

REGULAR SCHOOL BOARD MEETING

AUGUST 22, 2016

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SCHOOL DISTRICT OF WISCONSIN DELLS

REGULAR BOARD MEETING

MONDAY, AUGUST 22, 2016

7:00 P.M. CLOSED SESSION

7:30 P.M. (OPEN SESSION REGULAR SCHOOL BOARD MEETING)

HIGH SCHOOL LIBRARY-MEDIA CENTER

520 Race Street Wisconsin Dells WI 53965

"This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in the agenda."

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

- A) Call to Order
- B) Roll Call (Kathy Anderson, John Campbell, Jennifer Gavinski, James McClyman, Robert McClyman, Joey Van Dinter and Jesse Weaver)
- C) Approval of Agenda
- D) The School Board May Adjourn to Closed Session per Wis. Stat. §§ 19.85 (1) (b) Considering the dismissal of a public employee when the employee has been given actual notice of the meeting and the right to demand that it be held in open session, (c) Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility, and (e) Deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session; to discuss and take action, if appropriate concerning: 1) Consideration of contracts for professional staff vacancies, 2) Consideration of a leave of absence request, 3) Consideration of extra-curricular staff contracts, and 4) Consideration of recommendation for support staff employment/termination/reduction in force/resignation.
- E) Reconvene Into Open Session
- F) Act on Closed Session Items if Applicable

1. Consideration of Employment for Vacant Professional Staff Position(s)
2. Consideration of Leave of Absence Request
3. Consideration of Recommendation for Support Staff Employment/termination/reduction in force/resignation

G) Public Comment/General Subject Matter Discussion

H) Education Reports

1. Administrator Reports
2. District Administrator Report

I) Old Business

1. Consideration of Second Reading of the 2016-17 WDHS Co-curricular Code of Conduct, Policy 5500.01
2. Consideration of Second Reading of the 2016-17 SHMS Co-curricular Code of Conduct, Policy 5500.02
3. Consideration of OE-7 Financial Administration

J) New Business

1. Consideration of Community Survey Proposal by School Perceptions
2. Consideration of 2016-17 Elementary, Middle and High School Student Handbooks
3. Consideration of SocialSchool4EDU Social Media Contract

J) Consent Agenda

1. Accept Minutes for the July 18, 2016 Regular Meeting and the August 2, 2016, and August 8, 2016 Special Meetings
2. Approval of Extra-Curricular Staff Contracts
3. Approval of 66:30 Shared Services Agreement
4. Acknowledgement of Annual Health Services Report
5. Resignations
6. Required Approvals
 - a. Treasurer's Report and Disbursements for the Month of August 2016
 - b. Donations

K) Future Meetings: September 12, 2016

L) Adjournment

Posted: August 17, 2016

We are WD

Our Mission

Connect × Inspire × Achieve
Everyone. Every day.

Our Vision

Cultivating academic excellence today for a stronger community tomorrow.

Our Beliefs

We set high academic standards and expect each student to reach his/her full potential.

We are committed to the whole child: healthy, safe, engaged, supported, and challenged.

We embrace our diversity, integrate equitable practices, and believe all students will be successful regardless of race, income, gender, sexual identity and learning differences.

We partner with families and community to develop informed and responsible citizens.

We collaborate to support individuals and families.

We deliver a consistent and rigorous curriculum in every classroom.

We value adult learning as a key to student learning.

We pursue innovative ideas, evidence-based practices, and modern technologies.

We seek to provide physical environments that facilitate high levels of learning and serve the needs of our community.

**We live our mission and strive for our
vision.
This is WD.**

School District of Wisconsin Dells Multi-Year Strategic Plan June 2016

Core Strategies

The following four core strategies organize our continuous improvement work at the system and at the school level over the long-term. Our core strategies are further defined and supported by our strategic objectives. We will focus on key performance objectives each year within these identified areas in order to meet our system's mission, vision, and belief statements.

- **Student Growth and Achievement**
- **District and Community Engagement**
- **Professional Growth and Leadership**
- **Facilities, Finance, and Operations**

Strategic Objectives

Student Growth and Achievement

Use data-driven, culturally-responsive instruction to improve K-12 literacy and to ready learners for colleges and careers.

District and Community Engagement

Connect with the community to promote our district and best serve our students and families.

Professional Growth and Leadership

Enhance student learning and retain top talent by supporting creative implementation of high-impact instructional strategies and targeted professional development.

Facilities, Finance, and Operations

Implement a long-term plan that ensures safe, clean, and healthy facilities that foster multiple student learning pathways while maintaining fiscal responsibility.

To: SDWD Board of Education
From: Hugh Gaston, Principal, Wisconsin Dells High School
Re: WDHS Administrative Report – August
Date: August 15, 2016

1. Opening Thoughts

I am writing while still assimilating into my new role and surroundings at the high school. I need to start by saying that the learning curve has been substantially reduced due to the help of some key people, namely, Allison Hoch, Kelly Hall, Kim Cummings, Clay Berka, and Greg Bell. Many thanks to all of them and to others not named who have provided some support.

