are doing. If you want a simpler policy that merely states that you will have an EAP, you might use the PRG sample.	Use PRG Version with legal references No Rule	
523.3 and 523.3R	Employee's Right To Know	523.3 and 523.3R	Keep current policy and rule	The PRG does not offer a sample policy for this topic. This policy and rule are acceptable as written.	agree	
523.5 and 523.5E	Employee Wellness	523.4	Keep current policy, recode to 523.5 align with PRG. Adopt PRG 523.5 sample exhibit 1	The PRG does not offer a sample policy for this topic and your policy is acceptable as written. The EEOC requires employers that offer a wellness program to provide a notice to employees which is reproduced in 523.5 Sample Exhibit 1.	Agree w/Policy NO Exhibit	
	Infection control/Bodily fluids/Blodborne pathogens	523.5 and 523.5R	Either delete or review and update with health care professionals.	The PRG addresses this topic generally in the Emergency Nursing Services (policy 453.1 (that policy assigns responsibility to the school nurse to be the resource person for the district's bloodborne pathogen/exposure plan). If you wish to maintain this policy and rule, it should be reviewed by health care professionals.	Repeal	

524	Staff Ethics	524	Maintain current policy	The PRG has a very general policy covering both conflict of interest and staff ethics. Your local policy goes into greater detail and is legally acceptable.	agree	
522.4	Conflicts of Interest	524.1	Replace with PRG 522.4 sample policy 1 and recode	The PRG sample addresses legal conflicts of interest in general. The policy does not attempt to repeat statutory requirements as those may change from time to time, necessitating policy updates. Your current policy includes some requirements that go beyond legal conflicts of interest and you may include that in your policy if you wish.	Re number add Old language to bottom of PRG	
525	Staff Participation in Community Affairs	525	Keep current policy	The PRG does not offer a sample for this topic. Your policy is acceptable as written.	agree	
526	Personnel Records	526	Replace with PRG 526 sample policy 1		agree	
528	Staff-Student Relations	528	Replace with PRG 528 sample policy 1		agree	

535.4	Telework	529	Replace with PRG 535.4 sample policy 1 and sample rule 1	<p>You may choose to incorporate some of the procedures in your current policy in the rule - I noted several places in the rule where you might do that.</p> <p>I looked in the teacher handbook I have for your district for language relating to telework but did not find any. You should review any employee handbooks you have for telework language and align that language with the sample policies.</p>	agree with edits Mileage language	
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Proposed Code #	Proposed Title	Current policy code	WASB recommendation	WASB Comment (if any)	Committee Recommendation:
447.3	Student Suspension	447.3	Replace with PRG 447.3 sample Policy 1	The PRG combines the suspension and expulsion policy in one policy, but your district uses independent hearing officers to conduct expulsions. Your current 447.4 is acceptable, so I took a PRG sample and deleted the expulsion language to create your draft.	Adopt as WASB suggested. Combine 447.31 with this one RG looking into attendance of school event following an in school suspension.
460	Student Scholarships	460	Replace policy with PRG 460 sample policy 1	I added relevant language from current policy to the PRG sample.	agree
461	Wisconsin Academic Excellence Scholarship	461	Replace policy with PRG 461 sample rule 1	I added relevant language from current policy to the PRG sample.	agree
462	Wisconsin Technical Excellence Scholarship	462	Replace policy with PRG 462 sample rule 3	Note that I cannot tell from your current policy if you have adopted the HEAB point based ranking system or an alternative system. Sample rule 3 assumes the HEAB point based ranking system. If you have adopted an alternative system, sample rules 1 or 2 may be a better choice.	agree

STUDENT SUSPENSIONS AND EXPULSIONS

Policy 447.3

Waukeek Community School District

Page 1 of 4

(This sample policy authorizes school administrators to suspend a student from school and recommend student expulsion consistent with state law provisions. The sample also allows for students to be offered the opportunity to participate in alternative support or intervention activities related to the misconduct as an alternative to suspension or expulsion, as well as allows for early reinstatement from an expulsion.)

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Out of School Suspension

The building principal or designee may suspend a student from school for the period of time authorized by law for any of the following reasons:

1. noncompliance with District policies or school rules;
2. knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;
3. conduct while at school or under the supervision of a school authority which endangers the health, safety or property of others; or
4. conduct while not at school or while not under the supervision of a school authority which endangers the health, safety or property of others at school or under the supervision of a school authority, or of any District employee or School Board member.

In addition, a student shall be suspended from school when required by law (e.g., possessing a firearm in violation of state law and Board policy).

All student suspensions from school must be reasonably justified and shall be administered in accordance with state law requirements.

Students may be offered an opportunity to voluntarily participate in a particular support program or intervention activity related to their misconduct as an alternative to suspension, or as an alternative consequence to serving a full suspension period, at the discretion of the building principal.

- Prior to any suspension, the student shall be advised of the reason for the proposed suspension.
- The student shall be provided opportunity to present his/her version of the conduct prior to a determination of the proposed suspension.
- The student may be suspended if the principal or designee determines that the pupil is guilty of noncompliance with rules or of the conduct charged and that the suspension is reasonably justified.
- The parent or guardian of a suspended minor student shall be given notice of the suspension and the reason for suspension.
- The suspended student or his/her parent or guardian may, within 5 days following notification of the suspension, have a conference with a school administrator other than the principal who ordered the suspension. IF the administrator finds that the pupil was suspended unfairly, that the suspension was inappropriate, or that the pupil suffered undue consequences or penalties as a result of the suspension, reference to the suspension on the pupil's records shall be expunged. Such findings must be made within 15 days of the conference.
- A suspended student shall not be denied the opportunity to take any examinations missed during the

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STUDENT SUSPENSIONS AND EXPULSIONS

Waunakee Community School District

Policy 447.3

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suspension period.

Except as otherwise provided by law or policy, a student may be suspended for up to 15 days pending an expulsion hearing.

±

Expulsion

Students may be recommended to the School Board for expulsion from school if they have engaged in any of the following type of conduct:

1. repeated refusal or neglect to obey District policies or school rules;
2. knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;
3. conduct while at school or under the supervision of a school authority which endangered the property, health or safety of others;
4. conduct while not at school or while not under the supervision of a school authority which endangered the property, health or safety of others at school or under the supervision of the school authority, or of any District employee or Board member; or
5. the student repeatedly engaged in conduct while at school or while under the supervision of a school authority that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority and such conduct does not constitute grounds for expulsion under any of the other reasons for expulsion outlined above. This last reason for expulsion only applies to students 16 years of age or older.

The Board may expel a student from school whenever it finds that the student engaged in any of the above conduct and is satisfied that the interest of the school demands the student's expulsion. Students may be offered an opportunity to voluntarily participate in a particular support program or intervention activity related to their misconduct as an alternative to expulsion.

A student shall be expelled from school for engaging in conduct outlined in state law which requires the student's expulsion from school (e.g., possessing a firearm in violation of state law and Board policy).

All student expulsions, including those involving students with disabilities, shall follow all statutory procedures and requirements.

The Board may specify conditions in a student's expulsion order that would allow the student to be reinstated to school early before the end of the term of his/her expulsion. The early reinstatement

± The highlighted language is from your current suspension policy. You are not required to include it in the policy; but it provides an accurate description of student and parent rights and notifications during an suspension and I imagined you might want it included in the policy.

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STUDENT SUSPENSIONS AND EXPULSIONS

Policy 447.3

Waukeek Community School District

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condition(s) shall be related to the reason(s) for the expulsion and shall be enforced in accordance with state law requirements.

In-School Suspension

- Students will be assigned to in-school suspension by school administrators.
- The administration will inform pertinent staff members of the names of those students assigned to in-school suspension.
- The administration will notify the parents/guardians in writing* that a student has been assigned to in-school suspension, giving the reason for such assignment. A conference may be held prior to the students' re-admittance to regular classes.
- Credit may be given for all assigned class work completed during the period of suspension. The student may also make up any test or quiz given during this suspension. Evaluation of the class work and test/quiz shall be done by the classroom teacher.
- The principal or designee shall may arrange appointments with a school counselor, social worker, psychologist, or other appropriate person for all students who are suspended.
- The administration will request a conference with the parents/guardians of those students suspended.
- Students may not attend or participate in extracurricular activities while under in-school suspension, at the discretion of the building administration.
- In-school suspensions shall last no more than five (5) days for a single disciplinary action.

Suspension from bus riding privileges are also processed under this policy.

The District shall not unlawfully discriminate in disciplinary actions, including suspensions and expulsions, on the basis of sex, sexual orientation, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, any physical, mental, emotional or learning disability, or any other legally-protected status or classification. Discrimination complaints shall be processed in accordance with established procedures.

Legal References:

Wisconsin Statutes

- [Section 118.127](#) [use of law enforcement records as sole basis for suspending or expelling students from school prohibited]
- [Section 118.16\(4\)\(b\)](#) [conditions for making up examinations and coursework missed during suspensions as per student attendance policy]
- [Section 120.13\(1\)](#) [board power to suspend or expel students from school]

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STUDENT SUSPENSIONS AND EXPULSIONS

Policy 447.3

Waukeek Community School District

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Federal Laws

[20 U.S.C. Chapter 33](#) [Individuals with Disabilities Education Act (IDEA); programs and services for students with disabilities; includes requirements related to change of placements and providing continued educational services during period of expulsion; IDEA regulations at [34 C.F.R. Part 300](#)]

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Cross References:

WASB PRG 447.3 Sample Policy 1

[411-Rule \(1\), Student Discrimination/Harassment Complaint Procedures²](#)

[447.1 Staff Use of Physical Force, Physical Restraint and Seclusion](#)

[447.11 Use of Seclusion and Restraint](#)

[447.2 Student Detention](#)

[447.31 In-school Suspensions](#)

[447.4 Student Expulsion and Early Reinstatement of Expelled Students](#)

[447.5 Student Discipline, Suspension, and Expulsion - Students with Disabilities](#)

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Adoption Date: [December 1982](#)

Revised: [September 1987](#)

[March 1994](#)

[September 1999](#)

[December 1995](#)

[January 2000](#)

[March 2002](#)

[January 2024](#)

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²[I have not done the 411 student discrimination policies yet, this cross reference may require further editing.](#)

STUDENT AWARDS AND SCHOLARSHIPS

Waunakee Community School District

Policy 460

Page 1 of 2

~~(This sample policy addresses the regulatory requirement that the District have a policy addressing nondiscrimination in the administration of scholarships and awards. The policy assumes that the District will establish criteria and procedures for administering the state's scholarship programs in a separate policy or rule.)~~

Students in the District shall be informed annually of available scholarships and awards. Literature concerning available scholarships and awards shall be available through the guidance ~~Student Services~~ office and/or posted in the appropriate school building.

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The District will select nominees and alternates for the Wisconsin Academic Excellence Higher Education Scholarship and the Wisconsin Technical Excellence Higher Education Scholarship in accordance with established procedures for those awards.

~~In order for a student to be eligible for scholarships sponsored through or by the district, he/she shall have been a student in the Waunakee Community High School for the last four (4) full semesters before graduating from Waunakee Community High School. This includes the Wisconsin Academic Excellence Higher Education Scholarship. (See policy 460.1)~~

~~Students attending Waunakee Community High School full time under Wisconsin's Open Enrollment Law shall be eligible for scholarships on the same basis as resident students.~~

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The District shall not unlawfully discriminate in the acceptance or administration of awards, scholarships, or other aids, benefits, or services to students — including those from private agencies, organizations, or persons — on the basis of sex, sexual orientation, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, any physical, mental, emotional or learning disability, or any other legally-protected status or classification. Discrimination complaints shall be processed in accordance with established procedures. Accordingly, any scholarship or award granted by, administered by, or advertised/promoted by the District shall be in compliance with the above-stated policy of nondiscrimination.

Legal References:

Wisconsin Statutes

[Section 39.41](#) [Wisconsin academic excellence higher education scholarship]

[Section 39.415](#) [technical education higher education scholarship]

[Section 118.13](#) [student nondiscrimination]

Wisconsin Administrative Code

[PI 9.03\(1\)\(d\)](#) [policy requirement to address nondiscrimination in relationship to scholarships, awards and other benefits for students]

[HEA 9](#) [Wisconsin academic excellence scholarship rules]

Federal Law

[Title IX of the Education Amendments of 1972](#), [Section 504 of the Rehabilitation Act of 1973](#), and related civil rights laws

STUDENT AWARDS AND SCHOLARSHIPS

Waukeek Community School District

Policy 460

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Cross References:

{Insert appropriate cross references to the policy as applicable to your district.} WASB PRG 460

Sample Policy 1

411-Rule (1), Student Discrimination Complaint Procedures

345.4-Rule, Promotion/Retention of Students (outlines attainment of senior status)

345.1, Grading Systems

345.1-Rule, Specific Grading Systems (GPA Computation)

460.1, Wisconsin Academic Excellence Higher Education Scholarship

Adoption Date: 10/9/89

Revised: March 1994
September 1994
9/8/97
4/13/98
March 2002

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PROCEDURES FOR AWARDING THE WISCONSIN ACADEMIC EXCELLENCE SCHOLARSHIP

461-RULE

Waukeek Community School District

Page 1 of 4

(This sample rule assumes that the district has a single high school from which the Wisconsin Academic Excellence Scholarship is awarded. The sample assumes that the high school runs on a semester-based schedule.)

The two senior(s) with the highest grade point average (GPA) based on seven semesters of the student's high school experience shall be selected as Waukeek Community High School's nominee(s) to receive the Wisconsin Academic Excellence High Education Scholarship. Ties will be broken and alternates will be designated as further provided by law and in these procedures. A student who receives the Academic Excellence Scholarship is not eligible to receive a Wisconsin Technical Excellence Higher Education Scholarship, and vice versa.

Scholarship recipients and alternates shall be selected annually based on the students' GPA as it is normally determined by the High School and as shown, to the same number of decimal places, on the student's official transcript as of the last day of the fall semester prior to the spring semester in which the scholarship is awarded. ***(Editor's Note: Ensure that your district's high school grading policy includes all of the provisions necessary to comply with HEA 9.05(2) of the Wisconsin Administrative Code.)***

The following are additional minimum eligibility requirements that the District has established for the Academic Excellence Scholarship:

1. The recipient must be a resident of Wisconsin and the United States who is either a citizen or an alien lawfully admitted for permanent resident by the INS.
2. The recipient must be enrolled in the Waukeek Community High School for the last four (4) continuous full semesters prior to graduating from Waukeek Community High School. The seventh semester for computing GPA could be the third semester of continuous enrollment for the recipient.

(Include any of the following that apply, or adapt as necessary keeping in mind the requirements of HEA 9.05(1) of the Wisconsin Administrative Code and the district's local practices in regard to graduation and early graduation:

1. A student has senior status for purposes of competing for the scholarship if (1) the student is in his/her fourth year of high school or an equivalent-level program; and (2) by no later than the end of the spring semester in which the scholarship is awarded, the student must have completed or be expected to complete all of the District's high school graduation requirements. A student cannot compete for the scholarship in more than one school year.

2. The student must be enrolled in the District's high school as a full-time student or participating in a District-approved foreign exchange program during the spring semester of his/her senior year, or he/she must have graduated from the High School early at the conclusion of the fall semester prior to the semester in which the scholarship is awarded. (Editor's Note: This provision assumes that the district permits early graduation at the conclusion of the fall semester of a student's 4th year of high school and that the district is willing to award the scholarship to such an early graduate.)

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PROCEDURES FOR AWARDING THE WISCONSIN ACADEMIC EXCELLENCE SCHOLARSHIP

461-RULE

Waukegan Community School District

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~~3. The student must have been enrolled full-time in the District's high school for at least [insert number] complete semesters prior to the start of the spring semester in which the scholarship is awarded.~~

~~4. While enrolled in the District's high school, the student must have earned a minimum of [insert number] graded credits that are included in the student's calculated grade point average.~~

~~5. [Insert any other local eligibility requirements here or delete this line.]~~

If a senior selected for the scholarship declines the scholarship or is determined to be ineligible for the scholarship for any lawful reason, the District's scholarship recipient shall be selected from the list of alternate designees with the next highest GPAs, in rank order. Per state law, no alternate may have less than a 3.800 GPA, or its equivalent.

In the case of a tie for the senior with the highest grade point average (GPA) and/or in the case of a tie in determining the rank order of alternate designees, the ~~[identify the appropriate staff position — High School Principal or an administrative-level designee within the high school]~~, in consultation with other licensed high school staff as needed, shall determine the scholarship nominee and certify, in rank order, the District's alternates. The following procedure, approved by the high school faculty on [insert date], will be implemented to break ties:

- ~~1. The student with the most A.P. classes successfully completed will be designated as the recipient or alternate.~~
- ~~2. Should students be tied for any position on the list of recipients and alternates based on GPA and the most A.P. classes successfully completed, the student with the most A.P. classes and the highest cumulative score on the ACT shall be designated as the recipient or alternate.~~
- ~~3. Should any recipients or alternates be tied after the first two steps, the High School Scholarship Committee shall select the recipient or alternate based on the number of school leadership positions held by the student. School leadership positions shall be defined as an officer position in an established, District approved activity, including athletic captains, co-curricular officers, club and activity officers, and student government officers. The decision of this committee in interpreting this provision shall be final.~~
- ~~4. In the event any remaining tie has not been broken after the first three steps, the scholarship shall be awarded to the student who has attended Waukegan Community High School for the longest period of time.~~
- ~~5. The Scholarship Committee shall determine, in its discretion, how to rank candidates who remain tied after the above steps are followed. The Committee shall then rank order all recipients and alternates and scholarships shall be offered accordingly.~~
- ~~6. Should one or both recipients decide to decline the scholarship, he/she and his/her parents must sign a release for an alternate to receive the scholarship.~~

Other Information

- ~~1. No scholarship shall be reallocated after February 15th.~~

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PROCEDURES FOR AWARDING THE WISCONSIN ACADEMIC EXCELLENCE SCHOLARSHIP

Waukegan Community School District

461-RULE

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2. The school recipients and alternates are final.
3. The recipient and alternates' GPA's shall include the same number of places past the decimal that the high school normally uses on the official high school transcript.
4. Students participating in the full time public school open enrollment program shall compete for the scholarship at the high school they actually attend.

Insert the district's tiebreaking criteria in the order in which they are applied, or otherwise describe the district's tiebreaking procedure. The following are some examples of possible tiebreaking criteria, but there are others that could be used as well:

1. *First tiebreaker: The students' highest available American College Test (ACT test) composite score, if an ACT score is available for all of the students who are tied. The score must be received by the District by [insert date: January 31st].*
2. *Second tiebreaker: If a tie remains, the student who has taken the greatest total number of high school honors courses, advanced placement courses, International Baccalaureate courses, and post-secondary courses for high school credit.*
3. *Third tiebreaker: If a tie remains, the student with the highest GPA in the core academic subject areas of mathematics, science, English/composition, and social studies, using the highest grades the student has earned in each such subject for up to the minimum number of credits in each such subject that is required for high school graduation. For example, if the student has earned four credits in social studies courses, but only three social studies credits are required for high school graduation, the student's lowest grade within that subject area will not be used in the tie-breaking calculation.*
4. *Fourth tiebreaker: If a tie remains, the student with the most high school credits earned by the end of the semester prior to the semester in which the scholarship is awarded.]*

Legal Ref.: Sections 39.41 Wisconsin Statutes
118.13
118.51(13)
HEA9
PI 9.03(1) Wisconsin Administrative Code

Cross Ref.: 411-Rule 1, Student Discrimination/Harassment Complaint Procedures
345.1, Grading Systems
345.1-Rule, Specific Grading Systems (GPA Computation)
345.4-Rule, Promotion/Retention (Senior status)
460, Student Scholarships

option Date: _____
4/13/98

Revised: _____
1/11/99

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**PROCEDURES FOR AWARDING THE
WISCONSIN ACADEMIC
EXCELLENCE SCHOLARSHIP**

Wauaukee Community School District

461-RULE

Page **4** of **4**

~~Adoption Date:~~

PROCEDURES FOR AWARDING THE WISCONSIN TECHNICAL EXCELLENCE SCHOLARSHIP

462-RULE

Waukeek Community School District

Page 1 of 6

(This sample rule generally assumes that the school district operates a single high school with more than 80 students from which one or more Wisconsin Technical Excellence Scholarships (TES) may be awarded. The sample assumes that the high school runs on a semester-based schedule. This sample also (1) requires high school seniors to declare their interest in being considered for the scholarship; and (2) adopts the point-based ranking system created by the Wisconsin Higher Educational Aids Board. If the district intends to use this rule for awarding this scholarship only in one specific school year, or only in a specific range of school years, that limitation should be added into the language of the rule and/or be expressly stated in the board's motion adopting this rule.)

The number of seniors permitted by state law with a demonstrated exemplary level of proficiency in technical education subjects, as determined under these procedures, will be selected as the high school's designee(s) to receive the Wisconsin Technical Excellence Scholarship. Any ties will be broken and alternates will be designated as further provided by law and in these procedures. A student who receives a Technical Excellence Scholarship is not eligible to receive a Wisconsin Academic Excellence Higher Education Scholarship, and vice versa.¹

The District's designation of its scholar(s) and alternates is not a final determination that the student has met, or will meet, all applicable requirements for receipt of the scholarship funds. If a senior selected for the scholarship declines the scholarship or is determined to be ineligible for the scholarship for any lawful reason, the Wisconsin Higher Educational Aids Board (HEAB) may award the District's scholarship to a designated alternate recipient.

DESIGNATING SCHOLARS AND ALTERNATES

The District shall identify its Technical Excellence Scholarship designee(s) and alternate(s) using the following procedures:

- ~~1. Any high school senior who is eligible to compete for the scholarship shall declare his/her interest in being considered as a candidate by submitting, on a timely basis, a form or other means of notice as directed by the administration. An eligible candidate must exhibit interest in and planning for a technical career as evidenced by having an academic and career plan leading to a technical career.~~
2. Members of the District's high school staff shall verify that each student who has submitted a timely declaration of interest meets the minimum eligibility requirements that are to be verified at the school level, including all such requirements established under these procedures or by the HEAB or the scholarship program's authorizing statute.
3. For purposes of ranking the qualified scholarship candidates and designating scholars and alternates, the District adopts the points-based ranking system established by the HEAB, under which students' grade-point average in their Career and Technical Education (CTE)

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¹ I chose sample rule 3 because I think the district adopted the point based ranking system adopted by the HEAB. If this is not the case (the district adopted an alternative ranking system that was approved by HEAB, sample rules 1 or 2 might be more appropriate.

PROCEDURES FOR AWARDING THE WISCONSIN TECHNICAL EXCELLENCE SCHOLARSHIP

462-RULE

Waukeek Community School District

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courses serves as the initial tie-breaker if two or more relevant students have acquired the identical number of points.²

- The high school will designate and rank ~~[insert a number that is one or higher.]~~ alternate(s) for each designated scholar.

The ~~[insert applicable position High School Principal, High School Principal or an administrative-level designee within the high school Director of Secondary Curriculum and Instruction.]~~ in consultation with other licensed high school staff as needed, shall be responsible for reviewing the relevant records and ranking and ordering the designated scholars and alternates, including applying tie-breaking procedures to the extent necessary.

The ~~[insert applicable position – e.g., High School Principal]~~ shall be responsible for ensuring that the District timely designates and notifies the HEAB of the District's scholars and alternates.

DISTRICT REQUIREMENTS DETERMINING WHEN A STUDENT MAY COMPETE FOR THE SCHOLARSHIP

~~*{Editor's Note: The following local requirements (establishing how long a student must have attended school in a given high school/district, defining senior status, and defining when a student can compete for the scholarship) mirror requirements that already exist for the Academic Excellence Scholarship (AES). Accordingly, school districts are strongly encouraged to consider their existing, parallel standards for the AES when establishing these requirements for the Technical Excellence Scholarship.}*~~

~~*In fact, if a district's written procedures for the AES already clearly cover these points and if the district intends to use the identical standards for the TES, this entire section of this sample rule could be replaced with the following sentence: "As far as: (1) determining when a student acquires senior status and the year in which he/she may otherwise compete for the Technical Excellence Scholarship, and (2) defining the length of time the student must have attended high school in the District in order to compete for the Technical Excellence Scholarship, the District will use the same standards that apply to the process for designating scholars and alternates for the Academic Excellence Scholarship."*~~

In order for a student to be a qualified local candidate for the Technical Excellence Scholarship, a student must meet all of the following District-established requirements:³

- To compete for the scholarship, the student must meet ~~[choose: "all of" or "either of"]~~ all of the following minimum in-District school enrollment requirement(s):

~~*{Editor's Note: A school district could select and apply one or both of the following sample requirements, or it could replace the requirements below with other local requirements.}*~~

- ~~[The student must have been enrolled full time in the District's high school (or in a District-sponsored alternative high school program) for at least [insert applicable number]~~

² This language may not be appropriate if the district adopted an alternative ranking system, see FN 1.

³ I substituted requirements from the district's current policy here.

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PROCEDURES FOR AWARDING THE WISCONSIN TECHNICAL EXCELLENCE SCHOLARSHIP

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Waukeek Community School District

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~~complete semesters prior to the start of the spring semester in which the District designates its scholars and alternates;~~

~~b. While enrolled in the District as a full-time high school student, the student must have earned a minimum of [insert applicable number] credits. Such credits must be completed and earned as of the date the District designates its scholar(s) and alternate(s).]~~

~~2. No student may compete for the scholarship in more than one school year. A student has senior status for purposes of competing for the Technical Excellence Scholarship and may compete for the scholarship in a school year in which [all] of the following are true:~~

~~[Editor's Note: A school district could select and apply up to all of the following, or it could replace the requirements below with other local requirements.]~~

~~a. [By no later than [insert applicable date – e.g., February 1] of the school year in which the student wishes to compete for the scholarship, the student must have completed at least [insert applicable number] credits toward the District's minimum high school graduation credit requirements.~~

~~b. The student is in at least his/her [insert as applicable – 3rd or 4th year] of high school or an equivalent level program. [Editor's Note: Depending on the district's approach to early graduation, this provision may or may not be a useful indicator of senior status.]~~

~~c. [Choose one: "By no later than the end of the spring semester" or "Prior to the start of the next fall school term that follows the spring semester"] in which the high school designates its scholars and alternates, the student must have completed or be expected to complete all of the District's high school graduation requirements and be expected to graduate with his/her high school diploma.~~

~~d. The student must be enrolled in the District's high school as a full-time student or participating in a District-approved alternative education program or foreign exchange program during the spring semester of the school year in which the student competes for the scholarship or he/she must have been awarded his/her high school diploma by the District earlier in that same school year.]~~

~~a. [As an additional limitation for determining when a student may compete for the scholarship, a student who is in his/her 4th year of high school (or an equivalent level program), and who, as of the beginning of the school term could reasonably schedule sufficient courses during the term to receive his/her diploma at the end of the term must compete for the scholarship in his/her 4th year of high school unless the [insert applicable position – e.g., District Administrator] concludes that there is good cause outside of the reasonable control of the student to waive this requirement.] [Editor's Note: The intent of this optional requirement is to avoid situations where a student attempts to avoid graduating from high school in four years as a means of competing for the scholarship in what the student may perceive to be a more favorable year.] The recipient must~~

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PROCEDURES FOR AWARDING THE WISCONSIN TECHNICAL EXCELLENCE SCHOLARSHIP

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Wauwaukee Community School District

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be a resident of Wisconsin and the United States who is either a citizen or an alien lawfully admitted for permanent resident by the INS.

b. The recipient must be enrolled in the Wauwaukee Community High School for the last four (4) continuous full semesters prior to graduating from Wauwaukee Community High School. The seventh semester for computing GPA could be the third semester of continuous enrollment for the recipient.

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2. An eligible candidate must meet at least one of the following eligibility items.

a. Be a CTE (Career and Technical Education) Concentrator, defined as completing at least three (3) high school CTE courses in program area(s) in the student's chosen pathway. The candidate can be enrolled in their third course at the time of their nomination.

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b. Participated in a Youth Apprenticeship Program under the supervision of the Wisconsin Department of Workforce Development.

c. Participated in a Technical High School Diploma program as certified by the Wisconsin Department of Public Instruction.

d. Participated in a Career and Technical Training pathway as defined by the Wisconsin Department of Public Instruction.

e. Participated in a Skills Standards Program offered by the Wisconsin Department of Public Instruction.

f. Completed or be on trace to complete an industry-recognized certification program approved under Wis. Stats. 115.367 (2).

g. Participated in a Career and Technical Student Organization (CTSO) in Wisconsin: DECA, FBLA, FCCLA, FFA, HOSA, or SkillsUSA.

3-h. Completed a technical training program for high school students if the program is offered by a UW System school, a Wisconsin Technical College System school, a tribal college in Wisconsin, or a private nonprofit college or university located in Wisconsin.

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AWARDING POINTS FOR CTE COURSES AND CAREER AND TECHNICAL STUDENT ORGANIZATION (CTSO) PARTICIPATION

Candidates will be ranked based on the following point system reflective of course work and technical education experience.

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1. One point is given to a student for each credit earned in high school in CTE courses.
2. One point is given to a student for each year of activity in a Career and Technical Student Organization in Wisconsin (For activity in multiple CTOS, one point is to be given

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PROCEDURES FOR AWARDING THE WISCONSIN TECHNICAL EXCELLENCE SCHOLARSHIP

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Waukeek Community School District

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- for each year of participation in each of the six CTSOs.) Districts are to determine the points awarded.
3. For the purpose of assigning a ranking among eligible candidates, credit hours in process at the time of nomination should be counted toward the number of credits the student has earned.
 4. If students are tied on points, students with equal points will be ranked on their GPA in CTE courses. This will be the first tie-breaker.
 5. Should students be tied after the first tie-breaker, the student with the highest composite score on the ACT shall be designated as the recipient or alternate. This will be the second tie-breaker.
 6. Should any recipients or alternates be tied after the first two tie-breakers, the High School Scholarship Committee shall select the recipients or alternate based on the number of school leadership positions held by the student. School leadership positions shall be defined as an officer position in an established, District approved activity, including athletic captains, co-curricular officers, club and activity officers, and student government officers. The decision of this committee in interpreting this provision shall be final.
 7. In the event any remaining tie has not been broken after the first three tie-breakers, the scholarship shall be awarded to the student who has attended Waukeek Community High School for the longest period of time.

Insert any local procedures that will help the district to consistently and fairly determine the number of points that each student has earned under the HEAB's points-based ranking system. For example, a district could establish a minimum participation standard in connection with the CTSO-related points and/or establish any CTSO participation verification requirements. An example of such information is listed below:

Points associated with CTE courses will be awarded based upon a standard of each 0.5 high school credit earned toward high school graduation earning 0.5 of a point. CTE courses that are in progress during the grading period in which the district designates its scholars and alternates shall be counted in the point total based on the high school credit expected to be earned. The District will use the definition of CTE courses identified by the HEAB.

For points earned for participation during high school in a Career and Technical Student Organization (CTSO) that is offered in the District, the burden is on the student to demonstrate for each participation point claimed that he/she actively and regularly participated in a qualifying CTSO for substantially all of the school year in question. "Substantially all of the school year" means at least ¾ of the full school term in grades 9, 10 and 11, and beginning prior to November and continuing through February in grade 12.]

HIGH SCHOOL GRADING POLICY

PROCEDURES FOR AWARDING THE WISCONSIN TECHNICAL EXCELLENCE SCHOLARSHIP

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Waukeek Community School District

Page 6 of 6

The District has a written high school grading system that shall be applied to the process of designating scholars and alternates for a Technical Excellence Scholarship. To the extent it is necessary to calculate a student's overall grade-point average, or a student's Career and Technical Education grade-point average, the high school grading system shall be applied, so far as practical, in the same manner as it is applied to calculate the student's cumulative grade-point average as reported on the student's high school transcript (including to the same number of decimal places).

TIE-BREAKING PROCEDURES

~~If, following a comparison of tied students' grade-point averages in CTE courses, the insert applicable position — High School Principal or an administrative-level designee within the high school, in consultation with other licensed high school staff as needed, determines that two or more relevant students remained tied, the following additional tie-breaking procedures, which were developed and approved by representatives of the high school faculty on insert applicable date, shall be applied (in the order listed as may be necessary):~~

~~Insert the district's additional tie-breaking criteria in the order in which they are applied, or otherwise describe the district's tie-breaking procedure. The following are some examples of possible tie-breaking criteria, but others could be used:~~

- ~~• Second tie-breaker: The total number of (1) technical college credits earned while the student has been in high school; and (2) technical college credits that are in progress during the current semester.~~
- ~~• Third tie-breaker: The students' cumulative high school grade-point average.~~
- ~~• Fourth tie-breaker: Each student's highest American College Test (ACT test) score, if an ACT score is available for all of the students who remain tied.~~
- ~~• Fifth tie-breaker: The student with the most high school credits earned by the end of the semester prior to the semester in which the scholarship is awarded.~~

Adoption Date:

PERSONNEL POLICIES GOALS

Through its personnel policies, the Board of Education desires to establish conditions that will attract and hold the highest qualified personnel who will devote themselves to the education and welfare of the children of the Waunakee Community School District. The superintendent shall establish administrative procedures and regulations to carry this out.

The goals of the District's personnel program shall include the following:

1. To develop and implement those strategies and procedures for personnel recruitment, screening, and selection which will result in employing the best available candidates, I.e., those with highest capabilities, strongest commitment to quality education, and greatest probability of effectively implementing the District's learning program.
2. To develop a climate in which optimum staff performance, morale, and satisfaction are produced.
3. To provide positive programs of staff development designed to contribute both to improvement of the learning program and to each staff member's career development aspiration.
4. To provide for a genuine team approach to education, including staff involvement in planning, decision-making, and implementation.
5. To provide compensation and benefits as well as other provisions for staff welfare.
6. To develop and utilize for personnel evaluation positive processes which contribute to the improvement of both staff capabilities and the learning program.

Adopted: 11/8/82

Revised: March 1994
April 2002

Waunakee Community School District

Policies of the Board of Education

Series 500: Personnel

STAFF INVOLVEMENT IN DECISION-MAKING

521

The Board shall encourage participation in decision-making for the District. The superintendent is authorized to establish such committees as necessary to recommend policies and rules for the proper functioning of the District.

In the development of rules, regulations, and arrangements for the operation of the school system, the superintendent shall include at the planning stage whenever feasible those employees who will be affected by such provisions.

Adopted: 5/10/82

Revised: 4/22/91
March 1994
April 2002

Waunakee Community School District

The School Board wishes to maintain open channels of communication between itself and the staff. The basic line of communication will, however, be through the District Administrator.

- Staff Communications to the Board: All communications or reports to the Board or any Board committee from principals, supervisors, teachers, or other staff members will be submitted through the District Administrator. This necessary procedure will not be construed as denying an employee the opportunity to appeal administrative decisions to the Board where a District procedure includes an appeal level that involves the Board.

Complaints or appeals regarding employee discipline, termination of employment or workplace safety may be made in accordance with the grievance procedure stated in the handbook. Appeals regarding other administrative decisions may be made through the established lines of authority/communication as shown on the District Organizational Chart, which is referenced in the Teacher and Support Staff Handbooks. All personnel shall refer matters requiring administrative action to the administrator immediately in charge of the area in which the problem or concern arises. An employee may appeal any decision made by the administrator to the District Administrator **the HR Director or his/her designee**. If the District Administrator determines that the matter merits consideration by the Board, the decision may be appealed to the Board through the District Administrator. Responsibility should flow simply and clearly from staff through principals and the District Administrator to the Board.

- Board Communications to Staff: All official Board communications, policies and directives of staff interest and concern will be communicated to staff members through the District Administrator, and the District Administrator will employ all such media as are appropriate to keep staff fully informed of the Board's desires, concerns and actions.
- Communications and Interactions between Individual Staff Members and Individual Board Members: Except where expressly authorized by Board action or by the District Administrator, or necessitated by the legal duties related to positions held by Board officers, individual employees are not expected to engage in work-related tasks directly with, or at the direction of, individual Board members. For this reason, if an individual Board member contacts an employee in connection with the employee's assigned duties and responsibilities, the employee is expected to involve his/her immediate supervisor and the District Administrator in establishing an appropriate response to the Board member's inquiry. In the event an individual employee, notwithstanding expectations concerning the use of established lines of authority, communicates with an individual Board member pursuant to the duties and responsibilities of the employee's position, the individual Board member should contact and work with the District Administrator in resolving and responding to the issue or concern. Each individual employee retains ultimate responsibility for ensuring that all communications pursuant to his/her assigned duties to the Board and/or to any individual Board member are authorized and follow appropriate procedures.
- Visits to Schools by Board Members: Individual Board members interested in visiting schools or classrooms will make arrangements for visitations through the ~~principals of the various schools~~, **District Administrator**. Such visits shall be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes.

Board members shall have access to their own children's classrooms under the same guidelines as any other parent.¹

The Board and school administrators understand that Board members and District employees share a keen interest in the schools and in education generally. Therefore, it is to be expected that individual Board members and individual employees will meet in the community and through social events and functions and informally discuss such matters as educational trends, issues, and innovations. On such occasions, the Board's expectation is that employees and Board members will use sound judgment in ensuring that they are not purposefully undermining the established lines of authority in the District or violating the other expectations established in this policy.

Cross References: Teacher and Support Staff Handbooks
District Organizational Chart
WASB PRG 521.1 Sample Policy 2

Adoption Date: 5/10/82

Revised: March 1994

¹ This paragraph is from your current policy.

ALCOHOL AND DRUG-FREE WORKPLACE

Waukegan Community School District

Policy 522.1

Page 1 of 4

~~(This sample policy provides for an alcohol-free and drug-free workplace, includes prohibitions related to both alcohol and controlled substances, outlines consequences for policy violations, and addresses staff awareness initiatives and supervisor training. This sample policy addresses some of the requirements of the federal Drug-Free Workplace Act as applicable to direct federal grantees and contractors, but it does not include provisions that directly address the state and federal requirements that apply to drivers who hold a commercial driver's license and who drive (or who the district may permit or assign to drive) a school bus or other qualifying commercial motor vehicle. A district that employs any such drivers and that is required to implement a federally-mandated driver testing program should refer to 522.1 Sample Policy 2 and the resources found in PRG topic 523.11 for policy provisions that address those role-specific requirements.)~~

The School Board believes that an alcohol-free and drug-free workplace promotes safety, health, and productivity. In addition, District employees who misuse alcohol or drugs can undermine the Board's learning objectives for students, erode the public's confidence in the District's programs and operations, and present a danger to themselves, students, coworkers, and other persons. ~~**[Editor's Note: This paragraph is optional.]**~~

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District employees are prohibited from engaging in the following conduct on District-premises, in any vehicle being used for District business, or, regardless of location, at any District-authorized activity, event, or function at a time when the employee is acting in the scope of his/her employment, responsible for District students, or otherwise acting as an agent of the District:

~~[Identify the specific conduct that your district prohibits and believes that it can reasonably monitor and enforce on a fair and consistent basis. Examples of specific conduct that different districts prohibit are listed below. Modify the list to reflect local intent/goals.]~~

- The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance. ~~**[Editor's Note: This provision reflects a specific requirement of the federal Drug-Free Workplace Act.]**~~
- Attempting or intending to unlawfully sell or otherwise distribute alcohol or controlled substances.
- Being under the influence of a controlled substance, except that an employee may possess, and work while he/she is taking, over-the-counter medication(s) and his/her own prescription medication(s) provided that (1) the employee follows the relevant instructions for and does not misuse the medication(s), and (2) the use of the medication(s) does not prevent the safe and acceptable performance of the employee's job duties.
- Possessing, distributing, or consuming intoxicating beverages or, where there is no legitimate and authorized purpose, other forms of alcohol, or being under the influence of alcohol at a blood alcohol concentration of **0.02** or higher, ~~except:~~

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¹ Note this paragraph is optional, delete editor's note from final draft.

² Your current policy references being under the influence measuring about 0.0 "using any device or means." I am not familiar with the full implications of this language with regard to the Wisconsin Fair Employment Act prohibition against discrimination based on use or nonuse of lawful products. See Wisconsin Legislature: 111.321

ALCOHOL AND DRUG-FREE WORKPLACE

Policy 522.1

Waukegan Community School District

Page 2 of 4

- An off-duty employee who is present at *insert either: "an" or "a non-District"* event that occurs on District premises may possess and responsibly consume alcohol if the District has authorized the event organizer, in writing, to allow alcohol at the event.
- An employee may possess alcohol in a sealed container in his/her locked personal vehicle (e.g., for purposes of transporting the alcohol for off-duty purposes).

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Editor's Note: State law establishes a stricter prohibited alcohol concentration (i.e., "not above 0.0") for drivers of school buses and other commercial vehicles. This policy assumes that the district contracts out for all such transportation operations. If the district employs or may consider employing a school bus or other CDL driver, consider PRG 522.1 Sample Policy 2 or consider at least expressly listing an additional exception above, stating that employees are further required to adhere to any stricter state or federal standard that applies to specific positions or specific duties.

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Editor's Note: The three remaining items in this list are examples of items that are sometimes not expressly mentioned in a drug-free workplace policy.

- Using or being under the influence of a hazardous inhalant.
- Possessing, selling, or distributing, or attempting to sell or distribute, look-alike controlled substances (substances that are represented as an illegal drug regardless of the true nature of the substance) or any unlawful synthetic drugs that are not expressly classified as a controlled substance but that purportedly produce similar subjective effects to illegal drugs.
- Possessing, using, or distributing drug paraphernalia.

Employees are notified by this policy that where an employee's off-duty conduct relating to alcohol or controlled substances has a legally-sufficient connection to the individual's employment, the off-duty conduct can serve as the basis for employment-related discipline or other employment-related consequences.

Certain employees may be subject to further requirements and restrictions related to alcohol and controlled substances based on their positions or job duties. For example, an employee who is engaged in the performance of a federal contract or qualifying federal grant must notify the District Administrator of any criminal drug statute conviction for a violation that occurred in the workplace. This notification shall be made within five (5) days of the conviction. The District Administrator or his/her designee must notify the appropriate federal agency and take other appropriate action.

Adherence to the District's alcohol-free and drug-free workplace policy is a condition of employment with the District. Employees who violate the District's policies or rules regarding these substances are subject to consequences, including possible referral for a drug or alcohol evaluation, referral to a counseling or rehabilitation program, *include if*

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and Wisconsin Legislature: 111.35. It is possible, perhaps likely, that a tobacco user off employer premises will have residual nicotine in their system.

See the editor's note regarding the stricter alcohol concentration for CDL drivers.

ALCOHOL AND DRUG-FREE WORKPLACE

Policy 522.1

Waukegan Community School District

Page 3 of 4

the District offers a formal EAP: "referral to any available employee assistance program (EAP)", reassignment, monitoring plans (which, to the extent permitted by law, may include testing), discipline (up to and including immediate termination), and/or referral to appropriate law enforcement officials. A referral for evaluation, counseling, or treatment does not include any District commitment to pay for such services.

This policy, or a reference to and summary of this policy, shall be included in the District's Employee Handbook.

The HR Director~~insert position title~~ is responsible for ensuring that the District provides information to employees to raise awareness regarding (1) the dangers of ~~insert if desired: "alcohol and"~~ drug abuse in the workplace, (2) the District's policy of maintaining an alcohol-free and drug-free workplace, (3) any available counseling, rehabilitation, and (if applicable) employee assistance programs, and (4) the consequences that may be imposed upon employees for alcohol-related or drug-related misconduct. Editor's Note: The federal Drug-Free Workplace Act requires federal contractors and certain federal grant recipients to maintain a drug-free awareness program to inform employees on the matters addressed in this paragraph with respect to drugs. Accordingly, a district that wishes to maintain its eligibility for direct federal grants should plan to implement such an awareness program, even if the district elects not to mention the awareness program in this policy. This paragraph also gives districts the option of committing to providing information on alcohol misuse because of the sample's earlier references to an alcohol-free workplace.

Insert this provision if the district intends to commit to providing such training: "The [insert position title] is responsible for ensuring that building principals and other supervisors receive alcohol and drug awareness training and such other information as may be necessary to carry out their policy-enforcement responsibilities."

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Legal References:

Wisconsin Statutes

Section 111.35	[use or nonuse of lawful products; exceptions and special cases]
Section 121.02(1)(i)	[safe and healthful facilities]
Section 125.09	[restrictions on alcohol on school property and at school activities]
Section 346.63	[operating under influence of an intoxicant or other drug]
Section 939.22(15)	[definition of hazardous inhalant]
Chapter 961	[controlled substances laws]

Wisconsin Administrative Code

Trans 300.16	[student transportation; driver requirements]
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Federal Laws and Regulations

41 U.S.C.Ch. 81	[federal drug-free workplace requirements for federal contractors and grantees]
2 C.F.R. Ch. 1, Part 182, Subpart B	[federal regulations implementing the federal Drug-Free Workplace Act]

ALCOHOL AND DRUG-FREE WORKPLACE

Waunakee Community School District

Policy 522.1

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[21 C.F.R. Part 1308](#) [federal schedules of controlled substances]

Cross References:

▲ [WASB PRG 522.1 Sample Policy 1](#)

Adoption Date: ~~9/10/90~~

Revised: ~~4/22/91~~
~~March 1994~~
~~April 2002~~
~~March 2018~~
~~May 2020~~

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Staff Conduct

Policy 522

Waunakee Community School District

Page 1 of 2

~~(WASB EMPLOYEE HANDBOOK-RELATED POLICY – This sample policy outlines general staff conduct expectations and the consequences for failure to comply with them.)~~

The District expects its employees to do quality work, maintain confidentially, work efficiently, and exhibit a professional, courteous and respectful attitude toward other employees, parents, and students.

The District also expects employees to:

1. Comply with all applicable work rules, job descriptions, terms of the *Employee Handbook* and legal obligations; and
2. Comply with the standards of conduct set out in Board policies, the *Employee Handbook*, administrative regulations, and with any other policies, regulations and guidelines that impose duties, requirements or standards attendant to their status as District employees.

Violation of any policies, rules, regulations and guidelines may result in disciplinary action, up to and including discharge. Disciplinary actions shall be carried out in accordance with established District procedures.

Some infractions have implications beyond the employment relationship between the District and an individual employee, and the District may inform local, state, and federal officials of such conduct. Included among the behaviors covered by this policy are violations of applicable law, "immoral conduct" that could result in revocation of an individual's licensure through the Wisconsin Department of Public Instruction, and any other actions that the District deems pertinent.

Legal References:

Wisconsin Statutes

[Section 115.31](#) [Staff misconduct reporting; license or permit revocation; reports; investigation]

Cross References:

WASB PRG 522 Sample Policy 1

[512, Sexual Harassment](#)

[522.1, Drug-Free Workplace](#)

[522.3, Staff Misconduct Reporting](#)

[524, Staff Ethics](#)

[524.1, Staff Conflicts of Interest](#)

[525, Staff Participation in Community Life](#)

[528, Staff Student Relations](#)

Adoption Date: 11/8/82

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Revised: March 1994

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Staff Conduct

Waunakee Community School District

Policy 522

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April 2002

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Policies of the Board of Education

Series 500: Personnel

EMPLOYEE MISCONDUCT REPORTING

522.3

State law requires that employees engaged in specific conduct be reported to the State Superintendent of Public Instruction.

The superintendent shall be responsible to make such a report on all employees. The Board President shall be responsible to make such a report about the superintendent.

The superintendent or Board President (if applicable) shall do the following:

1. Report the name of any school district employee licensed by the State Superintendent if any of the following occurs:
 - a. The employee is charged with a crime against children, a felony with a maximum prison term of at least five years or a crime in which the victim was a child.
 - b. The employee is convicted of a crime described in item (a) or of 4th degree sexual assault.
 - c. The employee is dismissed, or his/her contract is not renewed, by the district based in whole or in part on evidence that the person engaged in immoral conduct. For purposes of this law, "immoral conduct" means conduct or behavior that is contrary to commonly accepted moral or ethical standards and that endangers the health, safety, welfare or education of any student.
 - d. The employee resigns and the administrator has a reasonable suspicion that the resignation relates to the person having engaged in immoral conduct. If the administrator requests a licensed employee to resign, and has a reasonable suspicion that the employee engaged in immoral conduct, he/she must inform the employee that the administrator has a duty to report the resignation to the State Superintendent.
2. Report the name of any District employee who is not licensed by the State Superintendent if the employee is convicted of a crime described in item (1)(a) above or of 4th degree sexual assault.
3. Send a copy of any report that is made to the State Superintendent to the employee who is the subject of the report.

4. Make such reports as required above within 15 days after he/she becomes aware of the charge, conviction, dismissal, non-renewal or resignation. Any administrator who in good faith reports or fails to report information under this law is immune from civil liability for such acts or omissions. Anyone who intentionally fails to report as required by state law may be fined not more than \$1,000 or imprisoned for not more than six months or both.

Legal Ref.: Section 115.31 Wisconsin Statutes

Approved: 5/11/92

Revised: March 1994

Waunakee Community School District

Policies of the Board of Education

Series 500: Personnel

STAFF HEALTH AND SAFETY

523

The Board of Education will provide safe and healthful facilities for all employees and students.

Whenever an employee's health may be detrimental to the health and safety of students or staff or interferes with the discharge of the employee's responsibilities, the Board may consult with state and/or local public health officials concerning the employee's suitability to remain in the school setting.

Legal Ref.: Sections 103.15 Wisconsin State Statutes
 118.25
 111.31
 118.195
 120.13(2)(e)
 121.02(1)(I)
 PI 8.01(2)(I), Wisconsin Statutes

Cross Ref.: 511, Equal Opportunity Employment
 Current Employee Agreements

Adopted: 5/11/87

Revised: March 1994
 April 2002

(WASB EMPLOYEE HANDBOOK-RELATED POLICY – This sample policy provides general direction for an employee assistance program in the district and staff participation in it.)

The District shall provide an employee assistance program (EAP), which is a voluntary work-site program to assist employees affected by behavioral, medical or productivity concerns or problems. The EAP helps in the prevention, identification and resolution of these problems and concerns. Participation in the EAP does not relieve the employee's responsibility to perform the essential functions of his/her position at a reasonable level of competence.

Legal Ref.: Drug-Free Workplace Act of 1988

Cross References:

532-Rule, Employee Assistance Program Guidelines
523.4, Employee Wellness

Adoption Date: 1/15/90

Revised: March 1994

April 2002

(WASB EMPLOYEE HANDBOOK-RELATED POLICY – This sample policy provides general direction for an employee assistance program in the district and staff participation in it.)

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Legal Ref.: Drug-Free Workplace Act of 1988

Cross References:

532-Rule, Employee Assistance Program Guidelines
523.4, Employee Wellness

Adoption Date: 1/15/90

Revised: March 1994

April 2002

**GUIDELINES FOR PROVIDING INFORMATION/TRAINING
TO EMPLOYEES**

523.3-Rule

Information

- A. 1. Within 15 days after a written request for information on toxic substances is received (exclusive of weekends and holidays), the school district must provide to the employee or employee representative in writing the following information regarding any toxic substance with which the employee works or worked or to which the employee is likely to be or has been exposed:
- a. The trade name of the toxic substance.
 - b. The chemical name and any commonly used synonym for toxic substance and the chemical name and any commonly used synonym for its major components.
 - c. The boiling point, vapor pressure, vapor density, solubility in water, specific gravity, percentage volatile by volume, evaporation rate for liquids and appearance and odor of the toxic substance.
 - d. The flash point and flammable limits of the toxic substance.
 - e. Any permissible exposure level, threshold limit value or other established limit value for exposure to the toxic substance.
 - f. The stability of the toxic substance.
 - g. Recommended fire extinguishing media, special fire fighting procedures and any unusual fire and explosion hazard information for the toxic substance.
 - h. Any effect of overexposure to the toxic substance, emergency and first aid procedures and a telephone number to be called in an emergency.
 - I. Any condition or material which is incompatible with the toxic substance and must be avoided.
 - j. Any personal protective equipment to be worn or used and special precautions to be taken when handling or coming into contact with the toxic substance.

- k. Procedures for handling, cleanup and disposal of toxic substances leaked or spilled.

1. Infectious Agents

Within 72 hours after a written request by an employee or employee representative, exclusive of weekends and legal holidays, the school district shall provide in writing to the employee or employee representative the following information regarding any infectious agent which the employee works with or is likely to be exposed to if the infectious agent is present in the work place when the request is made or at any time during the 30 days immediately preceding the request:

- a) The name and any commonly used synonym of the infectious agent.
- b) Any method or route of transmission of the infectious agent.
- c) Any symptom or effect of infection, emergency and first aid procedures and a telephone number to be called in an emergency.
- d) Any personal protective equipment to be worn or used and special precautions to be taken when handling or coming into contact with the infectious agent.
- e) Procedures for handling, cleanup and disposal of infectious agents leaked or spilled.
- f) The district is not required to provide information regarding an infectious agent if the employee or employee representative making the request has requested information about the infectious agent within the preceding 12 months, unless the employee's job assignment has changed or there is new information available concerning any of the subjects about which information is required to be provided.

2. Pesticides

Within 72 hours of a request from an employee or employee representative, exclusive of weekends and legal holidays, the school district shall provide the requesting employee or employee representative with access to the container label or the information required by the federal environmental protection agency or the department of agricultural, trade and consumer protection to be on the container label, for any pesticide with which the employee works or to which the employee is likely to be exposed.

3. There are two exceptions to answering a request for information within the previous specified time period:

1. If the District does not have the required information available when the request is made, the District will be given 30 days (exclusive of weekends and holidays) in which to obtain the information and to answer the request.
2. If the District has requested the required information from the manufacturer or supplier, but has not received and does not already have that information, the school district is not required to provide the information. The District must, however notify the requesting employee or employee representative that the District has requested, has not received and does not otherwise have the information.

The District may obtain information on toxic substances and infectious agents from any manufacturer or supplier of such substances or agents. Manufacturers and suppliers shall provide the information which the District is required to provide employees within 15 days of the request, exclusive of weekends and holidays. Such information may be recorded on a Material Safety Data Sheet approved by the Occupational Safety and Health Administration (OSHA).

The District may request a Material Safety Data Sheet from the supplier when purchasing products containing toxic substances or infectious agents. The request could be included on the purchase order.

An employee who has requested information about a toxic substance, infectious agent or pesticide and has not received the information may refuse to work with or be exposed to the substances, agents or pesticides until such time as the District supplies the information. However, the District has the time periods as specified above to obtain the information or to make a good faith effort to obtain it prior to the employee having a right to refuse to work. Replies to employees in such cases where the information could not be obtained should be in writing to provide evidence that the District did respond to the request.

B. Educational Training

1. For toxic substance - the trade name, generic or chemical name and any commonly used synonym for the toxic substance and the trade name, generic or chemical name and any commonly used synonym for its major components. For infectious agent, its name and any commonly used synonym.
2. The location of the toxic substance or infectious agent.
3. Any symptom of acute or chronic effect of overexposure to the toxic substance or infectious agent.
4. For a toxic substance, the potential for flammability, explosion and reactivity.