Also know that due to the fact that most of the schedule and basic management tasks were already complete or in the process of completion, I have continued to assist Julie and Spring Hill with working on scheduling and other tasks I normally completed as a resident of Spring Hill. My goal has not been to dump everything on Julie and walk out the door. We have been talking regularly and I communicate frequently with Gina Baysinger, who is responsible for inputting our crazy schedule ideas into Skyward.

Speaking of Gina, I would be remiss not to officially thank her for everything she has done, not just for me as a Spring Hill resident of 17 years, but for all the students, staff and parents at Spring Hill. Her impact goes beyond just being an efficient administrative assistant. She is our “mom” in the most complementary sense of the word. Really, the work of all the front office staff, including Dianne, Cindi, and Sue is fantastic. We are deeply fortunate to have the people in place that we do.

2. Summer School Update

This was a heading from my last Spring Hill board report this past May. I decided to leave this heading in one more time simply to offer kudos to all the summer school staff and Julie, of course, for a wonderful experience. We truly went from 0-60 in the first year, and from 60-120 in year two. Wow!

3. Starting the Year

Not trying to jinx us, but as of Aug 15, HS staffing is complete. This is huge due to the amount of time one must invest when an opening (or openings) requires one to shift focus from getting ready to filling a position. These previous hours are simply not replaceable. We are in a good spot and hopefully that will carry through. So, the time right now is being spent on planning the orientations for 8th and 9th grade, tidying up some last minute scheduling issues and room assignments, prepping for the new teacher, returning teacher and support staff in-services, and attending to other details, big and small, that will help us get the year off to a strong start.

4. Safe and Civil Schools Conference

In Mid-July I returned to the National Safe and Civil Schools Conference (S&CS) in Portland, OR for another week devoted to continuing our commitment to S&CS and sustaining the investment. I attended 2 two-day sessions, Coaching Classroom Management and Building a

Better Training. The second training was not advertised, but was by invite only based on a recommendation by our national S&CS trainer, Mike Booher. Our district occupies a rather unique place in the S&CS universe, as we are a relatively small district (as compared to Fresno Unified with 70,000 students, for example) that have experienced solid success and the ability to sustain our efforts. The founder of S&CS, Dr. Randy Sprick, certainly has a special affinity (affection?) for us based on this situation. So, the Building a Better Training was invite only with only 16 other people from around the country designed to help trainers with deep S&CS knowledge to enhance their own presentations and provide S&CS with some feedback. Quite simply, we were guinea pigs, but I certainly took away a lot that I hope to incorporate into my training delivery. We were told by the session trainer that we were the S&CS "Rock Stars." I'm going to tell you that "I ain't no rock star" but was certainly grateful for the opportunity and training. The session was not a sit and get but actually required several hours of homework from day one into day two.

Piggybacking on Dr. Sprick's love of the Dells, we were also chosen by Dr. Sprick to attend a special focus session dinner during the conference for feedback on how S&CS can better serve their customers. That meeting included Fresno Unified, San Diego Unified, Tacoma, WA, Alief, TX (Houston) among others. Of the 12 districts attending, only one other was less than 5,000 students. The outcome of that meeting is that they are looking to expand their national conferences to places other than Portland. I was also fortunate to sit next to Dr. Sprick at dinner and be able to visit with him and share some ideas.

Here is the bottom line from my perspective. S&CS believes we have done a fantastic job implementing their recommendations with fidelity, even though I would say we could go deeper. Listening to all of the other districts represented, both big and small, they believe and have substantial evidence to support those beliefs that when S&CS is faithfully engrained, student success is enhanced, sometimes remarkably. The district's decision in 2009 to contract with S&CS was one of the best decisions we have made in recent memory, and yet, there is much more we could be using. I continue to say that S&CS is the gift that keeps on giving. Finally, I have shared with my administrative colleagues that we need to send two representatives to a conference on an annual basis, and that the attendees should rotate through the admin team and include teachers. Hopefully we have encouraged S&CS to consider a conference location in the Midwest.

Spring Hill Board Report
August 2016

- Summer School Updates
 - 278 attended session 1; 216 attended session 2. Some students attended both sessions and some just one. Overall approximately 300 students enrolled in one or both.
 - Parent survey results revealed **VERY SATISFIED** in every question. This is an amazing compliment to the hard work of all teaching staff, support staff, custodians, food service, buildings and grounds, secretaries, and many other individuals whom dedicated time in their summer to continue making this a success. (survey results/comments attached)
- SHE Behavior Data (MS data submitted in separate report by Mike Lovenberg)
2015-16 Student Behavioral Report Comparisons; Spring Hill Elementary (# of incidents)

Month	2013-14	2014-15	2015-16
September	18	9	4
October	46	27	12
November	27	24	8
December	17	21	8
January	19	19	3
February	43	19	8
March	24	28	3
April	23	25	10
May	29	15	6
June	20	0	0

Changes made that resulted in significant decrease in the number behavioral reports:

1. CARE Team meetings met twice a month to review student data both academic and behavioral; allowed for more intense interventions, strategies, proactive/preventative measures, and monitoring of positive and negative student behaviors.
2. Regular Feedback to staff via E-Bulletin, principal meetings with classes regarding specific behaviors allowed for proactive teaching and re-teaching of appropriate behaviors.
3. Strategic placement of students with the collaboration of teaching staff, counselors and administration.
4. Decrease in unstructured time/increase in structured time.
5. Continued focus and training on Safe & Civil Schools.