5. Proper conditions for safe use of and exposure to the toxic substance or infectious agent.
6. Special precautions to be taken and personal protective equipment to be worn or used, if any, when handling or coming into contact with the toxic substance or infectious agent.
7. Procedures for handling, cleanup and disposal of toxic substances or infectious agents leaked or spilled.

In an area where employees usually work with a large number of toxic substances or infectious agents which are received in packages of one kilogram or less and no more than 10 kilograms of which are used or purchased in a year, the District may provide a general education and training program in lieu of the education and training program described above. The general training program in this case shall include: a) the information specified in 1 and 2 listed above, b) the nature of the hazards posed by the toxic substance or infectious agents or both, and c) general precautions to be taken when handling or coming into contact with the toxic substances or infectious agents.

Any school employee or employee representative who believes that a safety or health standard is being violated, or that a situation exists which poses a recognized hazard likely to cause death or serious physical harm, may request the Department of Commerce to conduct an inspection.

Legal Ref.: Sections 101.58-101.599 Wisconsin Statutes

Cross Ref.: 743, Management of Hazardous Substances/Asbestos

Adopted: 1/10/83

Revised: March 1994
April 2002

Waunakee Community School District

**EMPLOYEE'S RIGHT TO KNOW
(TOXIC SUBSTANCES, INFECTIOUS AGENTS AND PESTICIDES)**

523.3

A. Information

Any employee may request information on toxic substances or infectious agents which he/she works with or is likely to be exposed to. Employee includes any person whose services are currently or were formerly engaged by the school district offers to engage his/her services. Upon request, the District will provide the information in accordance with established procedures.

B. Educational Training/Record keeping/Notification

Prior to initial assignment to a workplace, the District must provide an education or training program to those employees who may routinely be exposed to any toxic substance or infectious agent. The District must also provide additional instruction whenever the employee may be routinely exposed to any additional toxic substance or infectious agent.

The District will comply with established legal requirements related to employee notification, educational training and record keeping.

C. Pesticides

1. The Board shall require that pesticide application in a school or on school grounds be conducted only by persons certified in the applicable pesticide use categories as outlined in state statute.
2. The District shall post notice of each pesticide application in a school or on school grounds at the time of the application and at least for 72 hours following the application.

Legal Ref.: Sections 101.58-101.599 Wisconsin Statutes

Cross Ref.: 523.3-Rule, Guidelines for Providing Information/Training to Employees

Adopted: March 1994

Revised: April 2002

Waunakee Community School District

Policies of the Board of Education

Series 500: Personnel

EMPLOYEE WELLNESS

523.45

It is important for the District to be concerned for the overall wellness of its employees, and this includes absence of disease to various levels of well-being.

Wellness is a multifaceted approach that includes exercise, nutrition, stress reduction and health/safety awareness.

The Waunakee Community School District will develop a wellness program for its employees under the direction of the superintendent or his/her designee. Staff will be informed of the specifics of this benefit through the employee handbooks and the Human Resources office.

Cross Ref.: 523, Staff Health and Safety
523.2, Employee Assistance Program
523.5, Infection Control

Adopted: 4/23/86

Revised: March 1994
April 2002

Waunakee Community School District

INFECTION CONTROL/BODY FLUIDS/BLOOD BORNE PATHOGENS

523.5

All employees are required to consistently follow infection control guidelines in all settings and at all times, including playgrounds and school buses. Schools will operate according to the standards promulgated by the U.S. OSHA for the prevention of blood-borne infections. Equipment and supplies needed to apply the infection control guidelines will be maintained and kept reasonably accessible. The (designated school nurse) shall be responsible for implementation of the guidelines, including investigating, correcting, and reporting neglect or violation of the guidelines.

Contact with body fluids presents a risk of infection with a variety of infectious agents.

“Body fluids” include: blood, drainage from scrapes, cuts and open lesions, urine, feces, semen, vomitus, respiratory secretions (e.g. nasal discharge) and saliva. Many infectious agents may be carried by individuals with no symptoms of illness. These individuals may be at various stages of infections: incubation, mildly infected without symptoms or chronic carriers.

A school staff member is expected to alert the person responsible for health and safety issues if a student’s health condition or behavior presents a reasonable risk of transmitting an infection.

Training will be given annually to all employees as per state and federal regulations regarding infection, body fluids and blood borne pathogens. It will provide simple and effective precautions against transmission of disease for all persons potentially exposed to the blood or body fluids of any person.

The training and reporting requirements shall include a review of the District’s written exposure control plan.

No distinction is made between body fluids from persons with a known disease or those from persons without symptoms or with an undiagnosed illness.

If a situation occurs at school in which a person might have been exposed to an infectious agent, such as an instance of blood-to-blood contact, school authorities shall counsel that person (or, if a minor, alert a parent or guardian) to seek appropriate medical evaluation. Such persons employed by the district (and who are identified in state statute) shall be counseled of their right to subject the individual’s blood to a test or a series of tests for the presence of HIV, antigen or non-antigenic products of HIV or an antibody to HIV and may receive disclosure of the results.

The District will also comply with all follow-up and reporting procedures required by federal and state regulations.

Legal Ref.: Sections 101.055 Wisconsin Statutes
121.02(1)(i)
29 CFR, Part 1910-Subpart Z
Comm 32.50 (2), Wisconsin Administrative Code
2003 Wisconsin Act 271

Cross Ref.: District Exposure Control Plan
453.3, Communicable Diseases
523, Staff Health and Safety

Revised: April 2002
May 2005

Waunakee Community School District

HANDLING BODY FLUIDS IN THE SCHOOLS

523.5-Rule

The following guidelines are meant to provide simple and effective precautions against transmission of disease for all persons potentially exposed to the blood or body fluids of any person. No distinction is made between body fluids from persons with a known disease and those from persons without symptoms or with an undiagnosed disease.

- 1) The body fluids of all persons should be considered to contain potentially infectious agents (e.g. bacteria and viruses). The term "body fluids" includes: blood, semen, drainage from scrapes, cuts and open lesions, feces, urine, vomitus, respiratory secretions (e.g. nasal discharge) and saliva. Contact with body fluids presents a risk of infection with a variety of infectious agents. In general, however, the risk is very low and dependent upon a variety of factors, including the type of fluid with which contact is made, and the type of contact made with such fluid.

It must be emphasized that with the exception of blood, which is normally sterile, the body fluids with which one may come in contact usually contain many organisms, some of which may cause disease. Furthermore, many infectious agents may be carried by individuals who have no symptoms of illness. These individuals may be at various stages of infections: incubating disease, mildly infected with symptoms, or chronic carriers of certain infectious agents, including the HIV and hepatitis viruses. In fact, transmission of communicable diseases is more likely to occur from contact with infected body fluids of unrecognized carriers than from contact with fluids from recognized individuals because simple precautions are not always followed.

- 2) When possible, direct skin contact with body fluids should be avoided. Disposable gloves should be available in at least the office of the custodian, nurse, or principal. Gloves are required when in direct contact with body fluids (e.g. treating bloody noses, handling clothes soiled by incontinence, cleaning small spills by hand). Gloves used for this purpose should be put in a plastic bag or lined trash can, secured and disposed of daily.
- 3) When anticipated skin contact with body fluids occurs where gloves may not be immediately available (e.g. when wiping a runny nose, applying pressure to a bleeding injury outside the classroom, helping a child in the bathroom), these procedures should be followed:
 - a) Hands and other affected skin areas of all exposed persons should be routinely washed with soap and water after direct contact has ceased.

- b) Clothing and other nondisposable items (e.g. towels used to wipe up body fluid) that are soaked through with body fluids should be rinsed and placed in plastic bags. If resoaking is required to remove stains (e.g. blood, feces), use gloves to rinse or soak the item in cold water prior to bagging. Clothing should be sent home for washing with appropriate directions to parents/teachers.
 - c) Contaminated disposable items (e.g. tissues, paper towels, diapers) should be handled as with disposable gloves.
- 4) Standard procedures should be used for removing body fluids (e.g. vomitus). These procedures should be reviewed regularly to determine whether appropriate cleaning and disinfection steps have been included.
- a) Stock sanitary absorbent agents specifically intended for cleaning body fluid spills will be used in the school district. Disposable gloves should be worn when using these agents.
 - b) The dry materials should be applied to the area, left for a few minutes to absorb the fluid, and then vacuumed or swept up. The vacuum bag or sweepings should be disposed of in a plastic bag. The broom and dustpan should be rinsed in a disinfectant. No special handling is required for vacuuming equipment.
- 5) Hands should be thoroughly washed whenever contact has been made with body fluids. Proper hand washing requires the use of soap and water and vigorous washing under a stream of running water for approximately ten seconds. Soap suspends easily removable soil and micro-organisms allowing them to be washed off. Running water is necessary to carry away dirt and debris. It is important to rinse under running water and to use paper towels to thoroughly dry hands.
- 6) Disinfectants. An intermediate level disinfectant should be used to clean surfaces contaminated with body fluids. Such disinfectants will kill vegetative bacteria, fungi, tubercle bacillus and viruses. The disinfectant should be registered by the U. S. Environmental Protection Agency (EPA) for use as a disinfectant in medical facilities and hospitals. Various classes of disinfectants are listed below.

Hypochlorite solution (bleach) is preferred for objects that may be put in the mouth.

- a) Ethyl or isopropyl alcohol (70 percent)
- b) Phenolic germicidal detergent in a 1 percent aqueous solution (e.g. Lysol)
- c) Sodium Hypochlorite with at least 100 ppm available chlorine (1/2 cup household bleach in one gallon water, needs to be freshly prepared each time it is used).

d) Hydrogen peroxide (3 percent solution)

523.5-Rule continued

e) Quaternary ammonium germicidal detergent in 2 percent aqueous solution (e.g. Triquat, Mytar or Sage).

f) Iodophor germicidal detergent with 500 ppm available iodine (e.g. Wescodyne)

g) Heat (56 degrees C. for ten minutes)

- 7) Disinfection of Hard Surfaces and Care of Equipment. After removing the soil, a disinfectant should be applied. Mops should be soaked in the disinfectant after use and rinsed thoroughly, or washed in a hot water cycle before rinse. Disposable cleaning equipment and water should be placed in a toilet, or plastic bag, as appropriate. Nondisposable cleaning equipment (dustpans, buckets) should be thoroughly rinsed in the disinfectant. The disinfectant solution should be promptly disposed of down a drain pipe. Remove gloves and discard in appropriate receptacles.
- 8) Disinfection of Rugs. A sanitary absorbent agent should be applied, allowed to dry and then vacuumed. If necessary, mechanically remove with a dustpan and a broom, then apply rug shampoo (a germicidal detergent) with a brush and re-vacuum. The dustpan should be rinsed, and the broom should be disinfected. The brush should be washed with soap and water. Nonreusable cleaning equipment should be disposed of as noted in Item 7) above.
- 9) Laundry Instructions for Clothing Soiled with Body Fluids. The most important factor in laundering clothing contaminated in the school setting is elimination of potentially infectious agents by soap and water. Addition of bleach will further reduce the number of potentially infectious agents. Clothing soaked with body fluids should be washed separately from other items. Presoaking may be required for heavily soiled clothing. Otherwise, clothing should be washed and dried as usual. If the material is bleachable, 1/2 cup of household bleach should be added to the wash cycle. If the material is not colorfast, 1/2 cup of non-clorox bleach should be added to the wash cycle..

Adopted: 11/9/87

Revised: 5/11/92
March 1994
April 2002

Waunakee Community School District

STAFF ETHICS

An effective educational program requires the services of men and women of integrity, high ideals, and human understanding. To maintain and promote these essentials, all employees of the Waunakee Community School District are expected to maintain high standards in their school relationships. These standards include the following:

The maintenance of just and courteous professional relationships with students, parents/guardians, staff members, and others.

The maintenance of their own efficiency and knowledge of the developments in their fields of work.

The transaction of all official business with the properly designated authorities of the school system.

The establishment of friendly and intelligent cooperation between the community and the school system.

The placement of the welfare of children as the first concern of the school system. The use of pressure on school officials for appointment or promotion is unethical.

The adherence to the Wisconsin code of ethics for local government officials, employees, and candidates.

Directing any criticism of other staff members or of any department of the school system toward the improvement of the school system. Such constructive criticism is to be made directly to the particular school administrator who has the administrative responsibility for improving the situation and then to the superintendent if necessary.

The proper use and protection of all school properties, equipment, and materials.

Legal Ref.: Sections 19.41 Wisconsin Statutes
19.59
118.12
946.13

Cross Ref.: 522, Staff Conduct
522.3, Staff Misconduct Reporting
524.1, Staff Conflicts of Interest
528, Staff Student Relations

Adopted: 11/8/82

Revised: March 1994
April 2002

Waunakee Community School District

Staff Ethics/Conflicts of Interest

Policy 522.4

Waukeek Community School District

Page 1 of 2

(WASB EMPLOYEE HANDBOOK-RELATED POLICY – This sample policy addresses staff ethics/conflicts of interest and the consequences that will result for noncompliance with the policy.)

District staff shall abide by any laws and regulations and Board policies pertaining to personal and/or financial affairs that would conflict with their positions as District employees. Failure to abide by this policy may result in (1) disciplinary action, up to and including discharge; and (2) referral to law enforcement authorities.

No employee of the District may have a substantial interest in any contract, purchase of materials, or any other transaction involving District funds except as provided by law.

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The Board of Education requires private disclosure of any pecuniary interest which any employee of the district may have in any transaction involving school district funds.

Business Related Gratuities

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No employee of the District will accept gifts from any person, group, or entity doing, or desiring to do, business with the District. All business related gratuities are specifically prohibited except nominally valued, widely distributed items (calendars, pencils, etc.).

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An employee may have a less than substantial pecuniary interest in a school transaction; however, the Board requires employees in this situation to disclose privately what the interest is. This action will help the Board avoid the appearance of any conflicts of interest.

Solicitation by School Personnel

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No employee of the Waukeek Community School District shall act as a formal agent or solicitor for the sale of books, supplies, or school equipment to be utilized by the District and/or students.

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Supervision of Spouses or Dependents

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No spouse or dependent employed by the district shall be supervised by his/her spouse/parent or guardian.

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This policy does not prohibit periodic employment of spouses and dependents for substitute employment, game or event officials, or non-teaching coaches.

Gifts by Students

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Students, parents/guardians, and other patrons of the District shall be discouraged from routinely presenting gifts to District employees. When a student feels a spontaneous desire to present a gift to a staff member, the gift shall not be elaborate or unduly expensive. In most cases, letters to staff members expressing gratitude or appreciation are more appropriate.

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Staff Ethics/Conflicts of Interest

Policy 522.4

Waunakee Community School District

Page 2 of 2

§24.1 continued

Violations

Any staff person violating state law regarding the ethics code or conflicts of interest is subject to penalties prescribed by the law.

It is unlawful and unethical for any employee of the Waunakee Community School District to receive any gift or gratuity through the exercise of his/her office as provided by Wisconsin Statutes as follows:

Whether by act of commission or omission, in his/her capacity as such officer or employee exercised a discretionary power in a manner inconsistent with the duties of his/her office or employment or the rights of others and with intent to obtain a dishonest advantage for himself/herself or another.

Such action is subject to reprimand and shall be reviewed by the Board.

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Legal References:

Wisconsin Statutes

[Sections 19.41 - 19.59](#) [code of ethics for public officials, employees and candidates]

[Section 946.10](#) [bribery of public officers and employees]

[Section 946.12](#) [misconduct in public office]

[Section 946.13](#) [private interest in public contract prohibited]

Cross References:

WASB PRG 522.4 Sample Policy 1

Adoption Date: ~~11/8/82~~

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Revised: ~~March 1994~~

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~~11/14/94~~

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~~April 2002~~

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Policies of the Board of Education

Series 500: Personnel

STAFF PARTICIPATION IN COMMUNITY AFFAIRS

525

Professional staff are encouraged to take an active part in community activities within the Waunakee Community School District. These may include social, civic, political, cultural, and church activities. Such community participation should, wherever possible, also promote the schools' relations with the public.

The superintendent especially is urged to identify himself/herself personally with the many facets of community life, providing opportunities for all citizens -- including those who do not have children in the public schools or are non-parents -- to experience relationships with the schools.

The principal, as the leader of his/her school, is encouraged to be an active and leading member of the school community.

The teacher, or the degree to which the teacher is known and accepted as a citizen of the community, has a direct relationship with the degree of understanding and goodwill flowing from the community to the schools..

Teachers should endeavor to build within their students an appreciation and understanding for the community. Such instruction should emphasize the student's responsibility to their community.

Adopted: 11/8/82

Revised: March 1994

Waunakee Community School District

Personnel Records

Policy 526

Waukegan Community School District

Page 1 of 2

(WASB EMPLOYEE HANDBOOK-RELATED POLICY – The following is a sample policy that addresses the maintenance of personnel records and employee access to them.)

A personnel file shall be maintained for each District employee. To the extent required by applicable law, employee medical records, including genetic information regarding an employee, shall be maintained separately from an employee's other personnel records.

An employee shall have the right, upon request and consistent with the timelines and content limitations specified in state law, to review the contents of his/her personnel file, while in the presence of the administrator or his/her designee. The employee shall be entitled to have a representative accompany him/her during such review. This examination must be accomplished in the presence of the person officially charged by the District Administrator with custody of those files. The removal of this file from the safekeeping place will be done by the official personnel file custodian. The employee's personnel file or any part of it may not be removed from the visual presence of the official custodian. An employee shall have the right, upon request, to receive copies of documents contained in the personnel file upon payment of the actual cost for making such a copy. An employee shall not have the right to review the contents of or receive copies of the following items:

- Records relating to the investigation of possible criminal offenses committed by that employee.
- Letters of reference for that employee.
- Any portion of a test document, except that the employee may see a cumulative total test score for either a section of the test document or for the entire test document.
- Materials used by the employer for staff management planning, including judgments or recommendations concerning future salary increases and other wage treatments, management bonus plans, promotions and job assignments or other comments or ratings used for the employer's planning purposes.
- Information of a personal nature about a person other than the employee if disclosure of the information would constitute a clearly unwarranted invasion of the other person's privacy.
- Records relevant to any other pending claim between the employer and the employee which may be discovered in a judicial proceeding.

Personnel records shall be released to third parties only in accordance with relevant law.

Legal References:

Wisconsin Statutes

Sections 19.31 to 19.37	[Wisconsin Public Records Law]
Section 103.13	[records open to employee]
Section 146.81 – 146.84	[patient health care records]
Section 165.68	[address confidentiality program]

Personnel Records

Policy 526

Waunakee Community School District

Page 2 of 2

[Section 252.15](#) [restrictions on use of HIV test]

Federal Laws

[Americans with Disabilities Act](#) [nondiscrimination on the basis of disability; employee medical examinations and recordkeeping]

[Health Insurance Portability and Accountability Act](#) (HIPAA) [restrictions on disclosure of personal health information]

[Genetic Information Nondiscrimination Act of 2008](#) [restrictions on disclosure of genetic information]

Cross References:

WASB PRG 526 Sample Policy 1
[824, Access to Public Records](#)
[523.1, Staff Physical Examinations](#)

Adoption Date: 5/11/92

Revised: March 1994
April 2002
August 2004

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Staff-Student Relations

Policy 528

Wauunakee Community School District

Page 1 of 1

~~(WASB EMPLOYEE HANDBOOK-RELATED POLICY – This sample policy addresses expectations of staff in regard to their relationships with students. The policy specifically prohibits conduct of a sexual nature.)~~

All District personnel shall recognize and respect the rights of students, as established by local, state, federal law, and by Board policies. As such, employees must, at all times, maintain a professional relationship and exhibit a professional demeanor in their interactions with students. Furthermore, employees shall refrain from engaging in any verbal or physical conduct of a sexual nature directed toward a student, including, but not limited to, sexual advances, activities involving sexual innuendo, or requests for sexual favors or sexually-explicit language or conversation. Employees shall not form inappropriate social or romantic relationships with students, regardless of whether or not the student is 18 years old. Employees must not use profane or obscene language or gestures in the workplace, whether or not students are present.

Cross References:

WASB PRG 528 Sample Policy 1
[512, Sexual Harassment](#)
[522, Staff Conduct](#)

Adoption Date: 11/8/82

Revised: March 1994
April 2002

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Minutes of Facility Committee Meeting

The Board of Education Waunakee Community School District

A Facility Committee Meeting of the Board of Education of Waunakee Community School District was held Friday, April 5, 2024, beginning at 7:30 AM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

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

II. ROLL CALL

Present: Ensign, Dotzler, Engebretson (subbing for Heinemann)

Also Present: Summers, Cramer, Dye, Weisman, Bauer, Henn, Jay Thomsen and Rich Stoffels (Vogel Brothers)

III. APPROVE AGENDA

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

IV. PUBLIC COMMENTS – No public comments for this meeting.

V. HERITAGE ELEMENTARY SCHOOL

Summers presented and answered questions regarding the update on the schedule and finances for the Heritage Elementary School project. Rich Stoffels from Vogel was in attendance at the meeting and reviewed a proposed change order that falls into the financial threshold that requires facility committee approval regarding metal panels on the roof. A motion was made by Dotzler, second by Engebretson to approve the proposed change order regarding metal panels on the roof as presented. Motion carried 3-0.

Chairperson Ensign thanked the Vogel team for being sensitive to not only the cost but the overall quality of the project.

VI. NEW MIDDLE SCHOOL No bids are being presented for approval this month.

VII. WAUNAKEE HIGH SCHOOL

Summers and Jay Thomsen (Vogel) presented and answered questions regarding the March board meeting, the school board approval of the contract extensions for both Vogel and EUA for the high school campus, and the planned summer 2024 maintenance projects.

Administration and Vogel requested feedback from the Facility Committee on pausing some of the March meeting approved capital maintenance projects at the high school until after the creation of the high school campus plan options. A motion was made by Dotzler, second by Engebretson, to recommend that the full board consider to pause on some of the High School work as indicated until the full picture for the High School Campus options may be determined. Motion carried 3-0.

Summers and Thomsen also presented and answered questions regarding approval to award the high school casework bid to Hillcraft in lieu of Wynn Jones as previously approved.

A motion was made by Dotzler, second by Engebretson to recommend that the full board consider awarding Hillcraft the casework bid instead of Wynn Jones as previously approved. Motion carried 3-0.

VIII. BETHEL CIRCLE REMODEL

Summers and Thomsen presented and answered questions regarding the budget and scope of work for the summer 2024 remodeling project at Bethel Circle. An alternative plan was shared that would increase the number of offices created this summer. The alternative plan exceeds the budget that was identified for this project. After discussion, a motion was made by Dotzler, second by Engebretson to continue with the original budget, seeking additional space in other buildings of the district for staff of the district partners and to review again when the full picture of the High School campus options is considered. Motion carried 3-0.

IX. CONSIDERATION OF CAPITAL PROJECTS

Summer presented and answered questions regarding the update on capital projects, and requested consideration of additional capital projects for HVAC and districtwide maintenance.

This projects list is smaller than the recent past. The maintenance team was asked to keep the project list to a minimum depending on the decision of the High School projects. A larger list may be brought to the May facility meeting. A motion was made by Dotzler, second by Engebretson, to recommend that the full board consider these projects as presented. Motion carried 3-0.

X. FUTURE MEETINGS – A meeting in early May will be scheduled at the regular board meeting on Monday night.

XI. ADJOURN

A motion was made by Dotzler, second by Engebretson, to adjourn the meeting at 8:29am. Motion carried 3-0.



WCS District Maintenance Work Tracking Summary

3/21/2024

MAINTENANCE BUDGET

11/4/2022	Total amount budgeted in referendum	\$ 6,395,000
11/4/2022	Bleacher Extension Referendum Amount	\$ 500,000
1/8/2024	Approved projects amount to date	\$ (12,701,063)
12/22/2023	Funds allocated from contingency or interest	\$ 1,120,000
12/22/2023	Funds allocated from interest	\$ 5,000,000
TOTAL FUNDS AVAILABLE		\$ 313,937

APPROVED (BY BOARD) PROJECTS

Date	Description	Location	Bid Amount
3/13/2023	Warrior Stadium track replacement, bleacher expansion and related improvements	High	\$ 1,300,000
APPROVED AT 4/10/2023 BOARD MEETING			
4/10/2023	Roof replacement - entire roof	Middle	\$ 631,000
4/10/2023	Redo TLC Roof*	High	\$ 46,300
4/10/2023	Freight Elevator Security *	High	\$ 10,132
APPROVED AT 4/10/2023 BOARD MEETING			
5/1/2023	Emergency Roof Repairs (NORTHERN)	District	\$ 40,000
5/1/2023	Emergency HVAC Repairs (NAMI)	District	\$ 25,000
5/1/2023	Emergency Plumbing Repairs (HOOPER)	District	\$ 25,000
5/1/2023	Emergency Electrical Repairs (GLOBALCOM/WESTPHAL)	District	\$ 25,000
5/1/2023	Replace Walking Path near Century Avenue and Community Drive	District	\$ 33,453
5/1/2023	Safety Film on all doors	District	\$ 46,374
5/1/2023	Low Driveway Inlet * (SOUTH CENTRAL CONTRACTING)	Prairie	\$ 2,842
5/1/2023	(2) Card Readers	Prairie	\$ 13,099
5/1/2023	(4) Magnetic Door Holders	Prairie	\$ 13,270
5/1/2023	Asphalt Under Gaga Pits * (WOLF PAVING)	Arboretum	\$ 19,741
5/1/2023	Broken Curb Inlet Hole/Culvert * (SOUTH CENTRAL CONTRACTING)	Arboretum	\$ 7,000
5/1/2023	4 Card Readers & at Double Doors by Office * (GLOBALCOM)	Arboretum	\$ 13,099
5/1/2023	(8) Magnetic Door Holders to isolate sections of building during lockdown *	Arboretum	\$ 26,539
5/1/2023	8 Magnetic Door Holders for securing pods during lockdown *	Intermediate	\$ 26,539
5/1/2023	Classroom 131 Window *	Middle	\$ 10,940
5/1/2023	Door 1 Entrance Stair Treads *	Middle	\$ 21,900
5/1/2023	Door 1, 10 Walkway Concrete Replacement	Middle	\$ 29,860
5/1/2023	Sidewalk Repair * (Confirmed split cost with Village)	Middle	\$ 20,000
5/1/2023	High School Bus Loop Sidewalk Ramp Replacement	High	\$ 4,950
5/1/2023	16 Lockable Restrooms *	High	\$ 6,553
5/1/2023	Room 1433, 1411, 1501 Carpet	High	\$ 13,290
5/1/2023	4 Card Readers at front office, other locations	High	\$ 16,000
5/1/2023	Repair dust collector in Woodshop	High	\$ 4,711
5/1/2023	High School CO2 Tank Pad and Fencing	High	\$ 9,902
5/1/2023	Front Door Canopy	District Office	\$ 6,303
5/1/2023	Air Handling Unit 05 Replacement	High	\$ 300,000
5/1/2023	Replacement of Chiller CH002 - includes upgrade to 350-ton	High	\$ 515,000
5/1/2023	Replacement of Chiller CH001	High	\$ 200,000
APPROVED AT 5/1/2023 BOARD MEETING			
6/12/2023	Middle School Fire Safety Project	Middle	\$ 36,859
6/12/2023	Prairie Elementary Remodeling Proposal	Prairie	\$ 82,832
APPROVED AT 6/12/2023 BOARD MEETING			
7/10/2023	Parking lot landscaping repair	Intermediate	\$ 9,970
7/10/2023	Trees and light-blocking material for fence @ Warrior Stadium	High	\$ 17,200
7/10/2023	Playground playmat chips	AES, PES, IS	\$ 12,266
7/10/2023	Parking lot striping and minor repairs	All lots except HES, Bethel	\$ 25,159
7/10/2023	Special education restroom remodel	Middle	\$ 11,000
7/10/2023	Sentronic Closers	AES, PES, IS	\$ 16,798
7/10/2023	WIS Security System Install	Intermediate	\$ 1,020
7/10/2023	Eaves, Troughs & Downspouts - North side	High	\$ 19,728
7/10/2023	Pool bleacher repair	High	\$ 1,050

7/10/2023	Flag pole repair	Intermediate	\$	3,410
	APPROVED AT 7/10/2023 BOARD MEETING		\$	117,601
8/14/2023	Dishwasher Replacement	Middle	\$	29,430
8/14/2023	Softball Field Lights	High School	\$	175,000
	APPROVED AT 8/14/2023 BOARD MEETING		\$	204,430
9/11/2023	High School Signage	High School	\$	21,500
	APPROVED AT 9/11/2023 BOARD MEETING		\$	21,500
10/9/2023	Special Education Room Project	Middle	\$	29,036
	APPROVED AT 10/9/2023 BOARD MEETING		\$	29,036
12/11/2023	Replace non working water softener (19 yrs old)	Arboretum	\$	5,588
12/11/2023	Bleacher repairs	Arboretum	\$	2,472
12/11/2023	Repair water heater 1	High	\$	6,050
12/11/2023	Old gym bleacher repairs	High	\$	2,459
12/11/2023	Main gym bleacher repairs	High	\$	4,780
12/11/2023	Discus throwing area concrete	High	\$	16,500
12/11/2023	Bleacher repairs	Intermediate	\$	2,950
12/11/2023	Bleacher repairs	Middle	\$	3,858
12/11/2023	Installation of closed loop filtration equipment	Middle	\$	3,169
12/11/2023	Bleacher repairs	Prairie	\$	2,472
12/11/2023	UPS circuit additions (to prevent power outage problems)	Prairie	\$	4,310
12/11/2023	Replace 5 radio system UPS systems	District	\$	8,635
12/11/2023	JOHN DEERE 60 Heavy-Duty Rotary Broom	District	\$	5,600
12/11/2023	Skid Loader Pallet forks	District	\$	1,100
12/11/2023	EcoStruxure Transition Over New Hardware (Front End Only)	Arboretum	\$	32,000
12/11/2023	EcoStruxure Transition Over New Hardware (Front End Only)	Prairie	\$	50,200
12/11/2023	EcoStruxure Transition Over New Hardware (Front End Only)	High School	\$	96,000
12/11/2023	EcoStruxure Transition Over New Hardware (Front End Only)	Intermediate	\$	32,000
12/11/2023	EcoStruxure Transition Over New Hardware (Front End Only)	Middle	\$	46,600
	APPROVED AT 12/22/2023 BOARD MEETING		\$	326,743
1/8/2024	Bleacher Boss - Power Assist Unit	Athletics	\$	4,900
1/8/2024	Robotic Athletic Field Painter	Athletics	\$	29,700
1/8/2024	Water Reel with Booster	Grounds	\$	14,000
1/8/2024	Robotic Mowers	Grounds	\$	22,000
1/8/2024	John Deere 1575 tractor (includes snow blower and broom)	Grounds	\$	55,600
1/8/2024	Fork Lift	Maintenance	\$	50,000
	APPROVED AT 1/8/2024 BOARD MEETING		\$	176,200
2/12/2024	Brush and snow blower attachments	District	\$	11,600
2/12/2024	Resurface all gym floors in district	District	\$	24,668
2/12/2024	Wood chips for school playgrounds	District	\$	14,500
2/12/2024	Signature Choral Risers - 4 Tier	District	\$	16,590
2/12/2024	Power outage monitoring electrical meter	District	\$	88,600
2/12/2024	SRP card for each classroom	District		
2/12/2024	Outside bollard lights need to be updated with LED (20 total)	Arboretum	\$	82,449
2/12/2024	Add card reader to rear entrance of front office	Arboretum	\$	4,000
2/12/2024	Front entrance - exterior stain	Arboretum	\$	2,569
2/12/2024	Carpet - remaining rooms 1st and 2nd floor	Arboretum	\$	87,000
2/12/2024	Doors 9 gym, door 11, door 12 (6 total doors)	Arboretum	\$	37,354
2/12/2024	Cracked tile replacement (various areas)	Arboretum	\$	5,000
2/12/2024	Landscaping around building	Arboretum	\$	70,000
2/12/2024	Playground sun shades	Arboretum	\$	18,288
2/12/2024	198 Boiler room (penthouse) roof walls	High	\$	73,000
2/12/2024	Bleachers, Portable	High	\$	47,500
2/12/2024	Furnish and install 2 new windows for baseball press box	High	\$	20,500
2/12/2024	Furnish and install 3 new windows for football press box	High	\$	10,280
2/12/2024	Furnish and install 2 new windows for soccer press box	High	\$	20,500
2/12/2024	Varsity SoGball Field batting cages/audio/backstop	High		
2/12/2024	Card readers in shipping/receiving area	High	\$	9,395
2/12/2024	Door 1 storefront	High	\$	33,000
2/12/2024	Door 18 security	High	\$	934
2/12/2024	John Deere tractor plus attachments	High	\$	52,200
2/12/2024	Fix joint bump in the floor	Intermediate	\$	1,843
2/12/2024	Wallpaper Graphics	Intermediate	\$	55,391
2/12/2024	Gymnasium electronic closers	Intermediate	\$	8,352

2/12/2024	Solar PV expansion	Intermediate	\$	498,982
2/12/2024	Slow gym curtain	Intermediate	\$	4,177
2/12/2024	Whiteboards from old HES	Intermediate	\$	21,900
2/12/2024	Classroom carpeting rooms 136, 110, 223, 239	Middle	\$	19,000
2/12/2024	Door 7 replace stairway treads	Middle	\$	26,300
2/12/2024	Carpet landings - doors 5, 6	Middle	\$	9,000
2/12/2024	Rider floor scrubber - 30" (Trident R30-HIL56009)	Prairie	\$	17,837
2/12/2024	Add card reader to rear entrance of front office	Prairie	\$	4,000
2/12/2024	Concrete work on Sidewalks	Prairie	\$	49,030
2/12/2024	Add privacy panels in restrooms	Prairie	\$	2,730
2/12/2024	Play ground shade canopy	Prairie	\$	1,600
2/12/2024	Acoustical panels for cafeteria	Prairie	\$	14,484
2/12/2024	Replace carpet	Prairie	\$	32,000
2/12/2024	Downspout sink hole	Prairie	\$	3,287
2/12/2024	Move old hoops at existing Heritage & install at Prairie	Prairie	\$	15,275
2/12/2024	Waunakee Softball Upgrades	District	\$	325,000
APPROVED AT 2/12/2024 BOARD MEETING				\$ 1,840,115
3/5/2024	Items from Maintenance list in Vogel Bros. High School Scope of work	High	\$	3,503,800
3/5/2024	Concrete lip at door 2	Arboretum	\$	1,200
3/5/2024	District mechanic tools and tool box	District	\$	22,000
3/5/2024	Project management services for generator installation project	District	\$	5,400
3/5/2024	LED upgrades and lighting controls additions	High	\$	1,440,850
3/5/2024	Carpeting in (17) classrooms	High	\$	95,000
3/5/2024	Boiler closed loop filtration equipment	High	\$	3,186
3/5/2024	JV Softball press box wood stairs w/ composite deck board at treads, risers, and landings	High	\$	14,389
3/5/2024	Varsity baseball press box wood stairs w/ composite deck board at treads, risers, and landings	High	\$	17,314
3/5/2024	Varsity soccer press box wood stairs w/ composite deck board at treads, risers, and landings	High	\$	17,314
3/5/2024	Varsity football press wood stairs w/ composite deck board at treads, risers, and landings	High	\$	22,484
3/5/2024	Clock/Bell/PA (InformaCast Fusion IP Speaker Endpoint Add-On for WHS)	High	\$	826,011
3/5/2024	Video cameras	High	\$	115,000
3/5/2024	Fieldhouse projector and audio	High	\$	65,000
3/5/2024	Audio upgrade for the Commons and Cave	High	\$	15,000
3/5/2024	New basketball hoop controls (old gym)	High	\$	6,900
3/5/2024	Painting of field house and logos	High	\$	37,000
3/5/2024	Furnish & install new floor traction power operation for field house bleachers	High	\$	36,356
3/5/2024	Varsity baseball shed and press box	High	\$	10,000
3/5/2024	Replace fieldhouse backboard motors	High	\$	20,000
3/5/2024	Fieldhouse mid-court curtain and motor	High	\$	25,000
3/5/2024	Replace wall mounted basketball structure and hoops	Prairie	\$	66,500
3/5/2024	Boiler closed loop filtration equipment	Prairie	\$	3,186
3/5/2024	Energy efficiency audit	Prairie	\$	3,060
3/5/2024	Gymnasium audio system	Prairie	\$	30,000
APPROVED AT 3/11/2024 BOARD MEETING				\$ 6,401,950
Total Approved to Date				\$ 12,701,063

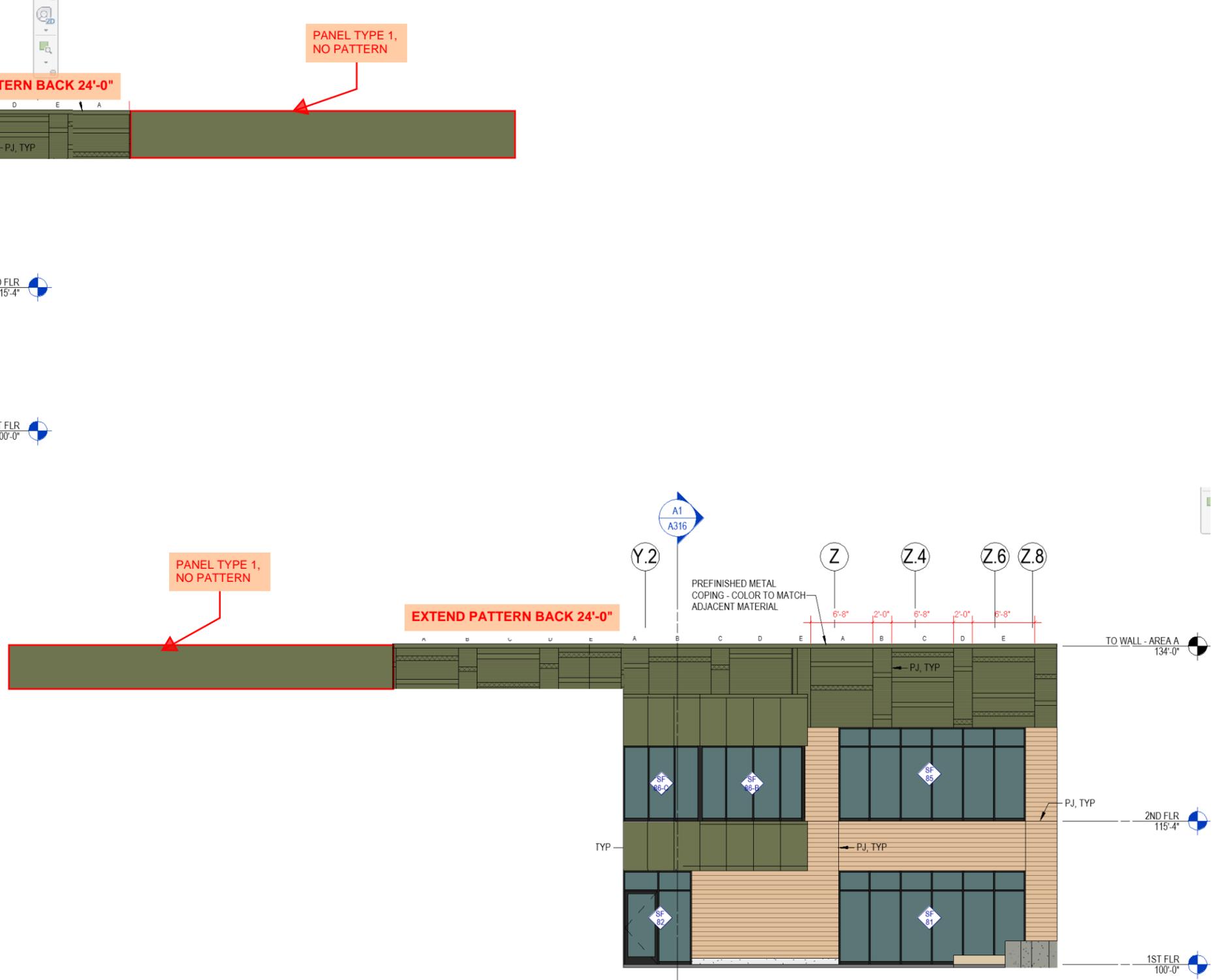
<u>APRIL FACILITIES COMMITTEE CONSIDERATION</u>					
Arboretum	Building	Rack-it drying & storage for art class	1	LS	\$2,738.71
High	Athletics	Reinforce Warrior stadium fencing with bigger posts plus vertical metal straps	1	LS	\$12,680.00
High	Athletics	Field house banners 27 Championship Signs + Logo	1	LS	\$22,533.00
Intermediate	Wall Finishes	Drywall cracking	1	LS	\$2,888.00
Intermediate	Site Development	Playground crushed granite walkways upgrade	1	LS	\$43,200.00
Prairie	Building	Rack-it drying & storage for art class	1	LS	\$2,738.71
District	Athletics	TurfTime 84 inch AR-24 series leveling roller	1	LS	\$8,445.00
					170
					\$95,223.42

WCSD - New Heritage Elementary School
Contract Revision Log for Contingencies
April 1, 2024

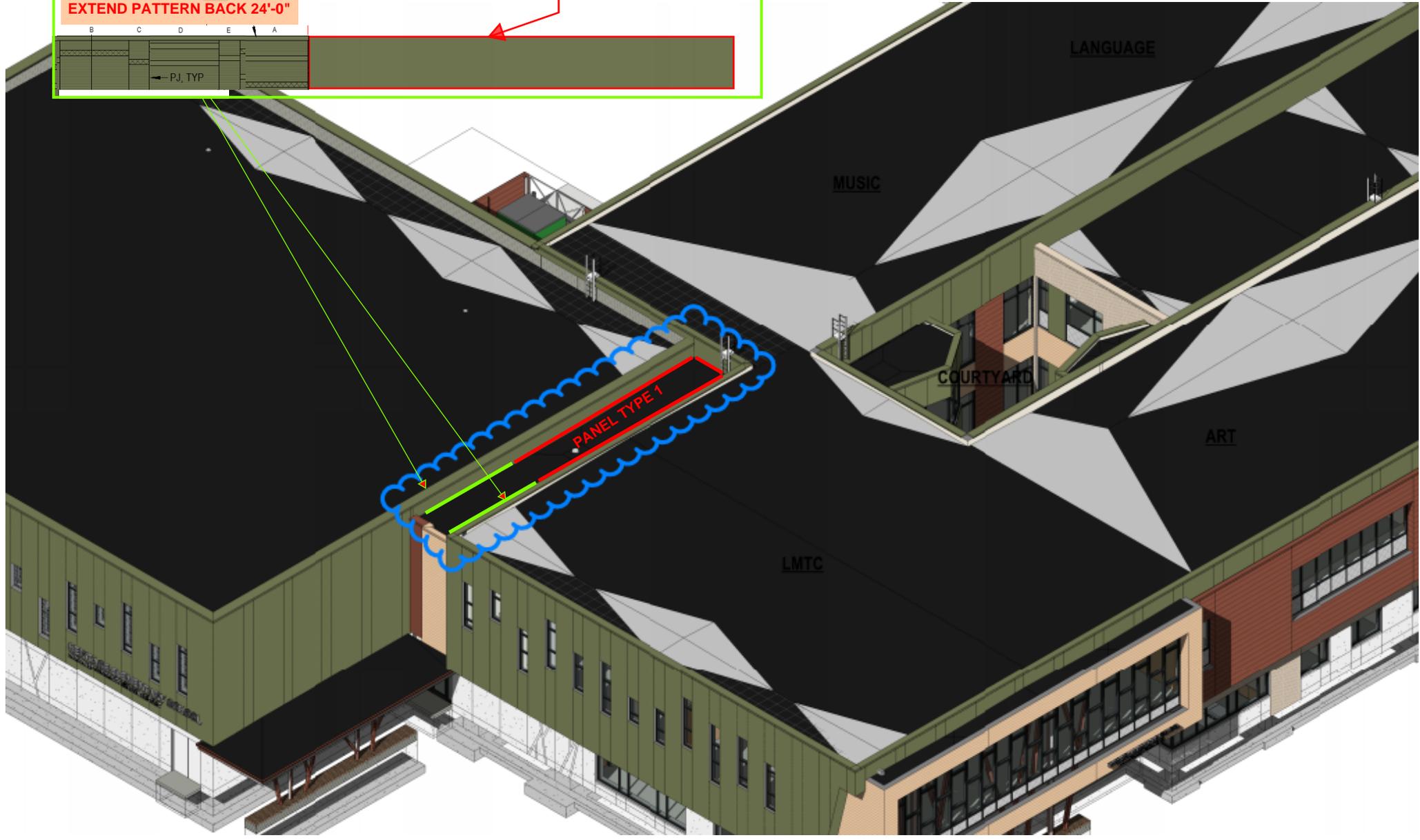
Date	PCO	Description	OCO	Pending	CM Contingency	Owner Contingency
3/27/2023	001	Construction Bulletin 001	1	\$ -	\$ -	\$ (3,232)
4/6/2023	005	Construction Bulletin 002	1	\$ -	\$ -	\$ (4,957)
4/19/2023	N/A	Construction Bulletin 003 - Zero Dollar Change	1	\$ -	\$ -	\$ -
4/20/2023	006	Construction Bulletin 004	1	\$ -	\$ -	\$ (7,984)
5/12/2023	N/A	Construction Bulletin 005 - Zero Dollar Change	1	\$ -	\$ -	\$ -
5/12/2023	017	Construction Bulletin 006	2	\$ -	\$ -	\$ (11,629)
6/1/2023	007	Construction Bulletin 007	1	\$ -	\$ -	\$ (3,371)
6/16/2023	010	Construction Bulletin 008	2	\$ -	\$ -	\$ 111,935
6/30/2023	014	Construction Bulletin 009	2	\$ -	\$ -	\$ (16,816)
7/14/2023	N/A	Construction Bulletin 010 - Zero Dollar Change		\$ -	\$ -	\$ -
10/20/2023	015	Construction Bulletin 011	2	\$ -	\$ -	\$ (43,151)
9/18/2023	003	Alternate Cast Stone Manufacturer (CREDIT TO DISTRICT)	1	\$ -	\$ -	\$ 394,289
9/13/2023	011	Added Tapered Insulation due to Roof Drain Locations	2	\$ -	\$ -	\$ (10,679)
9/15/2023	012	Roof Hatch Revision (CREDIT TO DISTRICT)	2	\$ -	\$ -	\$ 459
10/9/2023	009	Concrete Bike Rack Pad	2	\$ -	\$ -	\$ (10,495)
6/20/2023	002	Removal of Sunshades (CREDIT TO DISTRICT)	1	\$ -	\$ -	\$ 140,000
9/19/2023	004	CCTV Video Storage (CREDIT TO DISTRICT)	1	\$ -	\$ -	\$ 26,679
9/22/2023	008	Added Drain Tile at Play Surfaces	1	\$ -	\$ -	\$ (32,129)
10/9/2023	N/A	Quick Ship Hollow Metal Frames		\$ -	\$ 18,700.00	\$ -
10/17/2023	013	Spray Foam at Tube Columns	2	\$ -	\$ -	\$ (9,812)
11/1/2023	018	Electrical for CB-12	2	\$ -	\$ -	\$ (40,522)
11/1/2023	022	Construction Bulletin 012	2	\$ -	\$ -	\$ (34,023)
11/22/2023	N/A	Construction Bulletin 013 (Funded from DP Budget)		\$ -	\$ -	\$ -
10/24/2023	016	Site Lighting Revisions	2	\$ -	\$ -	\$ (6,905)



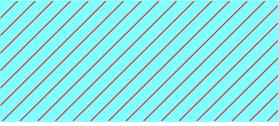
EAST ELEVATION



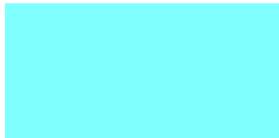
WEST ELEVATION



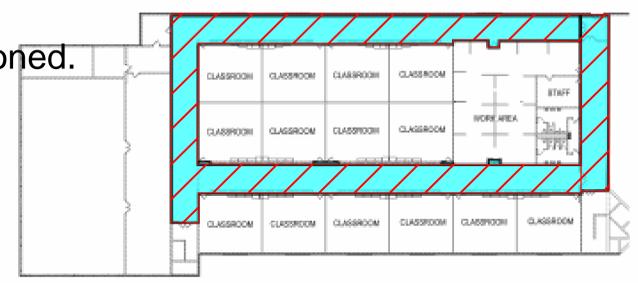

 Carpet in LMTC can be postponed
 Approximately \$60,000


 Flooring, ceilings, and walls in all
 corridors can be postponed.
 Approximately \$500-550,000


 Terrazzo and Tile Flooring can be postponed.
 Approximately \$155,000

 
 Proposed flooring, ceiling, painting work
 areas that will still take place this summer.

ADA ramp at west side of building can be postponed.
 Approximately \$25,000



1ST FLR EXISTING PLAN
1" = 30' 0"

2 2ND FLR PLAN - AREA G
1" = 30' 0"

1ST FLR PLAN



Minutes of Budget Committee Meeting

The Board of Education Waunakee Community School District

A Budget Committee Meeting of the Board of Education of Waunakee Community School District was held Friday, April 5, 2024, beginning at 8:15 AM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

Hetzel called the meeting to order at 8:35AM.

II. ROLL CALL

Present: Hetzel, Engebretson (subbing for Heinemann), Ensign (subbing for Heinrichs)

Also present: Summers, Dye, Grabarski, Loken, Jondle, Weisman

III. APPROVAL OF AGENDA

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

Motion carried 3-0.

IV. PUBLIC COMMENTS – No Public Comments for this meeting.

V. 2023-2024 BUDGET UPDATE

Dye presented and answered questions on the projected end of the year balance. A new 23-24 revenue, high cost special education aid, was reviewed with the committee.

VI. 2024-2025 BUDGET PLANNING

A. Timeline

Dye and Summers answered questions regarding the draft of the 2024-2025 budget process and the budget timeline. The first draft of the 24-25 budget will be presented in May.

B. Next Steps

Dye presented and answered questions regarding the memo that outlines accounting changes and FTE additions for the 2024-25 school year. These FTE additions are the highest priorities based on the building/department meetings. Lisa Jondle (Dir. of Student Services), Tiffany Loken (Dir. of Special Education), Brian Grabarski (Dir. of Human Resources) and Summers also answered questions.

A motion was made by Hetzel, second by Engebretson to recommend that the full board consider these requests as presented. Motion carried 3-0.

VII. DISCUSSION/ACTION ON PROPOSALS - NA

VIII. OTHER ITEMS FOR DISCUSSION

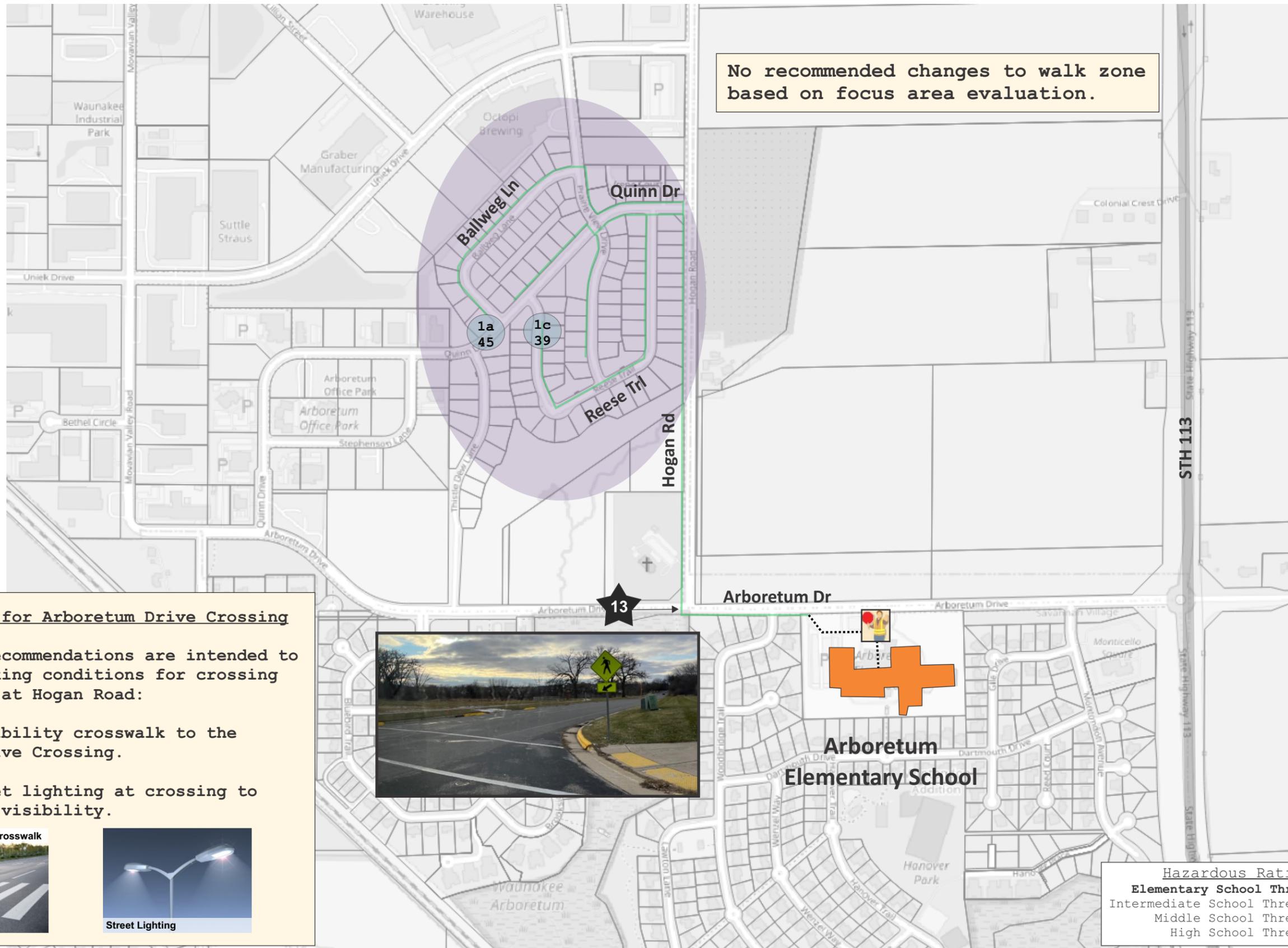
Summers presented and answered questions regarding the draft traffic analysis study. The maps of each school that was evaluated was reviewed. The committee shared the feedback that the new Heritage bussing and walking area would make sense to align with the current bussing and walking area of the Intermediate school. Administration will be seeking further feedback at the regular April BOE meeting.

IX. FUTURE AGENDA ITEMS – A May meeting will be scheduled at the 4/8/24 regular meeting.

X. ADJOURN

A motion was made by Ensign, second by Engebretson to adjourn this meeting at 9:52am. Motion carried 3-0.

No recommended changes to walk zone based on focus area evaluation.



Recommendations for Arboretum Drive Crossing

The following recommendations are intended to improve the walking conditions for crossing Arboretum Drive at Hogan Road:

1. Add high-visibility crosswalk to the Arboretum Drive Crossing.
2. Improve street lighting at crossing to provide more visibility.