Plans for 2016-17 to continue the positive environment having an impact on the significant reduction of student behavioral reports:

1. District focus on increasing positive communication/relationships; monitored.
2. Monitor, feedback, coaching and support on RPI (Ratio of Positive Interactions) – a key component of Safe and Civil School training.

- Appreciations
 - The custodial staff have done an amazing job preparing our school for 2016-17 while at the same time coordinating classroom for summer school. Over the summer many summer school

teachers had acknowledged the work accomplished by our custodial staff. I have received a few emails and wanted to share one:

- I know you are well aware of the great job the custodians are doing, but I just want to reinforce how great it is! Besides getting the building clean and looking good for fall, they do daily tasks for those of us teaching summer school. Just wanted to give a "thumbs up" for a job well done and to spread some positive vibes! (Rick Lovstad)
- Our full time secretaries (Gina Baysinger and Dianne Wood) are also incredibly busy monitoring enrollment, scheduling students, submitting and tracking orders, preparing lockers, and countless other roles that often go unnoticed. I am amazed on a daily basis at what they accomplish to keep our building running smoothly. As with our custodial staff, they also took on an extra duty of assisting with summer school budgets and daily tasks. Our district is fortunate to have these individuals!
- Registration – numerous parents complimented the organization of our annual district registration process. This is due to a group of staff whom meet early in the summer and plan/organize based off feedback from previous years to continuously improve the event. Thank you to all the staff whom planned/organized as well as the staff whom worked/volunteered to help our families in this exciting process.
- Class Sections/Sizes Update
 - 4K – 69 total enrolled; SH PM & SH Full day and LD AM @ capacity; SH PM & LD PM has openings
 - 5K – 118 total enrolled. Near capacity at SH (need to keep a couple openings for ELL and EEN/Spec Education @ SH). Near capacity at LD and SH. 10/17 at Neenah Creek are not placed in their attendance area due to space.
 - 1st grade – 125 enrolled; At capacity in ALL buildings (no space for new and/or movement of ELL/EEN). 10/18 at Neenah Creek not placed in attendance area.
 - 2nd grade – 121 total enrolled; near capacity at SH and NC (need a few spots left for ELL/EEN). At capacity in LD. 6/15 at NC not placed in attendance area.
 - 3rd grade – 126 enrolled; SH at capacity; near capacity at NC (10/15 students not placed in attendance area); openings at LD.
 - 4th grade – 134 total enrolled; near capacity @ SH; at capacity @ LD; two openings @ NC (7/16 students at NC not placed in attendance area)
 - 5th grade – 141 total enrolled; SH & LD at or near capacity; 19 students at NC (5/19 at NC not in attendance area).

Wisconsin Dells 2016 Summer School Program Parent Survey

1. Please indicate the grade your child is entering in the fall.

1 2 3 4 5 6

2. How satisfied are you with the length and time of the summer school program?

Very satisfied 73% Mostly Satisfied 15% Satisfied 13% Somewhat Satisfied 0% Dissatisfied 0%

3. How satisfied are you with the academic enrichment received throughout the course of the program?

Very satisfied 58% Mostly Satisfied 29% Satisfied 13% Somewhat Satisfied 0% Dissatisfied 0%

4. The summer school activities interested my child.

Strongly Agree 63% Agree 34% Neutral 0.01% Disagree 0.01% Strongly Disagree 0%

5. Summer school staff members were caring and friendly.

Strongly Agree 68% Agree 31% Neutral 0.02% Disagree 0% Strongly Disagree 0%

6. I would recommend the School District of Wisconsin Dells Summer School program to a friend.

Strongly Agree 62% Agree 34% Neutral 0.03% Disagree 0% Strongly Disagree 0.02%

7. My child plans to attend summer school next year.

Strongly Agree 47% Agree 31% Neutral 19% Disagree 0.02% Strongly Disagree 0.02%

8. My child used the free breakfast/lunch program during summer school.

Strongly Agree 40% Agree 31% Neutral 15% Disagree 1% Strongly Disagree 1%

9. What is your overall satisfaction with the School District of Wisconsin Dells Summer School program?

Very satisfied 69% Mostly Satisfied 24% Satisfied 1% Somewhat Satisfied 0% Dissatisfied 0%

10. Specific feedback is critical to the positive growth of our program. Please list any positive comments or suggestions for future years (use back for more space if needed).

Will do again next year! Can we include Fridays? Great program/variety to chose! (5th grade)

I think this is a great program and my daughter had a great time. Thanks you. (5th grade)

Keep up the good work! Maybe more projects. Maybe a cooking class. Maybe more science experiments. He really likes summer school! (4th grade)

She really liked the school!

Thank you!! It was great to keep him occupied this summer. He loved it! He really didn't like the fire alarm, he said he got scared and it was so loud! (5K)

My child wasn't challenged enough to remain challenged for two sessions. Perhaps you could offer two levels of classes – one for more advanced children? (1st grade)

Cafeteria a little chaotic and not enough staff helping the little kids for breakfast. My child liked going to summer school except the noise in cafeteria. (5K)

Go on more field trips! (7th grade)

Thank you! (7th grade)

I'd like to see the meals be more nutritional. Breakfast seemed to be high carbs/low protein. Lunches sounded good. Communication informing parents on what the students are doing would be beneficial. Overall happy with program. (2nd grade)

Will do again next year! Please include Fridays. (1st grade)

The kids had a great time! (3rd grade)

VERY IMPRESSED with summer school! (1st grade)

Seems silly, but a more accurate menu would be nice. If it is something my child dislikes it would be easier to plan for. (5K – very satisfied)

Everything was great! (6th grade)

Everything was great! More busing options would have really helped! (8th grade)

The kids had a great time! (4th grade)

Very much liked the program. Got kids up and out of the house...great idea! (8th grade)

It would be neat to see if the WD school district could implement school year round. That way kids are retaining all the knowledge.....(1st and 5th grade)

The breakfast nutrition should be evaluated. Seemed like sugar overload. Needs more fiber, protein. (8th grade – very satisfied)

Buses could have been better; informed there was only 1 stop in our area but after the 1st day the bus made two more stops that were closer. Wish this had been communicated ahead of time. (8th grade – mostly satisfied)

I wish the program started at 8 with breakfast at 7:30 for my work schedule. (5K)

We turned our sheet in right away but didn't get "first choice". (5th grade – STEM)

This is the first session my child has attended. Is enjoying her classes very much and loves her teacher Mrs. Winnes. Definitely wants to do this again next year. Thank you to everyone who helps run the program. (2nd grade)

**School District of Wisconsin Dells
Board Report
August 22, 2016
Submitted By: Michael Lovenberg
Associate Principal, Spring Hill Middle School
Changing the Culture and Climate:**

How children learn is as important as what they learn, and that academic success is inextricably tied to building social-emotional competencies. Therefore we need to teach and implement the Responsive Classroom approach, which emphasizes the social, emotional, and academic growth of students in a strong and safe learning environment.

When we look at engagement of our students, discipline data is used as a strong indicator of school-wide levels of learner engagement, as well as an indicator of the general health of the school culture. I am pleased to report that in the past 3 years our work is paying off! I am really proud of the work that our staff has done to support student learning and make expectations for student behavior positive and clear. We have made it our mission to change the culture and climate of our school by creating and sustaining more positive relationships with our students and their families. What we are seeing is that our students are highly engaged in their learning!

I would like to note that this past year, Ms. Nelson (Spring Hill Middle School Counselor) and I covered the realm of social work issues while assisting students with behavior. The number of students needing services; including but not limited to transitional living circumstances, special education, free & reduced lunch, mental health, cultural awareness, etc., has increased. The number of behavior referrals did bump up from the year prior but the needs of students increased as well. That being said, we will continue to work with students and staff regarding positive behavior supports. The "taking a village" approach serves to build and strengthen relationships with students, parents, and staff. A number of students are responsible for behavior contracts, coming to the office daily to review and discuss benefits and drawbacks. These tools serve as communication between school and home, as well. In addition, the Attendance Incentive Program has continued this year with more frequent Bumps tickets given to specific students. The classroom incentives have been spread throughout the school year. As you can see from the data below, by being clear, concise and consistent in how we work with our students and by building relationships, our work is certainly paying off!

Moving forward this year, we will continue to focus with our staff on placing a school-wide emphasis on reinforcing common behavior expectations. We call this set of behavior expectations "The Spring Hill Way." We ask the students to follow the Spring Hill Way traits: Be Respectful, Be Responsible, Display a Positive Attitude and Strive for Successful Achievements. Our staff has explicitly taught our students what those behaviors "look like" in the specific settings of our school. There are a few "tips" that we've shared with our teachers to help guide them as they work to positively reinforce desired student behavior.

- Establish *positive expectations* for student behaviors that are explicitly taught; teach behaviors like we teach academics.
- Establish *routines and cues* for reinforcing positive expectations.
- Develop a ratio of *4-5 positive to 1 negative* adult to student interactions.
- Re-teach a behavior when we observe chronic errors.

Behavioral Referrals

2015-2016= 323

2014-2015= 150

2013-2014= 990

2012-2013= 2200

2015-16

By The Numbers: A Color Coded Exploration

Infractions: 323

Highest Totals

136

74

14

13

11

11

11

Category

Appropriate classroom behavior

Treat people with respect

Arrive in class on time

Consistently follow school rules

Settle conflict appropriately

Dress code

Follow directions

Suspensions:

2	Out of School Suspensions
17	In School Suspensions

Slips Written: Totals Per Teacher

Lowest: 29 teachers/staff had 10 or less referrals this year.