High-Visibility Crosswalk



Street Lighting



Hazardous Rating Thresholds

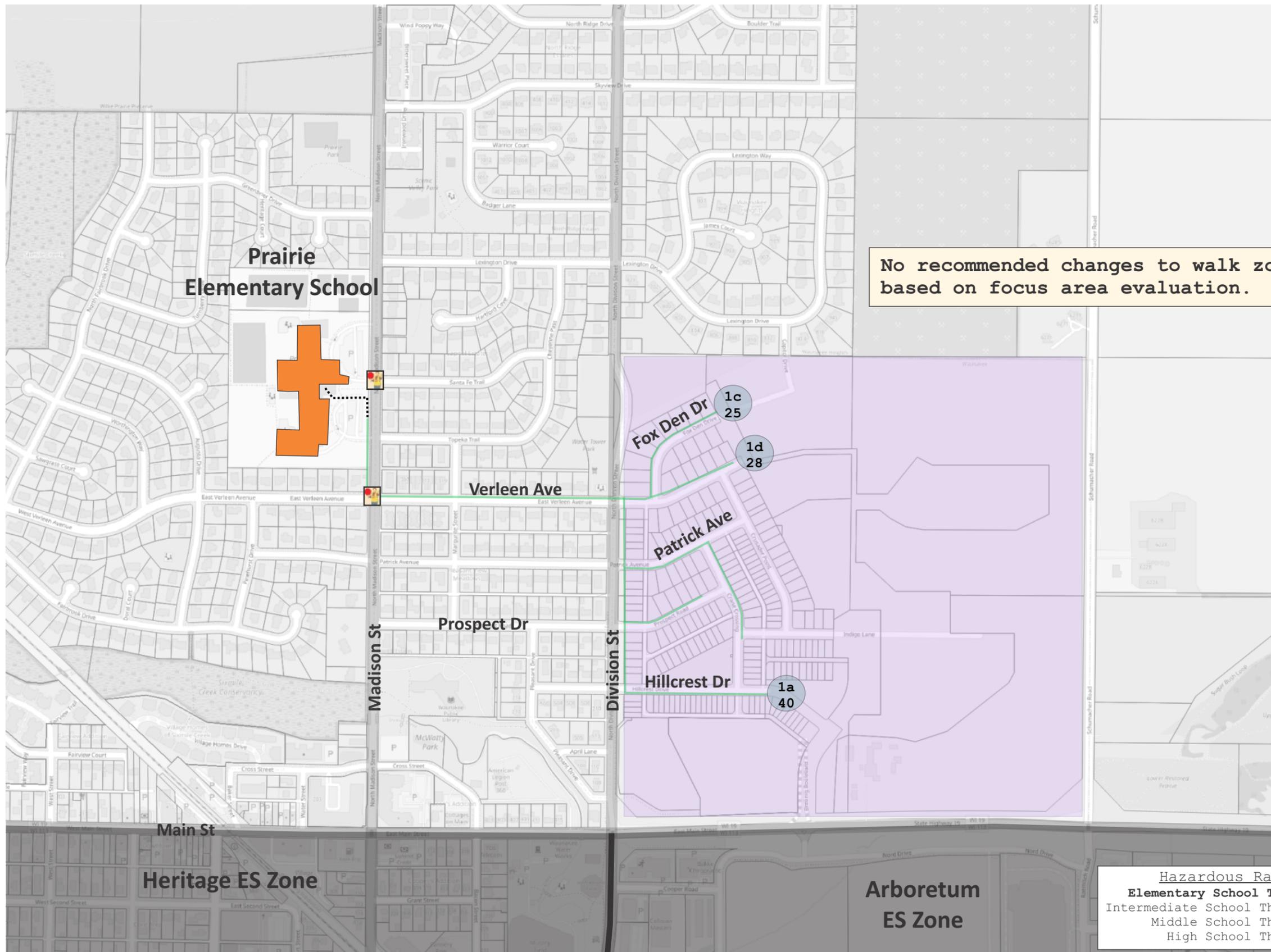
Elementary School Threshold	> 50 = Hazardous
Intermediate School Threshold	> 100 = Hazardous
Middle School Threshold	> 200 = Hazardous
High School Threshold	> 400 = Hazardous



LEGEND

- Focus Area
- Hazardous evaluation label & score
- Crossing guard location

**EXHIBIT 1
ARBORETUM ELEMENTARY SCHOOL
FOCUS AREA EVALUATION**



No recommended changes to walk zone based on focus area evaluation.

Hazardous Rating Thresholds	
Elementary School Threshold > 50	= Hazardous
Intermediate School Threshold > 100	= Hazardous
Middle School Threshold > 200	= Hazardous
High School Threshold > 400	= Hazardous



LEGEND	
	Focus Area
	Hazardous evaluation label & score
	Crossing guard location

**EXHIBIT 2
PRAIRIE ELEMENTARY SCHOOL
FOCUS AREA EVALUATION**

Recommendations (Area "A")

The following recommendation is intended to improve the walking conditions to/from Area "A":

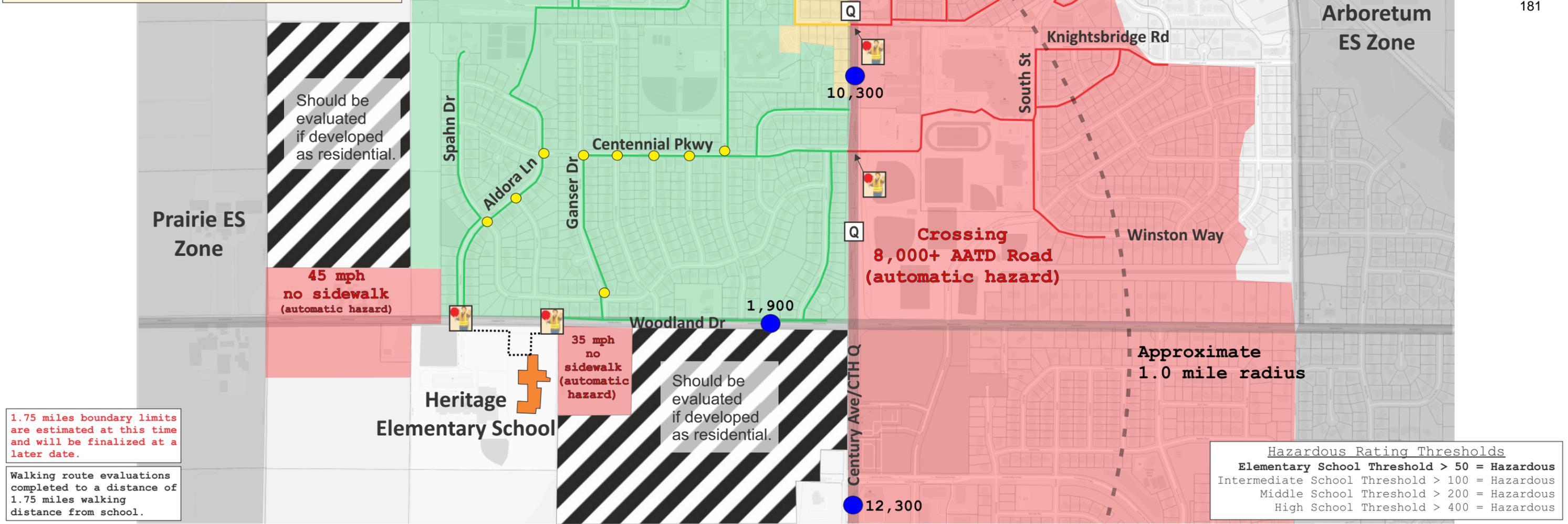
1. Add high-visibility crosswalks along routes on Aldora Ln, Dorn Dr, Ganser Dr, Centennial Pkwy, Holiday Dr, Fourth St and Raymond Rd.

- The scores south of STH 19 and west of CTH Q would reduce to 50 and below.



High-Visibility Crosswalk

*All routes in green boundary are at or under a scoring of 50.



1.75 miles boundary limits are estimated at this time and will be finalized at a later date.

Walking route evaluations completed to a distance of 1.75 miles walking distance from school.

Hazardous Rating Thresholds	
Elementary School Threshold	> 50 = Hazardous
Intermediate School Threshold	> 100 = Hazardous
Middle School Threshold	> 200 = Hazardous
High School Threshold	> 400 = Hazardous



LEGEND

- Acceptable (Green box)
- Acceptable if improvements are implemented (Yellow box)
- Unusually hazardous area (Red box)
- Hazardous evaluation label & score (Circle with 'X' and number)
- Average Annual Daily Traffic (AADT) (Blue dot)
- High-Visibility Crosswalk Recommendation (Yellow dot)



Crossing STH 19 @ Holiday Dr.

45 mph
no sidewalk
(automatic hazard)

55 mph
no sidewalk
(automatic hazard)

Should be evaluated if developed as residential.

Should be evaluated if developed as residential.

Should be evaluated if developed as residential.

Recommendations to consider to lower crash risk for students crossing CTH Q at Woodland Drive.



Crossings at CTH Q @ Woodland Dr.

Hazardous Rating Thresholds
 Elementary School Threshold > 50 = Hazardous
 Intermediate School Threshold > 100 = Hazardous
 Middle School Threshold > 200 = Hazardous
 High School Threshold > 400 = Hazardous

1.75 miles boundary limits are estimated at this time and will be finalized at a later date.

Walking route evaluations completed to a distance of 1.75 miles walking distance from school.

Improvements at CTH Q & Woodland Dr.

	North Leg Crossing Score	East Leg Crossing Score
Existing Conditions	168	28
Multiple Crossing Guards, no RTOR	33	5
Multiple Crossing Guards	56	9
Single Crossing Guards, no RTOR	66	11
Single Crossing Guards	112	18

No RTOR Sign



LEGEND

- Acceptable
- Acceptable if improvements are implemented
- Unusually hazardous area
- Hazardous evaluation label & score
- Average Annual Daily Traffic (AADT)
- High-Visibility Crosswalk
- Recommendation

Recommendation (Route "2b")

The following recommendation is intended to reduce crash risk crossing STH 19/Main Street at Holiday Drive.

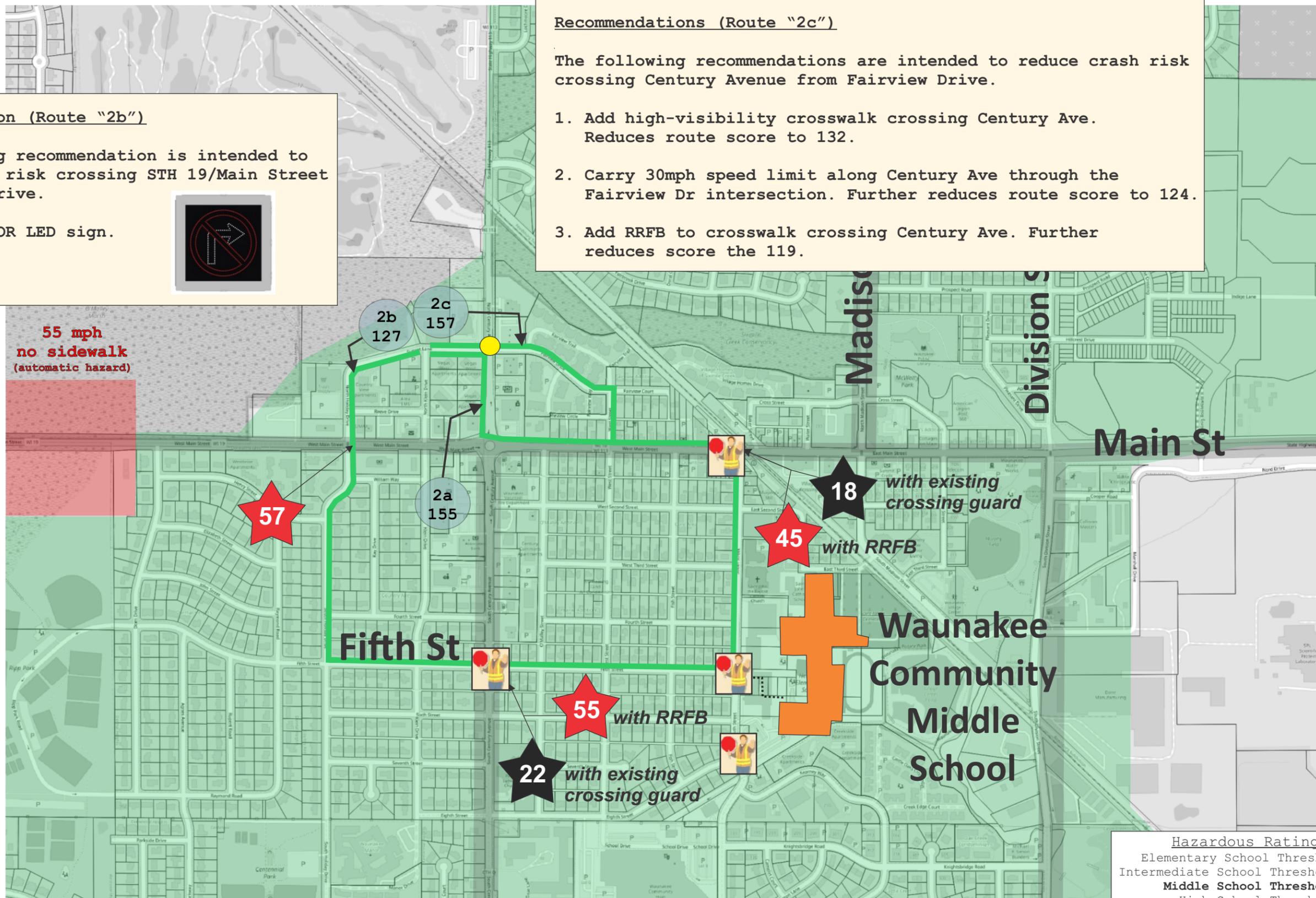
1. Add no RTOR LED sign.



Recommendations (Route "2c")

The following recommendations are intended to reduce crash risk crossing Century Avenue from Fairview Drive.

1. Add high-visibility crosswalk crossing Century Ave. Reduces route score to 132.
2. Carry 30mph speed limit along Century Ave through the Fairview Dr intersection. Further reduces route score to 124.
3. Add RRFB to crosswalk crossing Century Ave. Further reduces score the 119.



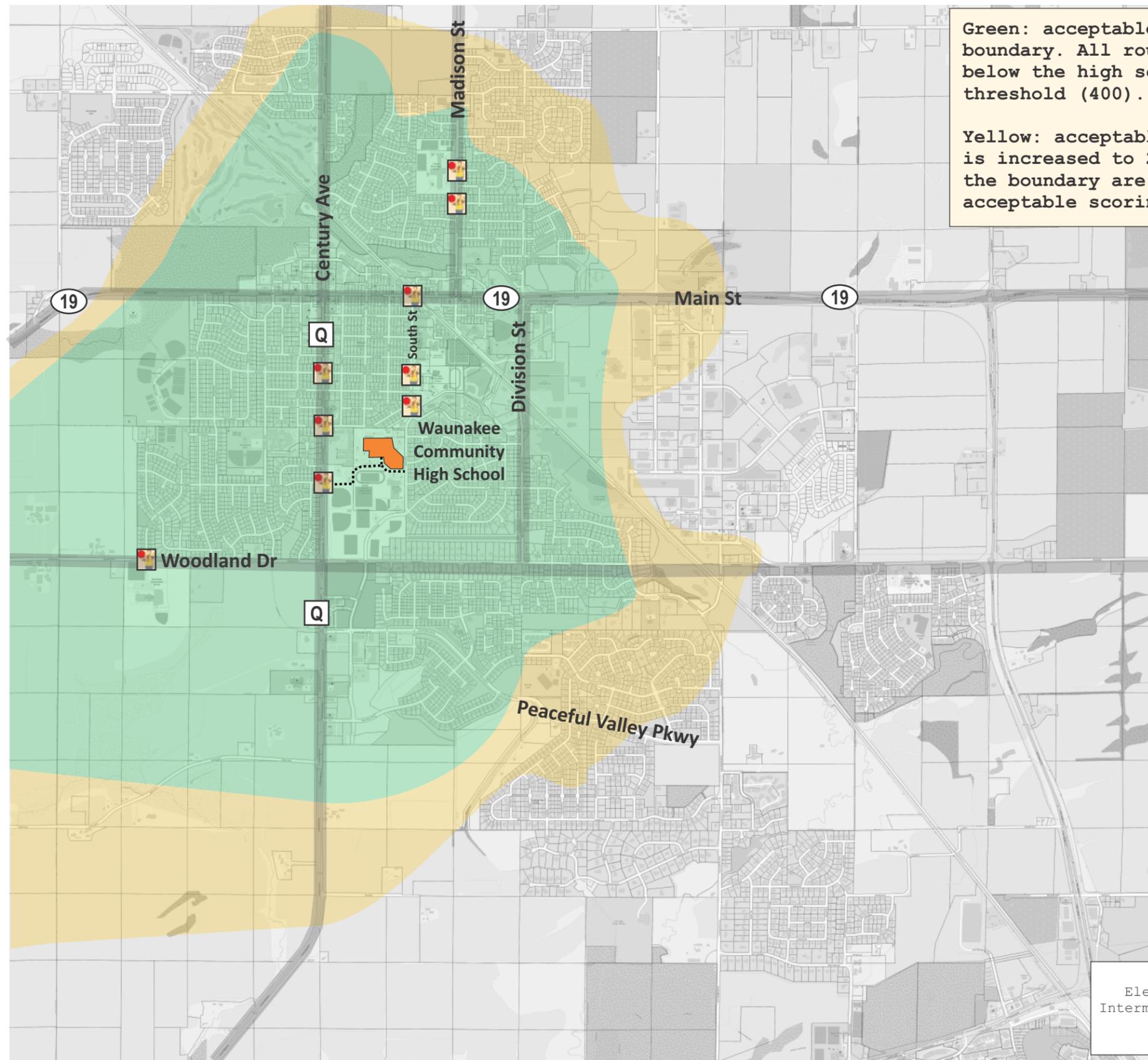
Hazardous Rating Thresholds

Elementary School Threshold	> 50 = Hazardous
Intermediate School Threshold	> 100 = Hazardous
Middle School Threshold	> 200 = Hazardous
High School Threshold	> 400 = Hazardous



LEGEND

- Acceptable (Green line)
- Acceptable if improvements are implemented (Yellow line)
- Unusually hazardous area (Red shaded area)
- Hazardous evaluation label & score (Star icon)
- High-Visibility Crosswalk Recommendation (Yellow circle icon)



Green: acceptable walk zone within a 1.75-mile boundary. All routes within the boundary are below the high school acceptable scoring threshold (400).

Yellow: acceptable walk zone if distance limit is increased to 2.0 miles. All routes within the boundary are below the high school acceptable scoring threshold (400).

1.75-mile boundary limits are estimated at this time and will be finalized at a later date.

2-mile boundary limits are estimated at this time and will be finalized at a later date.

Hazardous Rating Thresholds
 Elementary School Threshold > 50 = Hazardous
 Intermediate School Threshold > 100 = Hazardous
 Middle School Threshold > 200 = Hazardous
 High School Threshold > 400 = Hazardous



**EXHIBIT 6
 WAUNAKEE COMMUNITY HIGH SCHOOL
 UHT EVALUATION**



ADMINISTRATION OFFICE

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

Business Services

March 26, 2024

Budget Committee,

Bethel Circle administrators, Guttenberg, Summers, Dye, and Grabarski, met with each building/department administrator to review carryover funds, 3-year budget plans, and priorities for 2024-25. The purpose of this memo is to present the requests prioritized by administration for consideration. The administrative evaluation of priorities is connected to funding options such as Fund 80, Transfer of Service, High Cost Special Ed Aid, and fund 10 reallocations. As a reminder, Transfer of Service is a DPI funding opportunity that allows an increase in the state revenue limit formula in connection with new students who move into the district. Eligible students include those who come to Waunakee and utilize EL or special education services. The following is a list of the prioritized requests:

Arboretum

Increased social work FTE

- Increase of 0.5 FTE for Arboretum and moving current 0.5 FTE allocation to a K-12 McKinney-Vento social worker for the district
- Funded through Aid for School Mental Health (at least 50%) and fund 10 (max 50%)
- Cost estimate = \$40,000

High

Weight Room Coordinator/Supervisor

- Stipend per season, similar to coaching contract
- Funded through fund 10
- Cost estimate = \$18,000

Middle

Move clubs/organizations from fund 10 to fund 80

- Free up \$100,000 in fund 10
- Opens all middle school programs to age appropriate community students

Student Services (see memos at end of document)

Bilingual Counselor

- Funded through Transfer of Service
- Cost estimate = \$100,000

Bilingual Paraeducator

- Funded through Transfer of Service
- Cost estimate = \$45,000

School Nursing

- 0.5 FTE funded through fund 10
- Cost estimate = \$40,000

Special Education (Please see charts below for more information)

Second administrative assistant

- Funded through Flow-Through grant
- Cost estimate = \$80,000

Second special education coordinator

- Funded through Flow-Through grant
- Cost estimate = \$110,000

2023-2024 High Cost Special Education Aid

Total Costs from This Claim

WUFAR Function	Aid Eligible		Other Local Project 019	All Grant Funded	TOTAL
	Project 011,091 & 092	Project 019 380 Objects			
152000	\$186,206.77	-	-	-	\$186,206.77
156000	\$898,640.28	-	-	\$28,641.79	\$927,282.07
158000	\$2,632,104.65	-	-	-	\$2,632,104.65
159000	\$1,490,260.08	-	-	\$91,646.40	\$1,581,906.48
212000	\$399,265.08	-	-	-	\$399,265.08
213000	\$102,533.80	-	-	-	\$102,533.80
214000	\$58,906.26	-	\$1,042.71	-	\$59,948.97
215000	\$537,093.95	-	\$11,600.23	\$130,091.21	\$678,785.39
216000	-	-	\$8,420.00	\$6,152.25	\$14,572.25
218000	\$335,483.48	-	-	-	\$335,483.48
256000	\$160,869.85	-	-	-	\$160,869.85
436000	\$18,033.08	\$24,400.01	\$81,608.81	\$108,920.61	\$232,962.51
GRAND TOTAL	\$6,819,397.28	\$24,400.01	\$102,671.75	\$365,452.26	\$7,311,921.30

Estimated 23/24 revenue between \$350-375,000

The following recommendations are based on maximizing federal, state and local special education funding.

2023-2024 Special Education Positions & Funding Sources

Grant Funded	District Funded
Special Education Coordinator - \$93,375	Move expenses here
School Psychologists - \$131,000	Move expenses here
Paraprofessionals - \$88,400	Move expenses here
	Special Education Electric Vans - \$80,000
Total expenses moved: \$312,775	

Plan for 2024-2025 Special Education Positions & Funding Sources

23/24 recommended changes increase 24/25 categorical aid by \$101,651

Grant Funded	District Funded (High Cost Aid & Categorical Aid)
New Admin Assistant - \$80,000	84% of all Psychs - \$595,337
New Special Education Coordinator - \$110,000	Special Education Coordinator - \$ 99,000
16% of all Psychs - \$113,400	Paraprofessionals - \$92,000

Athletics

Middle School Athletic Director

- Stipend Amount, Schedule adjustment if teacher
- Funded through Fund 80
- Cost estimate = \$18,000

Increased FTE for Administrative Assistant position

- Funded through Fund 80
- Cost estimate = Additional \$45,000

Elementary Curriculum

Increased FTE for reading/math interventionists at Title 1 schools

- Could be 1.0 Math or Reading or 0.5 of each
- Cost estimate = \$100,000

Technology

Handbook language updates for continuing education for tech certifications

Districtwide

Extended contract days (3)

- Pathways, Tech Integration Specialists, and Instructional Coaches
- Cost estimate = \$19,345

Thank you,

Bethel Circle Administration

Memorandum

To: Waunakee Community School Board

From: Lisa Jondle - Director of Student Services

Date: March 19, 2024

Re: Budget Rationale for Student Services - Bilingual Programming

Introduction

As our student population becomes increasingly diverse, including a growing number of English Learners (ELs), it is critical that we provide adequate linguistic and cultural support so these students can reach their full academic potential. To achieve this, I recommend steady, continued expansion of our bilingual program. For the 2024-2025 school year, this would include establishing a key role to better serve our EL students and families: a bilingual school counselor. In addition, a second bilingual paraeducator at the high school level would enhance programming and allow additional support in accessing content for our students.

Rationale

Bilingual School [Counselor](#); Required for Bilingual Programming

- Can provide core counseling services (academic, career, social-emotional) directly to the 104 EL students in their native language of Spanish. This removes language barriers, builds trust/rapport.
- Can communicate directly with EL parents in their native language to collaborate on student growth plans and intervene with issues. Improves family engagement.
- Can advocate for needs of EL population, share cultural competencies with staff, collaborate with ESL team. Provides expertise.

Bilingual Paraeducator, Additional Support Needed for a net gain of 7 newcomer students

- Can provide real-time language assistance to EL students in classroom activities and assignments. Removes language barriers to learning.
- Can translate instructional materials and communications into students' native languages. Improves comprehension.
- Can monitor EL student challenges and progress to inform interventions. Provides cultural insights.

In summary, these two roles are critical to providing equitable access, engagement and support for our growing EL population and bilingual programming needs. When combined with appropriate training and professional development, these additional supports provide improved academic outcomes consistent with our mission to successfully prepare all students.

Memorandum

To: Waunakee Community School Board

From: Lisa Jondle - Director of Student Services

Date: March 19, 2024

Re: Budget Rationale for Student Services - Nursing Services

Introduction

In the recent past, WCSD has experienced growth of students with significant and complex health needs. It is imperative that the district is equipped with skilled health services to ensure we are providing a safe learning environment. To achieve this, I recommend steady, continued expansion of our nursing services team. For the 2024-2025 school year, this would include a part-time Registered Nurse (RN), to increase to a full-time position the following year. This would ultimately give each RN two schools to directly serve.

Rationale

- **Growing Health Complexity:** Over recent years, the health needs of students have become more multifaceted, with an increasing prevalence of chronic conditions such as asthma, diabetes, allergies, and mental health disorders. These conditions require ongoing management and support
- **Early Intervention and Prevention:** Nurses play a pivotal role in early intervention and preventive healthcare measures.
- **Supporting Inclusive Education:** Students with disabilities or special health needs often require specialized medical support to fully participate in educational activities. Additional nursing staff can provide the necessary assistance, accommodations, and medical interventions to ensure these students have equal access to education
- **Reducing Absenteeism:** Health-related absenteeism is a significant challenge in education. By addressing health needs promptly and effectively, nurses can help reduce absenteeism rates, thereby promoting consistent attendance and academic achievement.
- **Medical Response:** With the potential for accidents, injuries, or medical emergencies on school grounds, having qualified staff is imperative for student well-being. Nurses are trained to respond quickly and effectively in such situations, providing immediate care until emergency services arrive.

In summary, this additional position is important to providing equitable access, safety and well-being for all students, including those with documented health concerns. When combined with appropriate training and professional development, this position will ensure students are healthy and well enough to access their academic learning.

**Additional Information for the Board of Education
New EC-6 Special Education Coordinator Position for 24-25**

1. How will this position directly impact students?
 - a. Direct coaching with new special education teachers
 - b. Direct coaching with special education paraprofessionals
 - c. Behavior consultation directly with teachers, paras and students
 - d. Serve families through ongoing communication and attendance at IEP and evaluation meetings
 - e. Provide professional development for teachers and paraprofessionals

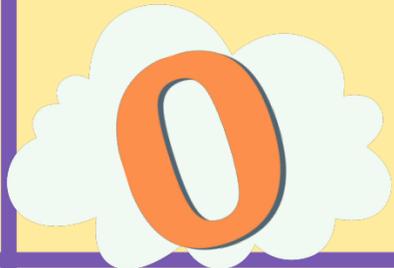
2. How will this position help us financially?
 - a. During the 23-24 school year, we encountered a driver shortage at Lamers, which required us to take on more daily transportation for special education students using our own District owned vans. Because we ended up taking on 3 routes using our own vans, we were able to save an estimated \$90,000 that those routes would have cost us through Lamers. However, this work does not come without a cost for oversight and coordination of these routes.
 - b. Both coordinators will be supporting the District's ability to best leverage our special education funds, by tracking all of the data needed to apply for Transfer of Service funds, High Cost Special Education Aid funds, and Medicaid funds.

3. How are we planning to fund this position?
 - a. With the use of our high cost special education aid funding, which is an ongoing source of funding for the District.



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Waunakee 4K



WCSD 4K Staff



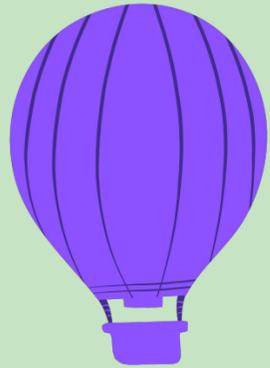
Miranda Moe
1/2 time 4K Director



Mackenzie Lutz
1/4 Social Worker



Noelle Riordan
**1/3 School
Psychologist**

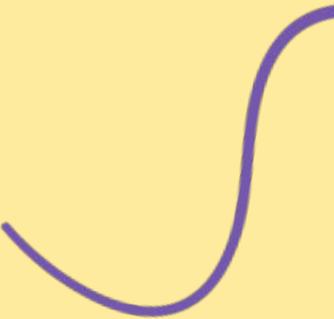


4K Teachers



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4K Sites

Adventures In Learning (1 AM/1 PM)

Brilliant Beginnings (1 AM/1 PM)

Inspire Early Childhood (2 AM)

Leap Academy (1 AM/1 PM)

Mary Lake Montessori (1 AM/1 PM)

Moppet (1 AM/1 PM)

Peace Lutheran Preschool (1 AM/1 PM)

St Johns (1 AM/1 PM)

NEW 24-25 La Petite Academy (1 AM)



4K Schedule

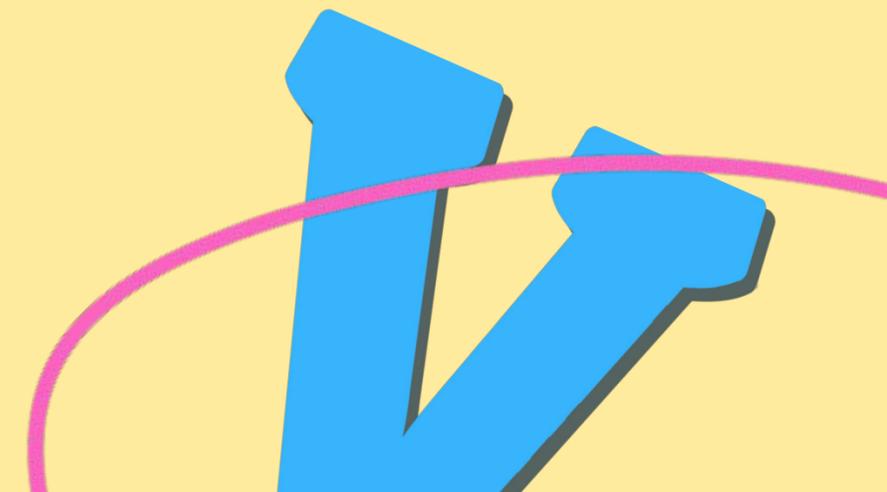


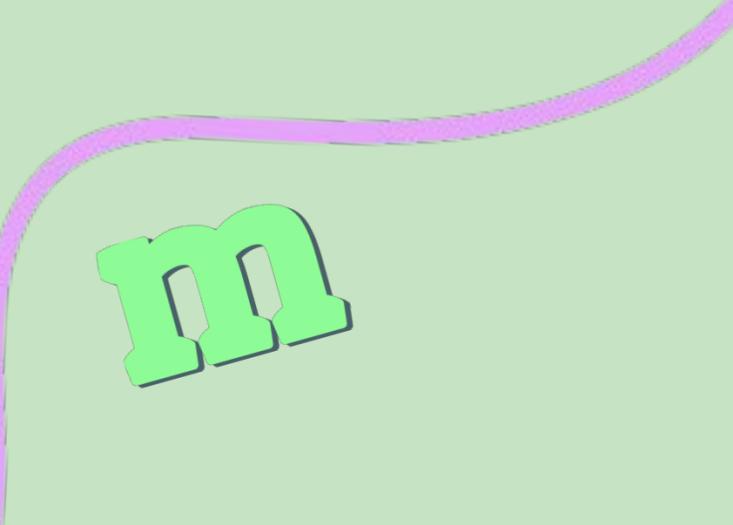
Monday- Friday

7:40-10:20 Am Session

11:35-2:15 PM Session

We follow WCSD school calendar except for the last day for school, due to us being a half day program.





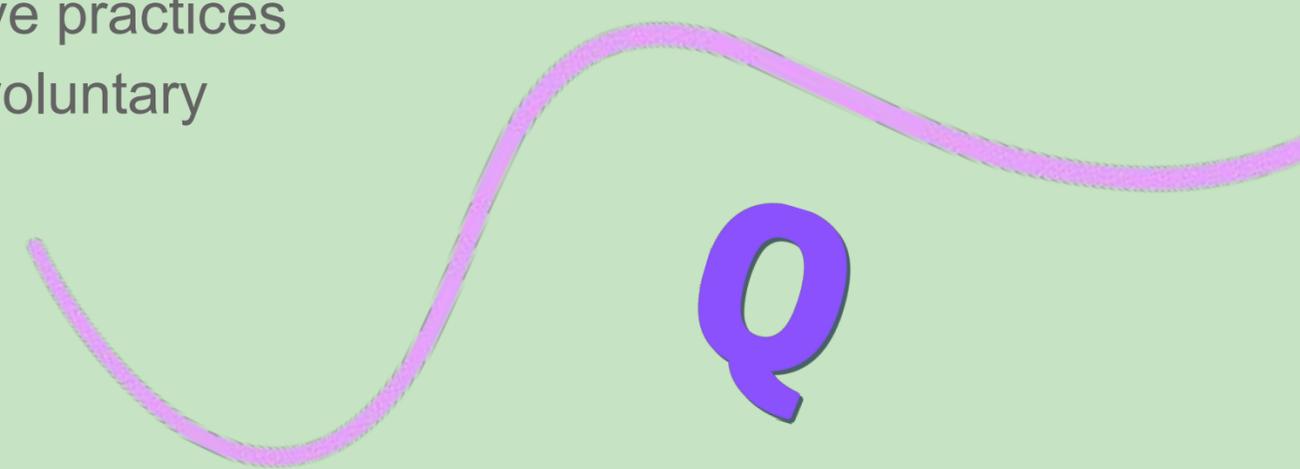
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Values

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1. A high quality four-year-old-kindergarten experience focused on developing the whole child
2. A play-based approach to learning, grounded in Wisconsin Model Early Learning Standards and a common curricular framework
3. Ongoing professional development for 4K teachers, and communication and collaboration among stakeholders
4. Strong community partnerships and comprehensive services that include family support and education, and family outreach to enhance children's growth and development
5. A safe & welcoming environment that supports children's diverse learning styles using reflective and culturally responsive practices
6. Universal access to the Waunakee 4K program, with voluntary participation by families and providers

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Learning Standards

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All sites use the Wisconsin Model Early Learning Standards (WMELS). These standards are based on current research and are developmentally appropriate practices. There are standards in each of the five developmental domains:

1. Health and Physical Development (e.g. fine-motor and gross-motor skills)
2. Social and Emotional Development (e.g. social skills and self-esteem)
3. Language Development and Communication (e.g. listening, speaking and reading readiness)
4. Approaches to Learning (e.g. curiosity, persistence, and creativity)
5. Cognition and General Knowledge (e.g. mathematical and scientific thinking and problem solving)

The standards drive our instruction and are the foundation for our report cards: [WMELS 4th edition](#)



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Curriculum

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Creative Curriculum

1. Skills for Learning
2. Empathy
3. Emotion Management
4. Friendship Skills/Problem Solving
5. Transitioning to Kindergarten



Will be piloting updated Creative Curriculum Fall of 2024

Second Step

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4K Teacher PD

22-24 (4-½ days and 1-Full day)



Heggerty

Book Study - Lisa Murphy on Play

Book Study - Lisa Murphy on Being Child Centered

4k Site Tours

STAR Early Literacy Training

ECERS Deep Dive

Self regulation

Intervention overview and process

Fine Motor

Communication

Math

Literacy



Historic Numbers

Use this mnemonic device to remember the most common subordinating conjunctions you can use when combining sentences.

11	12	13	14	15	16	17	18	19	20	21	22	23	24
206/13 = 229	217/28 =245	225/27 =252	216/24 = 240	220/25 =245	219/30 = 249	233/2 9=262	247/27 =274	212/28 = 240	238/30 =268	244/26 =270	227/22 =249	209/29 =238	211TD/36 =247



Dane County

District	Sites	Sections
Waunakee	9	19
Stoughton Area School District	1	5
Madison Metropolitan School District	50	59
Oregon School District	6	14
DeForest	7	17
Lodi	1	5
McFarland	4	7
Mount Horeb Area School District	4	9
Monona Grove	2	12
MCPASD	9	15

Dane County

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District	Roles
Waunakee	K-4 Associate/4K Director
Stoughton Area School District	4K Principal /Special Ed Coordinator
Madison Metropolitan School District	4K Director
Oregon School District	4K Director
DeForest	4K Director
Lodi	4K-2nd Grade Principal
McFarland	K-2nd Grade Principal
Mount Horeb Area School District	4K Director/K-2 Psychologist
Monona Grove	4K-K Principal
MCPASD	4K Director/Special Ed Coordinator

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Family Engagement



4K-4 FTO BBQ Kick Off

4K Family Literacy Night

4K Family Science Night

4K-6 Family Fun Fitness

4K Family Math Night

4K-4 FTO Ice Cream Social

4K EOY Celebration

4K Registration Family Orientation Meeting





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Started

- Monthly Family Nights
- Registration Orientation Family Meeting
- Registration Night at WNC
- 4K teachers involved in district PD when possible
- Consulting Process/Form
- Monthly 4K check in with Special Ed, Psychologist and Social Worker
- Monthly Visitation Rotations
- 4K EOY Celebration
- Self Regulation in classrooms
- STAR Early Literacy Assessment
- Digital placement notification

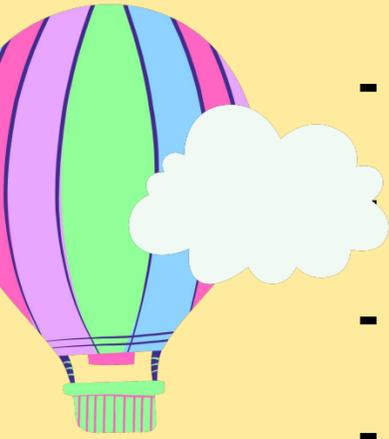


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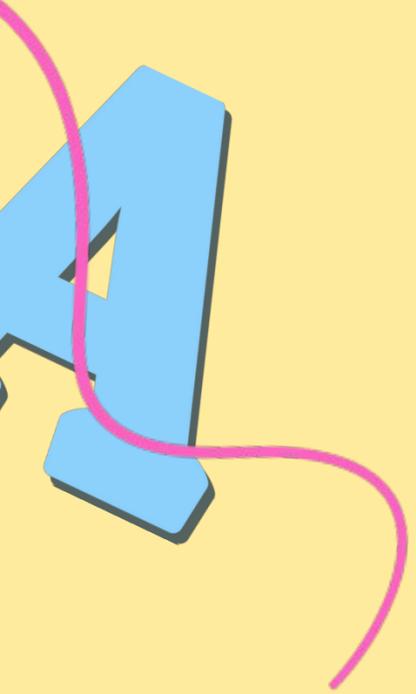
Continued

- Monthly Family Newsletters
- Monthly Staff Newsletters
- Collaborative Council Meetings with Directors
- ECERS Observations for evaluation of centers

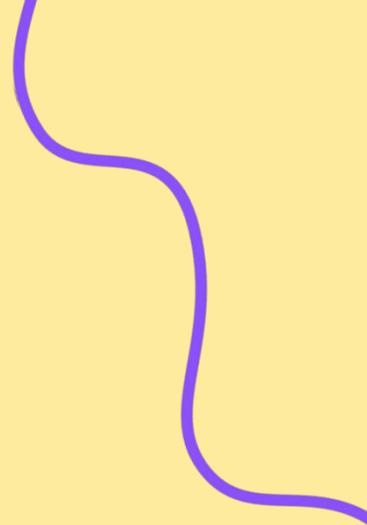
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Moving Forward



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How do we continue to support 4K staff and the growing student needs with limited district staffing?

How do we provide 4K staff with quality PD and Resources our K-12 staff are getting.

What does our 4K program look like in the next 5 years?





**What questions
do you have?**



WAUNAKEE
COMMUNITY SCHOOL DISTRICT

Tax Incremental Districts & WI School Finance

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Community Development Authority (CDA)
February 21, 2024



Thank you!

The Waunakee Community School District appreciates the opportunity to share information regarding the financial impact of tax incremental districts.

We appreciate the municipal leaders and community members who have reached out in an effort to learn more about this topic.



School Board Position Statement

The school board assigns a representative to participate in the joint review board. The representative for 2023-24 is Jack Heinemann.

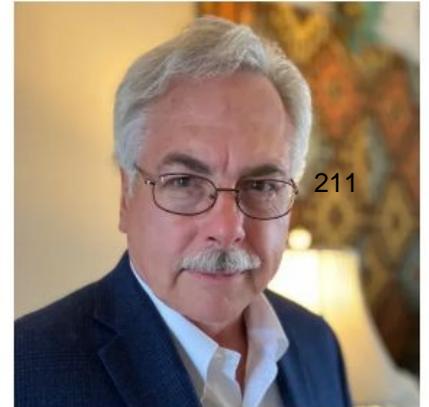
The school board has a position statement that can be found here: https://www.waunakee.k12.wi.us/uploaded/Business_Services/Public_Site/Tax_Increment_Position_Document_pdf.pdf

The position statement guides the school board's representative decision making process.

[Jack Heinemann](#)

Municipality:
Village of Waunakee

Term Expires:
Spring 2025 (3-Year)





Wisconsin School District Financial System

The Wisconsin school district financial system has been largely driven by a formula called the revenue limit since 1993. The revenue limit defines the maximum revenues available from the two main revenue sources for school districts: state equalization aid and property taxes.

$$\text{Revenue Limit} = \text{State Equalization Aid} + \text{Property Taxes}$$

The revenue limit formula is a function of prior year revenues, a three-year average²¹² of the student count, and an inflationary increase approved by the state budget. Property values (inside or outside of TID districts) do not impact the revenue limit formula. You can find the worksheets here: <https://dpi.wi.gov/sfs/limits/worksheets/revenue>



State Equalization Aid

State equalization aid is certified to districts each year on October 15th. You can find the information for Waunakee here: <https://dpi.wi.gov/sfs/aid/general/equalization/overview>

Primary	\$2,231,877.03
Secondary	\$23,329,310.23
Tertiary	-\$689,213.92
Total	\$24,871,973.34

If a district's value per member exceeds the state guarantee at the secondary or tertiary tiers, negative aid is generated. Negative aid at any tier can reduce, or in some cases, eliminate a district's positive aid from another tier.



State Equalization Aid

State equalization aid can be calculated with any variables that change. You can find the spreadsheet here: <https://dpi.wi.gov/sfs/aid/general/equalization/worksheets-general-aid>

	Current	+ \$8.4M Property
Primary	\$2,231,877.03	\$2,227,502.04
Secondary	\$23,329,310.23	\$23,285,932.57
Tertiary	-\$689,213.92	-\$709,530.71
Total	\$24,871,973.34	\$24,803,903.90

214

Difference of -\$68,069 in state equalization aid



Property Taxes

The 2023-24 equalized tax rate is: \$8.97

Current equalized value is: \$3,991,438,138

$$\$8,443,800/1,000 \times 8.97 = \$75,740.88$$



Bottom Line

	Current	+ \$8.4M Property
Revenue Limit	\$53,439,776	\$53,439,776
State Equalization Aid	\$24,871,973	\$24,803,904
Property Taxes	\$28,460,117	\$28,392,048

Difference of $-\$7,671.88$ in property taxes

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The most important variable to Wisconsin public school districts is enrollment. Districts with increasing enrollment have benefited from the current system.



Enrollment History

Line 2: Base Avg:((20+.4ss)+(21+.4ss)+(22+.4ss)) / 3 =			
	2020	2021	2022
Summer FTE:	123	160	166
% (40,40,40)	49	64	66
Sept FTE:	4,026	4,084	4,118
New ICS - Independent Charter Schools FTE	2.00	5.00	8.00
Total FTE	4,077	4,153	4,192
Line 6: Curr Avg:((20+.4ss)+(21+.4ss)+(22+.4ss)) / 3 =			
	2021	2022	2023
Summer FTE:	160	166	173
% (40,40,40)	64	66	69
Sept FTE:	4,084	4,118	4,125
New ICS - Independent Charter Schools FTE	5.00	8.00	6.00
Total FTE	4,153	4,192	4,200

Grade	2019-20	2020-21	2021-22	2022-23	2023-24
EC	12	4	12	15	18
4K	240	268	270	249	238
K	283	256	295	292	289
1	298	272	278	303	299
2	278	298	297	285	307
3	315	270	304	310	301
4	303	310	285	311	312
TOTAL	1729	1678	1741	1765	1764
ELEM					
5	349	309	326	294	320
6	299	342	318	342	300
TOTAL	648	651	644	636	620
INTER.					
7	304	295	349	330	346
8	341	305	303	354	329
TOTAL	645	600	652	684	675
MIDDLE					
9	339	343	316	314	374
10	347	338	348	318	304
11	342	343	341	347	318
12	326	353	349	350	351
TOTAL	1354	1377	1354	1329	1347
HIGH					
TOTAL	4376	4306	4391	4414	4406
DISTRICT					



Enrollment Planning

- The school board has contracted with MDRoffers to plan enrollment and facilities through 2040.
- Presentation will be shared at special board meeting on March 6, 2024.

Community Growth & Projections Report



February 6, 2024



Questions?

2023-24 Budget Status Report - March 31, 2024

GENERAL FUND 10 EXPENSES

Salary & Benefits (no grants)	Original Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available
Personnel Costs: Salaries	32,988,502	32,993,502	22,538,355.55	0.00	68.31%	10,455,146.45
Personnel Costs: Benefits	10,865,347	10,865,347	7,825,761.03	0.00	72.02%	3,039,585.97
Total	43,853,849	43,858,849	30,364,116.58	0.00	69.23%	13,494,732.42

Buildings	Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available
Prairie School	88,280	88,280	68,856.19	6,673.70	85.56%	12,750.11
Prairie School CSF	26,521	33,222	22,760.56	8,248.84	93.34%	2,212.60
Heritage School	97,160	97,160	72,144.76	12,236.75	86.85%	12,778.49
Heritage School CSF	26,627	33,632	11,804.15	6,400.25	54.13%	15,427.60
Arboretum School	76,520	76,520	66,512.25	4,678.20	93.04%	5,329.55
Arboretum School CSF	22,303	27,775	18,379.98	2,339.62	74.60%	7,055.40
Intermediate School	150,350	150,350	90,603.50	14,086.70	69.63%	45,659.80
Intermediate School CSF	32,269	40,173	41,009.23	1,323.79	105.38%	-2,160.02
Middle School	163,150	163,150	102,108.42	24,483.52	77.59%	36,558.06
Middle School CSF	34,378	43,016	40,527.69	2,484.04	99.99%	4.27
High School	575,155	575,155	478,331.56	24,119.62	87.36%	72,703.82
High School CSF	66,383	83,483	61,428.43	553.77	74.25%	21,500.80
Athletics	392,477	392,477	349,575.57	37,696.51	98.67%	5,204.92

Departments						
Utilities	1,126,923	1,126,923	896,908.70	430,003.30	117.75%	-199,989.00
Maintenance	721,990	721,990	565,753.45	199,619.66	106.01%	-43,383.11
Capital Projects	0	0	-22,158.66	0.00	---%	22,158.66
Contingency Fund	100,000	100,000	1,513.80	5,057.78	6.57%	93,428.42
Energy Conservation	0	0	0.00	0.00	---%	0.00
Transportation	1,344,196	1,344,196	1,093,197.25	1,133,980.44	165.69%	-882,981.69
Technology	718,729	718,729	840,072.31	26,764.29	120.61%	-148,107.60
Technology Erate/Fees	31,200	31,200	98,727.66	0.00	316.43%	-67,527.66
Curriculum-Secondary	527,300	527,300	352,619.95	73,040.27	80.72%	101,639.78
Curriculum-Elementary Operations	455,382	455,382	439,024.84	20,808.26	100.98%	-4,451.10
4K District	873,800	873,800	650,619.95	217,381.16	99.34%	5,798.89
4K Operations	17,000	17,000	4,869.95	256.16	30.15%	11,873.89
Human Resources	54,550	54,550	36,902.31	54.61	67.75%	17,593.08
Superintendent	84,600	84,600	93,852.56	31,472.36	148.14%	-40,724.92
Student Services-Operations	71,250	71,250	40,476.05	3,392.55	61.57%	27,381.40
Student Services-District	92,500	92,500	70,456.94	21,750.00	99.68%	293.06
Business Office	444,673	444,673	492,740.34	104,859.26	134.39%	-152,926.60
District Wide	1,755,672	1,755,672	758,640.37	43,768.47	45.70%	953,263.16
Special Projects	0	0	0.00	0.00	---	0.00
Summer School	82,050	82,050	73,666.05	0.00	89.78%	8,383.95

Grants-Fund 10						
Common School Fund-District	6,689	6,689	6,688.14	0.00	99.99%	0.86
Title 1 Grant (Public)	119,550	119,550	50,132.04	491.20	42.34%	68,926.76
Title 1 Grant (Private)	4,900	4,900	2,375.93	0.00	48.49%	2,524.07
Title 2 Grant (Public)	51,672	51,672	40,066.17	0.00	77.54%	11,605.83
Title 2 Grant (Private)	7,785	7,785	5,717.21	0.00	73.44%	2,067.79
Title 3 Grant	16,890	16,890	7,901.87	5,304.68	78.19%	3,683.45
Title 4A Grant (Public)	8,697	8,697	8,696.79	0.00	100.00%	0.21
Title 4A Grant (Private)	1,303	1,303	0.00	0.00	0.00%	1,303.00
Career/Tech Ed Grant	73,654	73,654	20,142.76	0.00	27.35%	53,511.24
CEIS Federal Flo-Through	137,000	138,000	44,124.76	0.00	31.97%	93,875.24
Ed. Effectiveness Grant	30,960	32,000	0.00	0.00	0.00%	32,000.00
ESSER2	0	0	0.00	0.00	---%	0.00
ESSER3	1,412,461	1,412,461	1,017,841.62	289,900.00	92.59%	104,719.38
Peer Mentor Grant	0	0	7,996.12	0.00	---	-7,996.12
Perkins Grant	25,078	25,078	19,139.93	0.00	76.32%	5,938.07
Reading Readiness	8,375	8,375	0.00	0.00	0.00%	8,375.00
Dane Co. Mental Health	0	0	0.00	0.00	---	0.00
SAODA	25,000	25,000	3,484.32	0.00	---	21,515.68
School-Based Mental Health	0	130,239	14,042.49	0.00	---	116,196.51

Other Program Totals						
Transfer to Fund 27	7,265,167	7,265,167	0.00	0.00	0.00%	7,265,167.00
Wellness Clinic	287,250	287,250	204,401.68	77,388.18	98.10%	5,460.14

Subtotals	Original Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available
Salary & Benefits Totals	43,853,849	43,858,849	30,364,116.58	0.00	69.23%	13,494,732.42
Building Totals	1,751,573	1,804,393	1,424,042.29	145,325.31	86.97%	235,025.40
Department Totals	8,501,815	8,501,815	6,487,883.82	2,312,208.57	103.51%	-298,277.39
Grant Totals	1,930,014	2,062,293	1,248,350.15	295,695.88	74.87%	518,246.97
Other Program Totals	7,552,417	7,552,417	204,401.68	77,388.18	3.73%	7,270,627.14
Total Fund 10 Expenditures	63,589,668	63,779,767	39,728,794.52	2,830,617.94	66.73%	21,220,354.54

2023-24 Budget Status Report - March 31, 2024

GENERAL FUND 10 REVENUES

Building/Department	Original Budget	Revised Budget	Received	Ordered	% Received	Unreceived
Prairie School	3,400	3,400	2,236.81	0.00	65.79%	1,163.19
Heritage School	5,100	5,100	7,544.55	0.00	147.93%	-2,444.55
Arboretum School	8,200	8,200	4,707.83	0.00	57.41%	3,492.17
Intermediate School	37,900	37,900	13,406.40	0.00	35.37%	24,493.60
Middle School	21,400	21,400	17,259.00	0.00	80.65%	4,141.00
High School	184,525	184,525	209,999.89	0.00	113.81%	-25,474.89
Curriculum - Elementary	0	0	69.50	0.00	---	-69.50
Curriculum - Secondary	13,271	13,271	19,758.22	0.00	148.88%	-6,487.22
Maintenance	5,000	5,000	4,966.25	0.00	99.33%	33.75
Energy Conservation	0	0	0.00	0.00	---	0.00
Athletic Dept	30,000	30,000	2,455.24	0.00	8.18%	27,544.76
Human Resources	0	0	0.00	0.00	---	0.00
Technology	3,400	3,400	238,840.42	0.00	7024.72%	-235,440.42
E-Rate	31,200	31,200	139,910.81	0.00	448.43%	-108,710.81
District	61,075,877	61,075,877	40,405,139.23	0.00	66.16%	20,670,737.77

Grants - Fund 10

Common School Fund-District	215,170	267,990	0.00	0.00	0.00%	267,990.00
Title 1 Grant (Public)	119,550	119,550	0.00	0.00	0.00%	119,550.00
Title 1 Grant (Private)	4,900	4,900	0.00	0.00	0.00%	4,900.00
Title 2 Grant (Public)	51,672	51,672	22,899.57	0.00	44.32%	28,772.43
Title 2 Grant (Private)	7,785	7,785	0.00	0.00	0.00%	7,785.00
Title 3 Grant	16,890	16,890	0.00	0.00	0.00%	16,890.00
Title 4A Grant (Public)	8,697	8,697	8,696.79	0.00	100.00%	0.21
Title 4A Grant (Private)	1,303	1,303	0.00	0.00	0.00%	1,303.00
Career/Tech Ed Grant	73,654	73,654	0.00	0.00	0.00%	73,654.00
CEIS Federal Flo-Through	137,000	138,000	39,616.76	0.00	28.71%	98,383.24
Ed. Effectiveness Grant	30,960	32,000	0.00	0.00	0.00%	32,000.00
ESSER2	0	0	0.00	0.00	---	0.00
ESSER3	1,412,461	1,412,461	288,011.10	0.00	20.39%	1,124,449.90
Peer Mentor Grant	0	0	0.00	0.00	---	0.00
Perkins Grant	25,078	25,078	15,078.42	0.00	60.13%	9,999.58
Reading Readiness	8,375	8,375	0.00	0.00	0.00%	8,375.00
Dane Co. Mental Health	0	0	0.00	0.00	---	0.00
School-Based Mental Health	0	130,239	15,000.00	0.00	---	115,239.00
SAODA	25,000	25,000	0.00	0.00	---	25,000.00
Early College Credit						
Total Fund 10 Revenues	63,557,768	63,742,867	41,455,596.79	0.00	65.04%	22,287,270.21