**Director of Pupil Services
School Board Report
8/22/2016
Dawn Sine**

Special Education:

- I am thrilled to report that we have all of our Special Education teaching staff in place for the 2016-2017 school year.
- Several students have moved into our District whose IEPs lay out a need for significant adult support. We are not going to be able to meet all of these students' needs with our current Special Education Teaching Assistants. We are currently looking at the possibility of needing two 5.75 hr. a day TAs to meet the needs of these new students.
- As you are all aware we were identified as a district with disproportionality regard to the number of Hispanic students who are being identified with speech and language disabilities. I have been working with DPI and the Disproportionality Technical Assistance Network to develop our plan for ensuring equity for all students. The administrative teams work with the SAIL process and the 100 plans will be a significant portion of the initial plan. DPI has informed me that they are pleased that as a district we are looking at the core of the issue not simply trying to reduce referrals for special education.
- On Aug. 17th I will be holding a IEP writing workshop for all special education staff, this is being offered as a PD Flex option and will be offered additional times throughout the school year.
- All Special Education and Pupil Service grant budgets will be submitted to DPI by Aug 31st (DPI deadline).

Pupil Services:

- I am also thrilled to report that we have hired our 4th ELL instructor. We are also fully staffed in all other areas of PS at this point.

Respectfully Submitted
Dawn Sine
Director of Pupil Services/Special Education

I.T. Summer Projects Update

It's been a busy summer. When we started we had 28 listed projects and after 46 days we have 38, so we added 10, and all but 4 are 95% or or 100% completed. Below are a few high profile projects that have been completed.

1. New Active Directory
2. New District Website
3. Replaced Network Switches at all the elementary schools and SH middle.
4. Updated Wireless at Spring Hill, Lake Delton, and Neenah Creek

Below is a list of projects with their statuses that will provide a more detailed look at our summer. Dale has been an invaluable resource this summer and without his help we would not be as far along as we are. We still have some major projects to complete on the backend but it's an awesome start and will continue to move forward and update/upgrade the district's technology.

Project Name	Status
RMA Network Equipment 15 Switches	Complete
Upgrade Firewall	Complete
Reconfigured Switches at LD	Complete
Reconfigured Switches at NC	Complete
Reconfigured Routers District Wide	Complete
Reconfigured Routing to 4500-X	Complete
Updated Wireless AP's to new FW and Config District Wide	Complete
Updated Cisco Phone Locations District Wide	Complete
Setup and Deployed new AV	Complete
Setup and Deployed Imaging Solution	Complete
Setup and Deployed WSUS	Complete
Configured Application Deployment Solution	Complete
Build VM Redundancy	Complete
Setup Wireless Redundancy	Complete
IDF Cable Clean up (Gym, 300)	Complete

Spring Hill, Lake Delton, and Neenah Creek Switch Upgrade	Complete
Replace LD Switches (5)	Complete
Replace SHE and SHM Switches (7)	Complete
Replace NC Switches (2)	Complete
New DNS Servers	Complete
New DHCP Server	Complete
New DCs	Complete
Move All Accounts (2800)	Complete
New Website	Complete
Install New Phone Software on All IP Phones (300 phones)	Complete
Update Phone Servers (2)	Complete
Cisco Unity Connection Update (Phone System)	In Progress (90% Complete)
VM Infrastructure Update	In Progress (85% Complete)
Replace Routers District Wide	Complete
Windows 10	In Progress (90% Complete)
Server Upgrades	In Progress
IP Network Redesign	Complete
Update Wireless Routers at NCE	Complete
Update Wireless Routers at LD	Complete



SCHOOL DISTRICT OF WISCONSIN DELLS STRATEGIC PLAN



MISSION STATEMENT

The School District of Wisconsin Dells will graduate learners who have attained the knowledge and skills necessary to make a positive contribution to a changing world. The District will accomplish this by:

- Setting high expectations for students, staff, administration, Board, parents and community.
- Expecting consistent high quality achievement from all students.
- Demonstrating accountability by documenting and analyzing all that we do.
- Providing an environment of honesty, truth, challenges, support and respect.
- Obtaining a commitment to our mission from students, administration, Board, parents and community.

STRATEGIC PRIORITIES

- Adopt and fully implement Wisconsin's Agenda 2017: Every student college and career ready as outlined by State Superintendent Dr. Tony Evers.
- Demonstrate continuous improvement in academic areas grades PK-12.
- Demonstrate continuous improvement with the application of 21st century technology for staff and students.
- Demonstrate continuous improvement with district communication to a variety of community stakeholders - business owners, citizens, parents, students and staff.
- Develop a long-term solution to improve the quality of the District's school facilities.