SPECIAL EDUCATION FUND 27 EXPENSES

Salaries & Benefits (no grants)	Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available
Salaries & Benefits	10,035,203	10,035,203	6,487,602.89	0.00	64.65%	3,547,600.11
Departments						
Special Ed-Operations	28,839	28,839	13,632.63	4,404.00	62.54%	10,802.37
Special Ed-District	166,557	166,557	148,480.39	58,400.56	124.21%	-40,323.95
Transportation	185,833	185,833	72,703.37	127,296.63	107.62%	-14,167.00
Medicaid	9,000	9,000	10,185.13	0.00	113.17%	-1,185.13
Grants-Fund 27						
IDEA FlowThrough Grant	975,048	975,048	601,174.71	27,570.74	64.48%	346,302.55
IDEA PreSchool Grant	57,000	58,500	43,038.55	235.65	73.97%	15,225.80
Total Fund 27 Expenditures	11,457,480	11,458,980	7,376,817.67	217,907.58	66.28%	3,864,254.75

SPECIAL EDUCATION FUND 27 REVENUES

Source	Budget	Revised Budget	Received	Ordered	% Received	Unreceived
IDEA FlowThrough Grant	975,048	975,048	474,213.73	0.00	48.63%	500,834.27
IDEA FlowThrough Grant-ESSER3	0	0	0.00	0.00	---	0.00
IDEA PreSchool Grant	57,000	58,500	40,411.34	0.00	---	18,088.66
IDEA PreSchool Grant-ESSER3	0	0	0.00	0.00	---	0.00
Special Ed Revenues	0	0	0.00	0.00	---	0.00
Other Fund 27 Revenues	10,425,432	10,425,432	1,739,848.71	0.00	16.69%	8,685,583.29
Total Fund 27 Revenues	11,457,480	11,458,980	2,254,473.78	0.00	19.67%	9,204,506.22

FOOD SERVICE FUND 50 EXPENSES

Function	Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available
All	2,907,435	2,907,435	1,986,978.58	946,717.84	100.90%	-26,261.42

FOOD SERVICE FUND 50 REVENUES

Source	Budget	Revised Budget	Received	Ordered	% Received	Unreceived
All	2,930,500	2,930,500	2,190,308.14	0.00	74.74%	740,191.86

2023-24 Budget Status Report - March 31, 2024

CALCULATION OF BUILDING/DEPARTMENT BUDGET BALANCES									
Building/Department	22-23 Carryover	23-24 Revenue Budget	23-24 Rec'd	23-24 Revenue Balance	23-24 Expense Budget	23-24 Spent / Encumbered	23-24 Expense Balance	23-24 Balance	Funds Available
Prairie School	26,488.02	3,400.00	2,236.81	1,163.19	88,280	75,529.89	12,750.11	11,586.92	38,074.94
Heritage School	11,499.60	5,100.00	7,544.55	-2,444.55	97,160	84,381.51	12,778.49	15,223.04	26,722.64
Arboretum School	17,352.92	8,200.00	4,707.83	3,492.17	76,520	71,190.45	5,329.55	1,837.38	19,190.30
Intermediate School	72,069.15	37,900.00	13,406.40	24,493.60	150,350	104,690.20	45,659.80	21,166.20	93,235.35
Middle School	73,163.59	21,400.00	17,259.00	4,141.00	163,150	126,591.94	36,558.06	32,417.06	105,580.65
High School	71,516.17	184,525.00	209,999.89	-25,474.89	575,155	502,451.18	72,703.82	98,178.71	169,694.88
4K	-	0.00	0.00	0.00	17,000	5,126.11	11,873.89	11,873.89	16,490.77
Athletic Dept	22,147.52	30,000.00	2,455.24	27,544.76	392,477	387,272.08	5,204.92	-22,339.84	-192.32
Curriculum-Elementary (Oper)	244,354.01	0.00	0.00	0.00	455,382	459,833.10	-4,451.10	-4,451.10	239,902.91
Curriculum-Secondary	100,064.62	13,271.00	19,758.22	-6,487.22	527,300	425,660.22	101,639.78	108,127.00	208,191.62
CTE Grant	109,962.58	73,654.00	0.00	73,654.00	73,654	20,142.76	53,511.24	-20,142.76	89,819.82
Energy Conservation	6,368.82	0.00	0.00	0.00	0	0.00	0.00	0.00	6,368.82
Human Resources	(2,075.22)	0.00	0.00	0.00	54,550	36,956.92	17,593.08	17,593.08	15,517.86
Maintenance	157,680.46	5,000.00	4,966.25	33.75	721,990	765,373.11	-43,383.11	-43,416.86	114,263.60
Special Education-Operations	32,974.16	0.00	0.00	0.00	28,839	18,036.63	10,802.37	10,802.37	43,776.53
Student Services-Operations	95,290.71	0.00	0.00	0.00	71,250	43,868.60	27,381.40	27,381.40	122,672.11
Superintendent	18,795.80	0.00	0.00	0.00	84,600	125,324.92	-40,724.92	-40,724.92	-21,929.12
Technology	227,596.72	34,600.00	378,751.23	-344,151.23	749,929	965,564.26	-215,635.26	128,515.97	356,112.69
	1,285,249.63							342,693.09	1,632,559.60

WAINAKEE COMMUNITY SCHOOL DISTRICT
CASH RECONCILIATION FOR THE MONTH OF February 2024

	OCB	OCB	OCB	OCB	LGIP	LGIP	WISC	MIDAMERICA	WISC	WISC	WISC-209 2022 BOND	WISC-210 2023 BOND	WISC	TOTALS
	PAYROLL CHECKING	DEPOSIT ACCT	OPERATING ACCT	Construction ACCT	GENERAL ACCOUNT	DENTAL ACCT	CAPITAL PROJECTS	TRUST ACCT	DEBT SERVICE	SCHOLARSHIP ACCT	Referendum ACCT	Referendum ACCT	GENERAL	
	(FUND 10)	(FUNDS 10,21,27,50,60,80,99)	(FUNDS 10,21,27,50,60,80,99)	(Fund 49)	(FUNDS 10,27,50,80,99)	(FUND 10)	(FUND 41)	(FUND 73)	(FUNDS 38,39)	(FUND 21)	(FUND 49)	(FUND 49)	(FUNDS 39 AND 49)	
BEGINNING BALANCE	51,931.49	14,551,384.76	152,551.65	1,525,625.16	1,234,749.71	467,809.91	8.71	1,287,139.23	1,475,121.27	329,457.45	10,543,930.65	51,137,006.78	45,342.56	82,802,059.33
REVENUES:														
+ DEPOSITS	4,897,857.59	17,331,568.76	2,103,293.72	0.00	765,550.34	59,631.00	0.00	0.00	95,000.00	0.00	0.00	250,079.18	0.00	25,502,980.59
+ INTEREST	1,430.95	91,266.60	3,649.98	6,356.65	2,995.93	1,768.48	0.00	1,674.38	6,506.76	543.54	44,180.42	39,861.11	165.58	200,420.38
TOTAL REVENUES	4,899,288.54	17,422,835.36	2,106,943.70	6,356.65	768,546.27	61,399.48	0.00	1,674.38	101,506.76	543.54	44,180.42	289,940.29	185.58	25,703,400.97
EXPENSES:														
ACCOUNTS PAYABLE	0.00	5,693,073.37	1,374,372.78	226,040.75	1,237,000.00	69,949.21	0.00	0.00	2,250.00	0.00	0.00	0.00	0.00	8,602,686.11
PAYROLL	4,860,754.27	0.00				0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,860,754.27
TOTAL EXPENSES	4,860,754.27	5,693,073.37	1,374,372.78	226,040.75	1,237,000.00	69,949.21	0.00	0.00	2,250.00	0.00	0.00	0.00	0.00	13,463,440.38
ENDING BALANCE	90,465.76	26,281,146.75	885,122.57	1,305,941.06	766,295.98	459,260.18	8.71	1,288,813.61	1,574,378.03	330,000.99	10,588,111.07	51,426,947.07	45,528.14	95,042,019.92
BANK BALANCES-SKYWARD														
ENDING BANK BALANCE	90,465.76	26,281,146.75	885,122.57	1,305,941.06	766,295.98	459,260.18	8.71	1,288,813.61	1,574,378.03	330,000.99	10,588,111.07	51,426,947.07	45,528.14	95,042,019.92
OUTSTANDING ACH	519,057.01		3,849.51	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	522,906.52
ACTUAL BALANCE	-428,591.25	26,281,146.75	881,273.06	1,305,941.06	766,295.98	459,260.18	8.71	1,288,813.61	1,574,378.03	330,000.99	10,588,111.07	51,426,947.07	45,528.14	94,519,113.40
SKYWARD BALANCE	-428,591.25	0.00												

No Change February '24

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

2025 WCHS Science & Service trip.



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\$0

Raised

Not active

\$50,000

Goal

0

Supporters

0% to goal

Donate to this campaign:

\$10

\$25

\$50

\$100

Other

Promote this fundraiser

About this fundraiser

Every 2 years, students have the opportunity to journey to another part of the world on Science & Service trips. In June 2025, aspiring scientists of Waunakee Community High School will be embarking on an 8 day exploration of Denmark & Sweden's sustainability, clean energy, engineering, and ecology. They will also participate in service both here in our community and in Copenhagen's harbor. Our goal is to send a group of 25-30 students. Students must raise their own funds for the trip and are encouraged to do individual fundraising as well as participate in some group fundraising activities. All funds raised on this Classmunity site will be split evenly among all student participants to offset the all-inclusive costs through our travel company, Explorica.

Partner with us to help send our amazing future leaders and scientists on this visionary and life-changing trip! They will change the world!! For more information, reach out to Margaret Shaffer, Biology and Chemistry Instructor, margaretshaffer@waunakee.k12.wi.us and view these Informational Slides.

Who is managing the campaign?

Margaret (Meg) Shaffer/Biology and Chemistry Instructor

Campaign updates

+ Add post

You haven't posted anything yet. Click "Add" to post a new update.



Barbara Salverson

Waunakee Community

High School

Waunakee, WI

Supporters

Be the first to support!

Lock Box

Promoter Pages

Expenses

Payment processors

+ Add processor

CSV Excel PDF Print

Search:

Processor	Total Transactions	Cash	Check	Credit Card	Authorized	Funds Verified	Views All Transactions
Salverson, Barbara (barbsalverson@waunakee.k12.wi.us)	0	\$0.00	\$0.00	\$0.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Showing 1 to 1 of 1 entries

Previous **1** Next

Donations

+ Add donation

+ Add adjustment

CSV Excel PDF Print

Search:

Date	Supporter	Amount	Payment	Recording User	Referring User	Reward	Notes
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No data available in table

Showing 0 to 0 of 0 entries

Previous Next

The Board of Education will allow student fund-raising activities for school-related projects only on a limited basis and only if each case can be defended on the merit of the program. The activity must be approved by the faculty advisor and the building principal through the District's fundraising procedures.

No material shall be used which advertises any particular brand of goods and the students will not solicit business going door-to-door without Board approval. Competition between District businesses and the Waunakee Community School District shall be avoided whenever possible.

The Board prohibits any door-to-door fundraising activities by students below grade nine (9) for any school activities or school-related activities. (PTO, Booster Clubs, etc.) Door to door sales must be done by a minimum of two or more students together. Safety rules shall be reviewed by the supervising director with all students going door to door.

Booster Clubs shall consult with the district's Activities Director on specific fundraising activities as-well-as the use of students in these activities. PTO's shall consult with the building principals on specific fundraising activities as-well-as the use of students in these activities.

Questions of the appropriateness of Booster Clubs or PTO fundraising activities shall be brought to the attention of the superintendent.

The Board discourages fundraising by students age twelve (12) or younger and will approve this activity only for special or unique reasons.

Individual and/or family incentives shall not be utilized at the elementary or middle school level. Group rewards (party or program) to celebrate a successful sale are allowable at the elementary and/or middle school level. Participation in fundraising activities is to be voluntary on the part of students and families.

Student groups and booster groups are encouraged to raise funds through service projects and by using local vendors for resale of products. However, should a fundraising company or fundraising organization be considered for involvement in a project, they must provide a disclosure statement to the school principal that outlines the per unit cost of the product to the company, other per unit costs for the fundraising company, the per unit "profit" for the school group sponsoring the fundraising, and the per unit profit for the company. Any outside fund raising companies or organizations shall not utilize individual/family incentives or prizes for students at the elementary or middle school level.

Any fundraising activity involving the sale of food before or during the school day shall be limited to food items that (1) meet the minimum nutrition standards for foods sold outside of the school meal programs before and during the school day as established by the U.S.

Department of Agriculture (USDA) and (2) meet other applicable District-established nutrition guidelines. The building principal may allow a limited number of fundraisers by student groups involving the sale

of food items that do not meet the required nutrition standards, consistent with the limits established by the Department of Public Instruction (DPI).

Student fundraising activities shall be approved, through the District’s fundraising procedures, as follows:

FUNDRAISING GOAL	REVIEW & APPROVAL REQUIREMENTS
Up to \$9,999	Building Principal* – Review & Approve
\$10,000 to \$24,999	Building Principal* – Review & Recommend Approval to District Administrator District Administrator – Final Approval
\$25,000 +	District Administrator – Review and Recommend Approval to Board of Education Board of Education – Final Approval

*The Athletic Director shall follow the review/approval process for any/all booster club fundraising activities.

Funds raised by student groups under this policy will be held by the District on behalf of the applicable organization, club, or other student group and shall be managed in accordance with sound business practices and applicable District policies and procedures, including the District’s policy on student activity funds management.

Administration will provide an annual report to the Board of Education in July.

Wisconsin Statutes

- [Section 103.23\(2\)](#) [minors under 12 participating in fundraising activities]
- [Section 118.12](#) [sale of goods and services at schools]
- [Section 120.16\(2\)](#) [board treasurer duty; account for extracurricular activities funds]

- Cross Ref.: 375, Student Activity Funds Management
- 850, Public Sales and Solicitations on School Property
 - 851, Advertising in the Schools
 - 881.1-Exhibit Parent Organization/Booster Club Relations and Information Guidelines
 - WASB PRG 374 Sample Policy 1

STUDENT FUNDRAISING ACTIVITIES

Policy #374

Waunakee Community School District

Page 3 of 3

Adoption Date: November 1982

Revised: April 1991
March 1994
December 1996
January 1998
October 1998
March 2000
May 2000
January 2002
March 2006
July 2010
August 2018
May 2023



WAUNAKEE

COMMUNITY SCHOOL DISTRICT

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 March 2024.

	School Address	Type of Drill	Date of Drill
AES	Arboretum Elementary School 1350 Arboretum Drive Waunakee, WI 53597	HOLD	03/14/2024
HES	Heritage Elementary School 501 South Street Waunakee, WI 53597	FIRE	03/20/2024
PES	Prairie Elementary School 700 N. Madison Street Waunakee, WI 53597	HOLD	03/21/2024
WIS	Waunakee Intermediate School 6273 Woodland Drive Waunakee, WI 53597	FIRE	03/12//2024
WMS	Waunakee Middle School 1001 South Street Waunakee, WI 53597	ALICE	03/05/2024
WHS	Waunakee High School 301 Community Drive Waunakee, WI 53597	FIRE	03/20/2024

Board of Education Representative: _____
 Joan Ensign, President

www.waunakee.k12.wi.us



**Centering students.
Advancing equity.**

Dane County New Teacher Project
Supporting Mentors and Instructional Coaches



About New Teacher Center

For over 20 years, New Teacher Center (NTC) has pushed on what's possible in professional learning. A national nonprofit leader with a legacy of results, NTC supports educators by combining the science of teaching with deep connections to students, so teachers can grow their craft and create thriving, rigorous, and inclusive classrooms. Where every young person feels seen, connected, and challenged to succeed academically, and student-teacher trust is unshakable. Its unique coaching model spans and balances educational ecosystems to build cultures of higher-quality learning, increased teacher retention, and better student outcomes.

Contact Us

NTC National Headquarters
2108 N ST # 7103
Sacramento, CA 95816
Tel: (831) 600-2200
partnerships@newteachercenter.org
www.newteachercenter.org

Amy Feehan, Director of Programs and Partnerships

Victoria Hom, Director of Partnerships and Development

Cover photo: Jefferson County Schools



Introduction

The Dane County New Teacher Project (DCNTP) is a consortium focused on professional learning, bringing guidance, training, and support to nineteen school districts of all sizes across the state of Wisconsin as they develop new teacher induction programs. The goal of DCNTP is to provide new teachers, mentors and principals the training and support necessary to build and maintain strong induction and coaching programs that prompt an optimal learning environment for every student. New Teacher Center (NTC) is honored to have served as a partner to DCNTP for more than a decade to help develop and advance the systems that support the realization of this goal.

Through the scope and sequence of NTC's mentor and induction training program, participants learn the critical knowledge, skills, and tools to initiate and maintain effective mentoring relationships with novice teachers that result in instructional growth. The sections below outline a proposed approach to continue DCNTP and NTC's collaborative, multi-year professional learning effort to support educators across the consortium.

Our Approach

At NTC, we believe that professional learning alongside strong coaching and mentoring is a key lever to producing positive student outcomes. We provide a coherent and research-proven approach to standards- and content-aligned professional learning and coaching for educators at the district-, school-, and classroom levels.

NTC's model provides educators with research-based tools and supports that allow them to blend the science of learning and development with a deep understanding of student needs, talents, and challenges and thus narrow the achievement gap. An independent i3 Validation grant evaluation found that after 2 years of NTC coaching support, 4th-8th grade students of NTC-supported teachers demonstrated 2-4 months of additional learning in reading and 2-5 months of additional learning in math compared to students of the control group teachers, who received traditional coaching support.

NTC's methods have also proven effective in improving the professional climate leading to increased teacher retention with 90 percent of our teacher mentors staying in the district and 30 percent increased retention across the teachers we have coached.

To deliver transformative instruction, NTC coaches for the following at the district-, school-, and classroom-levels:



Know Yourself

Understand who you are as an educator, including the lens and potential biases that you bring to your practice and students.



Know the Student

Understand what students have mastered and what they need to master to be on grade level.



Know the Standards

Understand what students need to know to be prepared for college, life, and career.



Harness the Power of the Curriculum

Use the curriculum and standards to plan units and lessons that are reflective of grade-level standards.



Catalyze Student Engagement

Use data-driven, research-based instructional and engagement practices to deliver units and lessons.



Give All Students Access

Provide effective engagement strategies and scaffolds that ensure all learners have access to the rigor of the standards.

Proposed Scope of Work

During the 2024–2025 school year, Dane County New Teacher Project (DCNTP) intends to support up to **30 Mentors and/or Instructional Coaches** using NTC’s proven model of support. This work will meet the following objectives:

- Develop the instructional leadership skills needed to coach for optimal learning environments in which teachers:
 - create emotionally, intellectually, and physically safe environments
 - implement standards-aligned curriculum and instruction
 - meet the diverse needs of every learner
- Engage in strategic instructional coaching cycles (e.g., Plan/Prepare, Teach/Assess, and Analyze/Reflect) focused on standards, pedagogy, and research to advance teaching practice and student learning of the district-adopted curriculum
- Create and maintain collaborative, professional relationships and skills (e.g., communicate effectively; build constructive relationships with stakeholders and colleagues; demonstrate and maintain coach responsibilities, integrity, and ethical conduct) to advance teaching and learning focused on student outcomes with standards-aligned content
- Advance teaching practice through establishing collaborative, professional relationships that: build trust; meet teachers’ needs through the use of coaching language and stances; and provide actionable feedback by modeling active listening.

Professional Learning for Mentors

NTC’s sustaining membership allows DCNTP leaders to conduct NTC-copyrighted Foundational Institute and Advanced Institute listed in the authorized curriculum for the contract duration for up to 30 participants, and 450 online tool accounts.

Authorized Curriculum

A highly skilled mentor is key to providing teachers with support that will advance their instructional practice, whether individually or in learning teams. In the **Foundational Institute for Mentors**, mentors learn the critical knowledge, skills, and tools to initiate and

maintain effective coaching relationships with teachers that result in instructional growth.

The specific sessions included through this sustaining membership are:

- Day 1: Using Formative Assessment in Instructional Coaching Practice
- Day 2: Analyzing Student Learning to Inform Equitable Instruction
- Day 3: Effective Instructional Coaching Cycles
- Day 4: Supporting Effective Instruction

A detailed scope and sequence can be found in **Appendix A**.

During Year 2, mentors and/or coaches continue to build on the impactful, student-centered coaching practices they developed in Year 1 and sharpen the lens on coaching for equitable outcomes through four days of professional learning through the **Advanced Institute for Mentors**.

Participants will:

- Explore bias and mindsets and how that influences teaching, learning, and coaching practices.
- Utilize coaching knowledge and skills to advance instruction to support language acquisition and development (academic language and English learners).
- Develop a deeper understanding of learner variability and the implications for all learners.
- Promote culturally responsive teaching, Universal Design for Learning, and academic vocabulary development as vehicles to equitable instruction.
- Leverage the relationships and trust established throughout Year 1 (both with teachers and within the cadre) to address issues of inequity and support coaching and instructional practices that disrupt those patterns.

A detailed scope and sequence can be found in **Appendix B**.

Consultation for District leaders

NTC will conduct **two days** of virtual consultation to support program implementation. **One day of consultation is included with the sustaining membership.** These consultation days will be planned in conjunction with DCNTP, but will also be reserved for the revising and customizing of the core curriculum.

National Program Leader Network (NPLN)

NPLN is a networked learning experience for our partners where they engage in a process of continuous learning and development focused on program quality and sustainability. Each year, NTC designs the network learning in alignment with the following overarching goals:

- Build collegial relationships within a community of practice
- Provide multiple contexts for sharing and analyzing effective practices and innovations
- Engage programs in continuous program improvement and accountability through a goal setting process that is grounded in the induction / instructional coach program standards
- Provide a framework for collecting and analyzing program data of impact and implementation, and structure opportunities for programs to share and apply effective strategies

NTC partners select small teams (up to 3 participants) composed of key program stakeholders and decision-makers to engage in NPLN. These teams convene for multiple days of networking and learning, three times a year (October, January, and May). During these network meetings, program teams engage in deep and practical conversations about coaching practice, and the program-level practices that support high quality coaching. Teams have the opportunity to collaborate across teams to discuss program quality data, emerging best practices, and pose and address problems of practice. Additionally, each network meeting includes dedicated team time to facilitate Program goal setting and implementation planning.

Please note that NPLN includes registration for all three sessions along with meals and lodging at the two in-person sessions in October and May.

Online Tools

Coaches'/Mentors' professional learning is supported through the use of technology platforms, which may include Kiano, NTC's online learning system. Kiano is designed to accelerate the effectiveness of teachers through a dynamic technology platform, embedded support systems, and access to best-in-class coaching models. The system allows district program leaders to make data-driven decisions that can help them understand the quality of instruction, course-correct in real time, and ultimately help drive positive effects on student learning.

In the online tool platform, users can:

- Engage with tools that facilitate preparation for coaching conversations with a core focus on the whole child and teaching standards.
- Dive deeper into tools that promote engagement in coaching cycles– leveraging multiple tools that combine planning, observation, and analysis of student learning in cyclical ways.
- Access to data that highlights the usage of standards and indicators over time to demonstrate growth and effectiveness of instructional practice.
- Measure time and tool use (as key indicators of high-quality implementation) within the platform.
- Gain visibility, measure, and track into the support of coaches/mentors so that they are operating within a best practice framework and becoming an effective coach/mentor.
- At-a-glance data for coaches/mentors, lead coaches/lead mentors, and district-level leadership to help maximize buy-in and adjust/iterate based on feedback and against district goals.

This agreement includes **one online program tool set**. It also includes **licenses for 450 program leaders, coaches/mentors, and the teachers they support**. The online tool system includes a perception survey for teachers, access to help resources, and one 30–60 minute webinar orientation for new programs. The system requires all users to accept the terms of use the first time they log in. Please note, NTC may substitute or use platforms other than Kiano to support its professional learning services. NTC will provide updates and information regarding additional technology platforms as needed.

Budget

New Teacher Center respectfully seeks **\$32,100** from DCNTP to support the scope of work outlined above. The table below outlines a summary cost breakdown for a partnership to take place from July 1, 2024 - June 30, 2025.

Services outlined in this proposal are delivered virtually unless otherwise noted. For in-person support, travel costs will be calculated and included in the budget table below.

Description	Rate	Total
MEMBERSHIP: BASE COST For up to 30 mentors. Includes: <ul style="list-style-type: none"> • Virtual Consultation: 1 Day • National Program Leader Network (NPLN) for up to 3 attendees • Online Tools: up to 450 accounts included 	Flat fee	\$5,000
NPLN LODGING Costs associated with the two nights' hotel stay per participant for each of the two in-person NPLN convenings. Priced per attendee (3 included in sustaining membership).	\$1,200	\$3,600
MEMBERSHIP LICENSE TO PRESENT FOUNDATIONAL INSTITUTE AND ADVANCED INSTITUTE FOR MENTORS Priced per session; 8 sessions total.	\$2,500/ session	\$20,000
CONSULTATION One additional day of virtual consultation to support program sustainability.	\$3,500/ day	\$3,500
TOTAL		\$32,100



Please indicate the services the district would like to renew or add by placing a check in the column.

2024-2025 Annual Service Contract				
Service	Fee	2023-2024 Services	Check to Renew	Check to Add
Membership in CESA 2	\$6,069.00			
Dialogue with Attorney	\$850.00			
Professional Resource Center (PRC)	\$6,000.00	X		
Assistive Technology Academy	\$450.00			
Title III Consortium	Based on allocation			
Transition Advisory Network	\$3,500.00			
Educational Audiology	IEP Based			
Occupational Therapy	IEP Based			
Orientation & Mobility	IEP Based			
Physical Therapy	IEP Based			
School Psychology	Based on need			
School Social Work	Based on need			
Services for Students who are Blind or Visually Impaired	IEP Based			
Services for Students who are Deaf or Hard of Hearing	IEP Based			
Speech-Language Pathology	IEP Based			
Additional service(s) (indicate page # from Catalog of Services)				
Total (space provided to write-in total amount of services requested)				

District Administrator or designée's signature

Date

Purchase order number

Please return to: marlene.gerstner@cesa2.org or fax: 262.472.2269



2024-2025 Contract

This contract is made in duplicate between the Board of Control of Cooperative Educational Service Agency 2 (CESA 2) and the Local Educational Agency (LEA).

WHEREAS CESA 2 has been authorized to provide services for valuable consideration to school districts on a cooperative basis and has been authorized to enter into and approve service contracts with local school districts, county boards of supervisors and other cooperative educational service agencies as provided in Chapter 116, Wis. Stats.

NOW, THEREFORE, CESA 2 hereby agrees to provide to the LEA, services to be performed by legally qualified personnel. Information pertaining to each service to be performed is included in the CESA 2 Catalog of Services.

CESA 2 agrees to make payments to the personnel providing the services and to remit to the authorized governmental or private agencies such amounts for which salary deductions are required or authorized.

CESA 2 agrees to forward federal and/or state funds, which are due the LEA, as soon as possible after the receipt of said funds.

LEA agrees to pay for services rendered as follows:

*for services costing \$18,000.00 or less annually per line item, in one payment to be made in July.