SCHOOL DISTRICT OF WISCONSIN DELLS 5-YEAR STRATEGIC PLAN 2015-2016 TECHNOLOGY COMMITTEE

2015-2016 Projects

- | | |
|---------------------------------------|-------------------|
| ▪ Implement a working backup solution | Status: Completed |
| ▪ Replace failing firewall | Status: Completed |
| ▪ Update/relocate district router | Status: Completed |
| ▪ Rebuild certificate server | Status: Completed |
| ▪ Update Internet Bandwidth at WDHS | Status: Completed |

2016-2017 Projects

- | | |
|---|---------------------|
| ▪ Build new active directory (one domain structure) | Status: Complete |
| ▪ Rebuild DNS server | Status: Complete |
| ▪ Move district servers to new domain | Status: Complete |
| ▪ Implement inventory solution and tracking system | Status: In Progress |
| ▪ Update virtual server environment | Status: In Progress |
| ▪ Replace remaining HP switches at Lake Delton | Status: Complete |
| ▪ Replace remaining HP switches at Neenah Creek | Status: Complete |
| ▪ Replace Neenah Creek Router | Status: Complete |
| ▪ Replace Lake Delton Router | Status: In Progress |

2017-2018 Projects

- | | |
|---|---------------------|
| ▪ Replace remaining HP switches at Spring Hill | Status: Complete |
| ▪ Replace 1 to 1 Cloud Book / Laptop for 9 th Grade Students | Status: Not Started |

ACTIVITIES DIRECTOR'S REPORT

August 22, 2016 School Board Meeting

FALL 2016 PROJECTED NUMBERS:

<u>SPORT</u>	<u>2015 #'s</u>	<u>2016 Projections</u>
Cheer	9	11
Cross Country	18	21
Football	46	43
Girls Golf	9	8
Soccer	18	16
Tennis	14	10
Volleyball	30	48

FOOTBALL: 43 PARTICIPANTS

Currently we are offering two levels of football; Varsity and JV, with our JV team consisting of Sophomores and Freshmen. The plan behind this is to get our Sophomores and Freshmen a consistent schedule of games for back-to-back years. The plan is to keep all the Freshmen together and develop them the way they should and not expose them to Varsity football before they are ready. The plan for Varsity football will be to use the remaining Seniors, Juniors and Sophomores to fill out the Varsity team. Currently low participation numbers are not just a "Wisconsin Dells HS" problem. Even other consistently successful programs have found themselves canceling their entire Varsity football season. Clayton (playoff qualifier and playoff winner in 2015), Cassville (playoff qualifier and playoff winner in 2015), Williams Bay and Kenosha Christian Life have all cancelled their complete 2016 Varsity football season, and in addition many other schools around the state have been forced to use Freshman players on Varsity teams well before these athletes are ready.

Positive: Our numbers are very encouraging in the Freshman class (19) and we are continuing to make positive strides in our MS football program and youth programs.

Positive: Our varsity coaching staff over the past 4-5 years has invested time and energy into the development and oversight of our middle school and youth football program and the higher participation in the Freshman class is evidence that what was done is beginning to take a "turn" in the right direction. We still have a very long way to go in

making football a priority and success in this community but am confident that we are making positive strides.

Concern: We are going to be in a situation this year where we will need to have some luck in our favor at the Varsity level to sustain a full 9 game schedule this season. If everyone can stay healthy and injury free, then I am confident that we will not be in a position that some other programs are facing around the state, canceling games or an entire Varsity season. If we get 3-4 major injuries to our Seniors-Sophomores, we may find ourselves in position to make tough and unpopular decisions as a school district and community. If we get any significant injuries, we will not be putting younger kids in a position where they may not be physically or emotionally ready to be in, just to play varsity football. This program will never sustain if we put ourselves in a position where we force younger kids playing above their ability and maturity level as a whole.

CROSS COUNTRY: 21 PARTICIPANTS

Positive: The program continues to invest and commit more and more each year. Along with our high school coaches, our student athletes from middle school to high school have put in a tremendous amount of additional commitment to their training and preparation for the upcoming season. These coaches and athletes committed to their training and preparation this summer up to 4x per week over the entire summer and in addition to the running club that has been started. These athletes attended a week-long running camp; this is proof that our kids are buying in to the mentality if we want to be better and more successful, then they need to put the work in during the summer months.

Positive: We are continuing to raise our level of expectation and preparation before the season and we continue to retain kids in our high school program while continuing to be creative in generating new interest in our younger ages.

VOLLEYBALL: 35 - 40 PARTICIPANTS

Positive: The program numbers are consistent even after the head coaching change in this program. It is a good sign that after a long-tenured coach who was very successful retires, our participation numbers hold steady and even increase slightly. I have been very pleased with the organization and commitment of our new head coach. The summer time is a very vital time as it relates to sustaining and building a volleyball program and Coach Janke has shown the right actions over a short time that she is willing to put in the work to sustain and improve this program.

TENNIS: 10 PARTICIPANTS

Positive: Our coach and student-athletes are committed to the program and although the numbers haven't spiked in participation our retention has been good over the past two seasons. In addition to the same girls returning for 2-3 consecutive seasons they have also invested time and commitment to improving their skills.

Positive: We are offering a WIAA sport for young women who may not be out for anything else during the fall if this program is not offered.

Concern: We are offering programs that are not in our SCC Conference and we haven't fully committed to growing this program as we have no middle school feeder program and for many reasons our numbers continue to plateau.

Concern: Repeated turnover in head coach and lack of feeder program to develop and run more than a glorified intermural sport.

Concern: Our facility. We are not housed to run a Varsity and JV Tennis program due to lack of courts on campus.

GIRLS GOLF: 9 PARTICIPANTS

Positive: We will be competitive this fall in the Badger Conference due to the fact that several individuals have put the time in to improve their craft over the summer and have played a lot of golf before the start of practice.

Positive: We are offering a WIAA sport for young women who may not be out for anything else during the fall if this program is not offered. In addition to providing an opportunity, individuals have found high levels of success and recognition in this program over the past 3-4 years.

Concern: Our numbers. Although high quantities aren't needed, it would be nice to see more interest expressed in this program.

Concern: We are offering programs that are not in our SCC Conference.

SOCCER: 16 PARTICIPANTS

Positive: We have had the same head coach for 3 season now and he has continued to retain many of the same kids and gradually add two or three each year.

Positive: On the field, we continue to be competitive, despite our inability to run two levels of soccer.

Concern: We have 4 freshmen in the program but have not fully committed to growing this sport as we have no feeder program at the middle school level to build this program up.

Concern: We are playing in a conference outside of the SCC for another sport.

ATHLETIC DEPARTMENT OVERVIEW

Positive: In 2015-16 school year we had our highest level of participation that the district has achieved in the past 10 years as it relates to athletics. In 2015-16 we had a 51% participation rate in high school athletics. Our goal in this district and any district is 50% - 60% on a yearly basis. The reality is that currently our numbers show that our student-athletes are having a positive experience and involved in our high school athletic programs and that should be commended and celebrated to our community.

Concern: Our lack of facilities does not allow us to safely offer an on-campus practice and competition facility thus making transportation to district sponsored activities one of the largest areas of concern when it comes to logistics, cost and safety.



Curriculum and Instruction Report August 22, 2016

Leadership Retreat:

On August 9th, the SDWD Academic and Instructional Leadership Team met for their annual summer retreat. Some highlights of topics and progress:

- Introduced the new strategic plan, including mission, vision, core strategies, strategic objectives, and worked to develop key performance objectives.
- Introduced the first 100 Day Plan for the Deep Focus on Building Relationships, and the reviewed the next 100 Day Plan for Developing Deep Focus on Writing.
- Reviewed learning systems and the Leading Schools Research.
- Did a deeper dive into critical learning question #1: *What do we want kids to learn?* This sets the stage for our PACT work during 2016-17. This discussion includes standards review, proficiency review, and skill review (ACT College/Career Readiness Skills).
- Reviewed the available (all currently embargoed) student assessment data. Began to dive deep into different pieces and identify trends within the Priority Areas as listed below under the School and District Report Card section of this report. Data review and response is ongoing.

School and District Report Cards:

The district has been notified by the *Wisconsin DPI Office of Educational Accountability* that the next school and district report cards will be released in late Fall. Due to the rapid changes with assessment in Wisconsin, there have been no report cards issued since the 2013-14 school year. Although we have been informed that there are changes to the rating system and the report cards themselves, there will continue to be ratings for student engagement factors and the four priority areas:

- Student Achievement:
 - ✓ How do our students compare to “all students” across the State? This compares Mathematics and Reading assessment scores in relation to the state standards.
- Student Growth:
 - ✓ Uses a point system to give positive credit to students progressing towards higher performance levels and negative credit for students declining below proficiency. Describes how student knowledge in Reading and Math changes year to year.

- Closing Gaps:
 - ✓ Shows how the performance of student groups experiencing state-wide gaps in achievement and graduation rate is improving in the school.
 - ✓ Specific race/ethnicity groups, students with disabilities, economically disadvantaged students, and English Language Learners and gaps in Reading and Math.
- On Track for Graduation and Post-Secondary Readiness:
 - ✓ 3rd Grade Reading achievement levels
 - ✓ 8th Grade Mathematics achievement levels
 - ✓ Graduation Rates

Student Assessment Results:

The district has been notified by the *Wisconsin DPI Office of Student Assessment* that individual student score reports will be sent to districts sometime during the week of August 15th. This date is specific to tested grade levels and areas on the Wisconsin Forward Exam. ACT Aspire Reports are currently available to students. Students who participated in ACT last Spring received their score reports directly from ACT prior to the end of the 2015-16 school year. The district will be sending home Wisconsin Forward Score Reports and ACT Aspire Reports shortly after the school year begins. Dynamic Learning Maps results will not be available for students until mid-September.

All student achievement data at the school, district, and state level is currently embargoed and will not be released to the public until later in the fall. All results will be shared with the SDWD Board of Education when the embargo is lifted.

Administrative Report

Monday, August 22, 2016

On Monday, August 22, new teaching staff members will begin a 4-day new employee orientation. The orientation follows a short welcome address emphasizing the new strategic plan and focusing on the need to develop positive teacher-to-student relationships and living our mission statement of ***Connect, Inspire, Achieve, Everyone, Every day*** throughout the upcoming school year. This comprehensive induction program for new staff members will begin with new staff being introduced to their mentors, receive Safe & Civil Schools CHAMPS training (classroom-level positive behavior support system planning), Educator Effectiveness training, medical service training, introduction to district technologies, receive an overview of district demographics, understanding working with families of poverty, and working with IEPs.