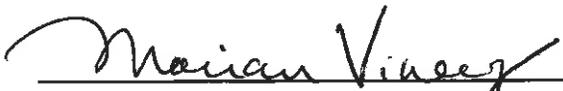
*for staffing services under Specialized Services and Staffing, in monthly installments based on the contract amount.

All billings from CESA 2 will be on budgeted estimated costs, except the last billing which shall reflect the net actual cost of the service. (If all billings and payments are based on estimated costs, any overpayments or underpayments will be refunded or paid no later than 60 days from the closing of the fiscal year).

Transportation of children, if any, will be furnished by each school district.

The LEA agrees to reimburse CESA 2 for its proportionate share of costs of the services provided under this contract including without limitation because of enumeration, unemployment insurance, litigation expense, collective bargaining and monetary awards of courts and agencies but no Board of Control may levy any taxes as per Sec. 116.03(4).

In witness whereof, the parties have set their hands this day and year written below.


Marian Viney, Chairperson, CESA 2 Board of Control


Dan Hanrahan, Secretary, CESA 2 Board of Control

School District of _____

_____, 2024

Authorized Signature for School District



CESA 5 Contracted Services for the 2024-2025 School Year

Waunakee Community

SUMMARY OF AGREEMENTS FOR SERVICES BETWEEN

THE SCHOOL DISTRICT/AGENCY AND COOPERATIVE EDUCATIONAL SERVICE AGENCY 5

Amounts listed are based on current information and projected services to special education students.

Adjustments will be made when final information is available

		2024-2025		
		Quantity		Projected Cost
Operational Services				
MB01	CESA 5 District Membership Fee			\$0.00
SB01	School Business Office Management & Support		Staff Days	\$0.00
SB02	Mentoring for School Business Officials			\$0.00
TS01	Managed IT Services (Technology Support/Technician)		Staff Days	\$0.00
Professional Development & Program Support				
PD01	School Improvement Services (Curriculum & Instruction)			\$0.00
PD02	Curriculum or Reading Specialist		Staff Days	\$0.00
PD03	Coaching & Mentoring Consortium			\$0.00
PD04	Instructional Technology Training/Support Service (ITSS)			\$0.00
PD05	Safe & Healthy Schools Consortium			\$0.00
CT01	Career & Technical Education Council			\$0.00
CT02	Career & Technical Education Leadership			\$0.00
Instructional Services & Related Support				
DE01	Driver Education		Student FTE	\$0.00
EL01	English Learner Services		Staff Days	\$0.00
LS01	Librarian Services		Staff Days	\$0.00
SN01	School Nursing Services		Staff Days	\$0.00
Other Services				
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00

Key: FTE = Full Time Equivalent

Staff Days = Days of service (actual days may vary due to paid leave time or variations in school calendars)

UOS = Unit of Service (standard calculation used to deliver the services in each student IEP)

* = Revision made with details in "Notes" section on page 2



CESA 5 Contracted Services for the 2024-2025 School Year
Waunakee Community

		2024-2025		
Special Education		Quantity		Projected Cost
Instructional & Support Resources				
SP01	Special Education Center			\$0.00
SP02	Special Education Instructional Materials Center (SEIMC)			\$0.00
Consortium Classrooms				
SP03a	Consortium Classroom: Intensive Services		Student FTE	\$0.00
SP03b	Consortium Classroom: Visually Impaired		Student FTE	\$0.00
Hearing Services				
SP04	Audiology		UOS	\$0.00
SP05	Educational Sign Language Interpreter		Staff Days	\$0.00
SP06	Teacher of the Deaf & Hard of Hearing	444	UOS	\$25,308.00
Vision Services				
SP07	Orientation & Mobility Specialist		UOS	\$0.00
SP08	Teacher of the Visually Impaired		UOS	\$0.00
Other Services				
SP09	Occupational Therapy		UOS	\$0.00
SP10	Physical Therapy		UOS	\$0.00
SP11	School Psychology Services		Staff Days	\$0.00
SP12	Speech & Language Pathologist		Staff Days	\$0.00
Other Instructional & Support Staff				
SP13	Special Education Teacher		Staff Days	\$0.00
SP14	Paraprofessional Services		Staff Days	\$0.00
Leadership & Administrative Support				
SP15	Director of Special Education		Staff Days	\$0.00
SP16	Special Education Secretary		Staff Days	\$0.00
SP17	Special Education Fiscal Management			\$0.00
SP18	Mentoring for Special Education Staff			\$0.00
Alternative Education Programs				
AE01	Reach Academy for Elementary		Student FTE	\$0.00
AE02	Columbia/Marquette Adolescent Needs (COMAN)		Student FTE	\$0.00
AE03	Juneau County Alternative Programs (JCAP)		Student FTE	\$0.00
AE04	Sauk County Adolescent Needs (SCAN)		Student FTE	\$0.00
AE05	Wood County Alternative School (WCAS)		Student FTE	\$0.00
AE06	Waupaca County Alternative Program (WCAP)		Student FTE	\$0.00
AE07	Waupaca County Alternative Program for Elementary (WCAP-E)		Student FTE	\$0.00
AE08	Project SEARCH at Kalahari		Student FTE	\$0.00
TOTAL PROJECTED COST				\$25,308.00

Notes:

TO: Waunakee Administration and Board of Education

FROM: Michelle McGlynn, CTE Coordinator

DATE: April 1, 2024

SUBJECT: Kohler Engine Donation

I am pleased to inform you that Kohler Engines has selected Waunakee High School to receive a donation of twelve "12" PA-CH270-3152 Horizontal Command Pro Engines to be used in our Tech Ed & Engineering course, Small Engines. These engines are used, but priced at over \$500 each in new condition. This donation program was established a decade ago in an effort to increase students' interests in careers as engineers and small engine technicians. Kohler's donations included both gas and diesel engines. These engines will be used in coursework at high schools, technical schools and universities designed to provide hands-on experience while building small-engine knowledge. Coursework will focus on assembly and disassembly, components, torque values, engineering processes, the general functioning of combustion engines, and more.

Shipping is the responsibility of the recipient, and Tech Incentive Grant funding will be used to pay for the nominal shipping costs associated with the donation. Students in our Small Engines program will begin using this donation next fall.

mam

TO: MR. BOROWSKI and MR. CONRAD

FROM: TAMMY RADEMACHER



DATE: March 18, 2024

RE: PHYSICS II TRIP TO EMDC CHAMPIONSHIPS

I would like our students who have qualified for the EMDC Championships to be able to attend the contest on Friday, April 19, 2024. The championships this year will be held at Rochester Community and Technical College in Rochester, MN. The event begins at 7:00 a.m. Given the time and location of the event it would involve an overnight trip. Students would be excused from school at 1:30 p.m. on Thursday, April 18th and we would leave Waunakee High School at approximately 2:00 p.m. We would stay overnight on Thursday at one of the hotels that the organizers have blocks of rooms reserved at. After the event concludes on Friday we would return to Waunakee and arrive approximately 10:00 p.m.

Since both teams in physics II qualified, at a maximum there would be 24 students attending (20 males and 4 females). Drew Nelson would also help chaperone and drive a vehicle to haul the machines. A detailed itinerary for the trip will be created once approved. Attached is the schedule for the contest.

The cost to students should be minimal as lodging and meals will be provided by funds from our physics competition account. Our winnings from the regional contest will also help cover expenses. We would like to post a Classmunity Fundraiser to further help with travel expenses so students do not have to pay. The cost of transportation needed for the students and the machine would need to be covered possibly by district funds and/or the Classmunity Fundraiser.

This is an incredible and unique opportunity for our students that they earned from their hard work and dedication. If you have any questions, please do not hesitate to contact me.

Thank you!

Friday, April 19, 2024

Schedule of Overview (*Tentative*)

7:00-8:30 | Check-in / Machine Pre-check

9:00-9:20 | Welcome Session

9:30-12:30 | Preliminary Round

1:30-4:00 | Championship / Redesign
Rounds

4:30-5:30 | Awards Ceremony

CHAMPIONSHIP TEAM RESOURCES

Merit-Based Team Qualification

Each Regional Contest will be allowed to qualify a certain number of teams per division based on the number of teams that participate in each division. If a qualifying team is unable to attend the Championship, the opportunity to advance is awarded to the next highest scoring team in that division.

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Wildcard teams are identified at the discretion of the Regional Contest Organizer. A wildcard team could be chosen by whichever team receives the People Choice Award or



MINNESOTA STATE

Engineering Center of Excellence

Hello Administrator of Engineering Machine Design Contest winners!

Congratulations on your successful advancement to the Engineering Machine Design Championship! I know how hard your students have worked as a design team to make their machine as successful as possible and I look forward to seeing your school's participation in the championship.

I personally know how important this contest experience is for learning about team work, engineering design, innovation and collaboration. All of the experiences in machine building and performing at the contest will contribute to their personal and professional growth. As a competition, this experience contributes to their persistence in career development and exploration.

This contest encourages using the Engineering Grand Challenges as an inspiration to connect with real-world problems facing us today. The hope is that it inspires your student teams to continue to work towards the greater good in their life and career.

In the meantime, we have provided the Engineering Machine Design Championship to allow your students to show their machine build could be the best in the Midwest! To determine the winners, judging will be done by industry, academia, and the general public. What a great way to show them how schools are supporting innovative programs to keep the future workforce of tomorrow bright!

I am looking forward to seeing your students share their energy, passion and excitement at the championship!

Thank you,

Jason Bruns, BSMA, MBA | Director

MINNESOTA STATE CENTER OF ENGINEERING EXCELLENCE

131 Trafton Science Center N247 ▪ Mankato, MN 56001

www.engineering.mnsu.edu ▪ engineering@mnsu.edu

Phone 507-389-1201 (V) ▪ 800-627-3529 or 711 (MRS/TTY) ▪ Fax 507-389-1095

April 2, 2024

TO: Mr. Guttenberg

FROM: Brian Borowski

RE: *Physics Lab Trip to Great America*
Mrs. Tammy Rademacher, HS Science Instructor
Mr. Andrew Nelson, HS Science Instructor

Mrs. Rademacher and Mr. Nelson are once again requesting permission to take students enrolled in Physics classes at Waunakee Community High School to Great America Amusement Park in Gurnee, IL to participate in Physics Day. This year, the Physics Day is being held on Friday, May 17, 2024. The purpose of Physics Day is to provide students with an opportunity to conduct experiments developed by physics teachers and engineers that help the students learn about physics by experiencing physics in action.

Attached is the request from Mrs. Rademacher and Mr. Nelson which provides a general overview of what students who participate in Physics Day will be involved in if this request is approved.

I am respectfully requesting that you review the request from Mrs. Rademacher and Mr. Nelson and support this field trip. In previous years, Physics Day field trips to Great American have proven to be very educational for the students that have participated. In addition, the students represented themselves, Waunakee High School and the Waunakee School district in a positive manner.

Therefore, I approve their request to repeat this trip and would ask that you do so as well.

The cost of this trip is approximately \$75.00 per student that includes admission to Great America and bus services. Students needing financial assistance to participate in the trip will be accommodated.

Thank you.

TO: MR. BOROWSKI

FROM: DREW NELSON & TAMMY RADEMACHER

DATE: March 22, 2024

RE: PHYSICS LAB TRIP TO GREAT AMERICA

We would like our students to have the opportunity to go to Great America for Physics Day on Friday, May 17, 2024. We would leave Waunakee High School at 8:00 a.m. and return to Waunakee by approximately 6:00 p.m. In previous years over 24,000 students had the opportunity to "experience physics" at Great America. As you realize, physics is used everywhere, but at Great America physics teachers and engineers have developed numerous practical experiments for the students to conduct. The students meet with engineers and experience behind-the-scenes activities that no one else can experience. Our students take lab materials along to conduct experiments on that day---on no other day will the park allow this to be done. Students get very excited about this opportunity. This is physics in action and is a highly motivated activity that ties together many of the areas of their physics learning.

The total cost to students is approximately \$75 depending on the number of students who attend. The price includes the tickets to get into Great America and the per student portion to rent a bus to get there. If some of the students elect NOT to go for various reasons, then they stay in school and watch a video on the "Physics of Roller Coasters" plus complete some activities at a playground area with a swings, merry-go-round, etc.

This is an EXTREMELY EDUCATIONAL EXPERIENCE for our students, not just a fun day for them. There are numerous experiments that students must do while there, other activities on the bus going & coming back, and there are write-ups to be done when students get back to Waunakee High School. If you have any questions please do not hesitate to contact us.

TO: Mr. Guttenberg
Board of Education Members

FROM: Jeffrey Kenas

RE: Middle School Washington DC Trip - Final Approval

DATE: April 4th, 2024

With overwhelming parent and student responses since the initial meeting, as well as careful planning to ensure a safe and educational trip for students and staff, we are asking for final approval for the optional end-of-year trip where 8th grade students, accompanied by middle school staff, will travel to Washington, D.C. in June, 2024.

This trip will allow students the opportunity to visit places of historical significance in Washington, D.C., Philadelphia, Pennsylvania, and Williamsburg, Virginia, accompanied and supervised by WCSD middle school staff. Students who have been on this trip in prior years have shared with staff their appreciation for the experience and the learning that occurred. I support this trip and I ask for your support of Mr. LaFlash and the social studies department in going forward to finalize plans.

Once this trip receives your final approval, Mr. LaFlash will communicate any additional details with families in preparation for the trip this summer. Mr. LaFlash possesses experience leading trips of this nature and I have complete confidence in his abilities, and those of his colleagues, to lead our students on a trip that is safe, educational, and will result in lasting memories.

Please feel free to contact me or Mr. LaFlash with questions related to this request.

cc: Mr. LaFlash

Waunakee Middle School Social Studies Department
Jason LaFlash jasonlaflash@waunakee.k12.wi.us

Educational Goals/Objectives

1. To connect the curriculum of 7th and 8th grade history and government to the real world.
2. To broaden cultural and historical perspectives of our students.
3. To foster camaraderie, pride and a sense of family/team within our students.
4. To provide an opportunity to hear and learn from hands-on activities and experiences in the places in which we are learning about.
5. To provide an opportunity to represent the school and community as positive members of a society.

Student Needs

1. To provide a learning and travel opportunity for all 8th grade students despite financial obligations.
2. To provide a reward for good behavior to students through both the 7th and 8th grade years.

Places To Visit

We will spend 1 day in Philadelphia, 3 days in Washington D.C. and 2 days in Virginia.

Travel Dates

Leave Sunday, June 9th, 2024 Approx 3:30 am –Arrive home Saturday, June 15 Approx 10:30 pm from the Middle School.

Participants

105 students on 3 buses

10 Teacher chaperones: Jason LaFlash, Shad Fanta, Alissa Walter, Sophie Wagner-Marx, Kyle Miller, Hailey Bond, Sara Koppes, Michelle Kadow, Martha Rocco, Alex Kartz

Trip Itinerary (See attached detailed itinerary):

1. 7 days /6 night tour via motor coach round trip from Waunakee, WI to our places of visit.
2. Tour stops/visits to be taken that allow for cultural enrichment: ie museums, monuments, and connect to our curriculum.
3. All meals at appropriate restaurants provided by the vendor as part of the package.
4. Local tour guides.
5. Liability Insurance Coverage for the tour and motorcoaches.
6. Night time security coverage

Itinerary Highlights:

Philadelphia: American Revolution Museum, A Soldiers Life-Live Performance, Christ Church and Burial Ground, Independence Hall, Liberty Bell and Presidents House, Elfreth's Alley, "Rocky Steps", Carpenters Hall.

Washington DC: Smithsonian Museums-American History, Natural History, African American, and Holocaust. Arlington National Cemetery, National Archives, Ford's Theater, White House (picture stop), Vietnam Memorial, Korean Memorial, Lincoln Memorial, Jefferson Memorial, MLK Jr. Memorial, WW2 Memorial.

On the way to VA-Mt. Vernon Tour, Yorktown Battlefield Museum.

VA: Williamsburg Historic Village Tour, Jamestown/Powhatan Village Tour, Merchants Square, Busch Gardens-Williamsburg

On the way home: stopping at the Flight 93 memorial near Somerset, PA.

Meals: Meals on the way there and back will be at Travel Plaza's in Ohio and Pennsylvania. The rest will be restaurants or food courts set up by our tour company. Some of the confirmed restaurants are: Hard Rock Cafe, Reagan International Center Food Court, Pentagon Mall Food Court, Mt. Vernon Food Court, Great Wolf Lodge.

Hotels: Philly-TBD 60 days before departure-1 night, DC-Holiday Inn Downtown-3 nights, VA-Great Wolf Lodge, Williamsburg VA-2 nights

Costs

To be paid by families and concessions sales at M.S. events (May 14 Track Meet, a May M.S. fundraiser at Lone Girl on May 8th.

\$2004 per person for quad occupancy.

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Waunakee Middle School KJS

Trip ID: 205334 HD

Group Number: 12532-11-L

Jason LaFlash [112S+0A+4TC=116]

Sightseeing Information (DRAFT)

Course Leaders

06/10

06/10

06/10

06/11, 06/12, 06/13

06/11, 06/12, 06/13

Total Count: 112S + 0A + 4TC = 116

PRT: 01/24/24

WorldStrides reserves the right to revise this itinerary due to unforeseen circumstances: traffic, road closures, site closures, weather or any restrictions related to public health matters. Your Course Leader will consult with the Program Leader and Bus Driver(s) changes.

In keeping with WorldStrides' commitment to safety and security, all of our itineraries compliant with Department of Transportation rules and regulations and giving drivers hours off each night and a maximum of 14 hours on duty, not to exceed 10 hours of driving during any 24 hour period. This includes time for drivers to follow any necessary health cleaning protocols.

(DRAFT) Sunday, June 9, 2024

2:30A		Coaches REPORT to Waunakee Middle School - Travelers ASSEMBLE
		Bags on buses
3:30A		Coaches DEPART for Philadelphia - Rest stops per the discretion of the Program Leader and Coach Drivers
		\$10 Breakfast Allotment - To be used per the discretion of the Program Leader and Coach Drivers
		\$15 Lunch Allotment - To be used per the discretion of the Program Leader and Coach Drivers
		\$15.00 - Dinner allotment to be used per the discretion of the Program Leader and Coach Drivers (ALLOT)
10:30P		Coaches DROP group at hotel for check-in

(DRAFT) Monday, June 10, 2024

7:00A		Hotel Breakfast
		Bags on buses
8:20A		Coaches DEPART
9:00A		MEET Course Leaders at the Independence Transportation Center bus parking at the Independence Constitution Center located on Race Street between 6th and 5th - group meets Course Leaders or next to Coach
9:30A		***** Independence Hall - 520 Chestnut Street - (215) 965-2305 - Break students do small groups according to time on tickets. Program Leader will have tickets in packet Must arrive 30 mins early at security entrance at 5th & Chestnut St (Pending) - (130 ppl)
11:30A		***** A Soldier's Life - Arch Street Meeting House - 320 Arch Street, Philadelphia, PA 19106 - (215) 215.629.5801 ext 209 (Pending) - (132 ppl) Conf#-Meet at Arch St. Meeting House [St, 19106]
12:45P		***** Hard Rock Cafe Philadelphia - 1113-31 Market Street, Philadelphia PA 19106 - (215) 267-606-4838. Note: Vendor enforces a strict 15 minute late grace period (Pending)
		Group to rotate Historic Philadelphia Walking Tour sites before/after Benjamin Franklin per the Course Leaders
		Historic Philadelphia
2:00P		***** Benjamin Franklin Museum - 143 S. 3rd Street, Philadelphia, PA, 19106 - (267) 267-2676 - The fee waiver only covers the students plus one chaperone for every ten students. A chaperones must pay the museum fee. (Pending) - (66 ppl)
2:30P		***** Benjamin Franklin Museum - 143 S. 3rd Street, Philadelphia, PA, 19106 - (267) 267-2676 - The fee waiver only covers the students plus one chaperone for every ten students. A chaperones must pay the museum fee. (Pending) - (66 ppl)
4:30P		Coaches DEPART for Washington D.C. - Dinner en route
		253
10:00P		Coaches DROP group at hotel for check-in

(DRAFT) Tuesday, June 11, 2024

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For 24/7/365 assistance call: 800-999-4542

Waunakee Middle School KJS

Trip ID: 205334 HD

Group Number: 12532-11-L

Jason LaFlash [112S+0A+4TC=116]

Sightseeing Information (DRAFT)

Course Leaders

- 06/10
- 06/10
- 06/10
- 06/11, 06/12, 06/13
- 06/11, 06/12, 06/13

Total Count: 112S + 0A + 4TC = 116

PRT: 01/24/24

7:00A		MEET Course Leaders at the hotel
7:20A		Coaches DEPART
7:30A		Breakfast Capitol Hill - Capitol (tour of grounds) - Supreme Court - Library of Congress (picture stop)
11:00A		**** The Holocaust Museum - 100 Raoul Wallenberg Place, SW - Washington, DC - 488-0400 - Groups enter at 15th Street entrance - Please arrive 15 minutes early to clear security. Groups have up to 45 minutes after their timed entry to arrive - later arrivals may not be able to enter. If running late please call (202) 488-6188. (Pending) - (130 ppl)
		Pentagon City Mall (MEAL VOUCHERS) - 1100 South Hayes Street, Arlington VA - 703-415-2130 (Available vendors are subject to change. Please avoid congregating in front of doors and retail establishments)
		Arlington National Cemetery - Kennedy Gravesites - Tomb of the Unknown Soldier - Tomb of the Guard - (guests 18 and older may be asked to provide a valid photo ID, please bring ID) Please leave all bags on the coach to expedite security clearance
		Iwo Jima Marine Memorial
		Dinner
		Martin Luther King, Jr Memorial - Franklin D. Roosevelt Memorial - Jefferson Memorial
8:40P		Course Leaders DISMISSED at hotel
8:40P		Coaches DROP at hotel

(DRAFT)Wednesday, June 12, 2024

7:00A		MEET Course Leaders at the hotel
7:20A		Coaches DEPART
7:30A		Breakfast Lincoln Memorial - Korean Memorial - Vietnam Memorial
11:00A		**** National Archives Museum - Constitution Ave. NW between 7th and 9th Street - Washington, D.C. 20408 - (866) 272-6272 - Please note: Must meet 1:10 adult:student ratio. Must bring tickets. (Pending) - (130 ppl)
12:45P		*****Reagan International Trade Center Food Court (MEAL TICKETS) - 1300 Pennsylvania Avenue, Washington, DC 20004 - 202-312-1300 Important location instructions: Please enter on 14th Street (Ground Level). Management asks that groups please avoid congregating in the atrium. Please instruct students NOT TO SCAN tickets on-own as this will invalidate them. Mon-Fri 9a-4:30pm WorldStrides DC Field Office is open in this building. We can provide extra vouchers or replace any that may be at issue or not able to be scanned: 202-886-0216 (Pending)
2:00P		**** National Museum of African American History and Culture - 1400 Constitution Avenue, NE - Washington, D.C. 20560 - (844) 750-3012 - Entry on 15th St and Madison Dr. - Groups enter up to two hours after reservation time; MUST bring confirmation for entry. (Pending) - (130 ppl) Conf#-331879847, soft confirm
4:15P		**** International Spy Museum - 700 L'Enfant Plaza SW, Washington, D.C. (coach stop) - 10th Street - (202) 654-2844; Must bring confirmation letter; if running late, please text 791-5779 or email arrival@spymuseum.org - Must meet 1 adult per 10 student ratio. (Pending) - (130 ppl)
		White House (picture stop)
		Dinner
		World War II Memorial - Washington Monument (picture stop only)
8:40P		Course Leaders DISMISSED at hotel
8:40P		Coaches DROP at hotel

(DRAFT)Thursday, June 13, 2024

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Waunakee Middle School KJS
 Trip ID: 205334 HD
 Group Number: 12532-11-L
 Jason LaFlash [112S+0A+4TC=116]

Sightseeing Information (DRAFT)

Course Leaders

06/10
 06/10
 06/10
 06/11, 06/12, 06/13
 06/11, 06/12, 06/13

Total Count: 112S + 0A + 4TC = 116
 PRT: 01/24/24

7:20A		MEET Course Leaders at the hotel Bgas on buses
7:45A		Coaches DEPART
8:30A		***** Mt. Vernon - Breakfast with Timed Mansion Tickets Education Center and Gro The breakfast buffet is at the Food Court Pavilion in the Mount Vernon Inn Complex. reservation is prior to the Estate opening, enter the Mount Vernon Inn complex via the by the Gift Shops which will be unlocked. The Food Court Pavilion is past the Gift S (703-799-5225) (Pending) - (130 ppl)
11:00A		Coaches DEPART for Williamsburg
11:00A		Course Leaders DISMISSED Group to eat box lunch en route
2:00P		***** Yorktown American Revolution Museum Guided Tour - 200 Water Street, Rou Yorktown, VA 23690 - (757) 253-4939 - Please enter the front door and check-in with confirmation number. (Pending) - (133 ppl) Conf#-22672319
4:00P		Coaches DEPART
4:30P		Coaches DROP group at hotel for check-in - Early hotel check-in PENDING APPRO is aware not all rooms may be ready at this time - DISMISSED until 7:30 PM Swimming/free time at Great Wolf Lodge Hotel dinner
7:30P		Coaches DEPART for Ghost Tour Ghost Tour - Program Leader led
9:00P		Coaches DROP at hotel

(DRAFT)Friday, June 14, 2024

8:00A		MEET Course Leaders at hotel
8:30A		Coaches DEPART
9:00A		***** Jamestown Settlement Guided Tour (2 hours) - 2110 Jamestown Road, William 23185 - (757) 253-4165 - Guide(s) will meet the group in the coach parking lot of the Settlement or please check-in at front desk with confirmation number. (Pending) - (12 Conf#-22672319 ***** Colonial Williamsburg 1-day Plus Tickets - this ticket enables holder to enter th Governor's Palace and all other buildings. Tickets delivered to group in Williamsburg. (130 ppl)
11:15A		Colonial Williamsburg - a self guided visit. Sites include the Colonial Capitol, working shops, taverns, gardens, and the gaol. Tickets must be worn to enter all buildings. - (1 Group to tour 1-2 buildings on own per the discretion of the Program Leader and Cou Shopping in Merchants Square
12:30P		Course Leaders DISMISSED after orienting group to Merchants Square
1:10P		Coaches DEPART for Busch Gardens
1:30P		Coaches LEAVE group at Busch Gardens - DISMISSED until 7:10 PM
1:45P		***** Busch Gardens - 1 Busch Gardens Boulevard, Williamsburg, VA 23185 - (757) (Pending) - (130 ppl)
7:00P		Group ASSEMBLE at park entrance
7:10P		Coaches DEPART for hotel 255
7:30P		Coaches DROP at hotel

(DRAFT)Saturday, June 15, 2024

WorldAssist™ by WorldStrides

For 24/7/365 assistance call: 800-999-4542

Waunakee Middle School KJS
 Trip ID: 205334 HD
 Group Number: 12532-11-L
 Jason LaFlash [112S+0A+4TC=116]

Sightseeing Information (DRAFT)

Course Leaders
 06/10
 06/10
 06/10
 06/11, 06/12, 06/13
 06/11, 06/12, 06/13

Total Count: 112S + 0A + 4TC = 116
 PRT: 01/24/24

		Hotel breakfast - Bags on buses
4:30A		Coaches DEPART for Waunakee Middle School - Rest stops per the discretion of the Leader and Coach Drivers
10:30A		Stop at Flight 93 National Memorial (6424 Lincoln Highway, Stoystown, PA 15563)
		\$15 Lunch Allotment - To be used per the discretion of the Program Leader and Coach
		\$15.00 - Dinner allotment to be used per the discretion of the Program Leader and Coach (ALLOT)
11:30P		Coaches DROP group at Waunakee Middle School