Elementary teaching staff members will also receive literacy training and math training. Middle-high staff will complete a review of high yield instructional practices such as posted learning objectives, formative assessment strategies, and how to use Cornell notes. They will also receive an overview of literacy-rich instruction in the secondary classroom. Thanks to all of the administrative team members for collectively putting together this high-quality new employee induction program.

On Monday, August 29, all professional staff members will attend a one-day in-service, and this will include a welcome back address, faculty meetings, and working with Bill Banks on Active Learning Strategies. He will work with elementary staff one part of the day and the middle-high staff another part of the day. Lastly, there will be opportunities for staff to complete a health screening, working with the Vitality Wellness Program. Mrs. Michel has been actively involved in developing this partnership with WEAIT as a method to keep future health premiums in check by offering a comprehensive third-party employee wellness program.

On Tuesday, August 30, all support staff members will attend a half day in-service program. This will consist of a welcome back address, a refresher of the Safe & Civil Schools training, department meetings and a refresher for the bus drivers on the Safe & Civil Schools program entitled Behind The Wheel. Finally, teacher assistants will have some time to reconnect with the teaching staff they work with as this is the open house day and teaching staff will be in their classrooms finalizing details for the open house on the 30th.

Finally, as a reminder the school year will kick off for all students grades K-12 on Thursday, September 1, with a full day of classes. Welcome back!

This concludes my monthly report.

Thank you-Terry

Old Business:

1. Please approve the second reading of the WDHS activity code of conduct.
2. Please approve the second reading of the SHMS activity code of conduct.
3. Consideration of OE-7 Financial Administration. Mrs. Michel and I have spent additional time working on making the OE-7 report applicable to the SDWD and aligned with Wisconsin public school finance terminology.

New Business:

1. This agenda item resumes discussion the Board had during the last school year. To refresh everyone's memory, the Board received a formal proposal and later received a presentation from School Perceptions and specifically from Bill Foster and Sue Peterson. Over the course of the last month, some follow-up work has been done on this issue. If you recall in July when Lisa Voisin from Baird presented to the Board on the topic of Understanding School Finances, she highlighted that School Perceptions was the best at collecting information from the community on issues such as considering school facility upgrades. The use of a survey would assist in determining if there is one preferred project for the District to pursue. Specifically, the survey would determine if there was a preference between the two options that community engagement sessions have pointed towards as a result of the work facilitated by the PRA/ADCI team. As a reminder, in general terms, those two options consisted of the construction of a new Lake Delton Elementary School, some remodeling at Spring Hill and remodeling at the current Wisconsin Dells High School. A second option, in very general terms, was to consider the construction of a new Wisconsin Dells High School, repurpose the current WDHS to a 5-8 school configuration and give some consideration to some remodeling of the Spring Hill School.

If the survey proposal is moved forward, then the Board can develop the specific details of the survey to determine the interest of the public on more specific items such as what areas of the current WDHS should be considered for remodeling. Items such as renovating and modernizing Career and Technical Education classrooms, upgrades in school security, the addition of a second gymnasium, and other items. Additionally, similar items could be considered for what the public may view as viable remodeling options for the Spring Hill School.

Please see the attached information regarding a Frequently Asked Questions document provided to us as well as the proposal that School Perceptions outlined and presented to the Board in March of 2016. School Perceptions stands behind their pricing in the attached proposal and has provided a proposed timeline for moving forward with the survey process if the thought is

to pursue an April 2017 referendum. Copies of a survey put together by the Baraboo & Mauston School Districts with School Perceptions' assistance have also been included for your review.

Please note that the District has included this in the 2016-17 school year budget approved in June of 2016.

2. Please see the attached 2016-17 student handbooks. I have asked each principal to highlight the items being updated for the upcoming current school year.
3. As noted earlier in the cover pages of the approved strategic plan located at the front of the Informer document, the second strategic objective is district and community engagement, whereas the goal is to connect with the community to promote our district and best serve our students and families.

One of the takeaways from the 2016 WASB Convention was the daily use of social media to better engage and inform the families and other followers of the School District of Wisconsin Dells. Over the past several years, the District has made positive strides in this area. During the end of the 2015-16 school year, we received training from SocialSchool4EDU and more specifically from company founder, Andrea Gribble.

In working with Andrea a couple of times, this has also led to the realization that the District could better optimize its use of social media by contracting this service out and having SocialSchool4EDU oversee the distribution of social media posts, and with their services, begin posting in Spanish as well. One such relatively local district that is utilizing their services in both English and Spanish is the Waterloo School District. In completing a reference check with the Waterloo School District, they had indicated SocialSchool4EDU has been an excellent partner to work with and has increased school and community engagement using their services. Specifically, they mentioned, posting items in Spanish has increased school community engagement and interaction with the Spanish speaking families that their district serves. Last year the Waterloo School District served just shy of 190 students. As a reminder, last year the SDWD served 296 students who identified as Hispanic.

How does it work? In summary, key district staff would collect items to be posted, and these would be passed along in bulk to the SocialSchool4EDU staff. We would directly work with a SocialSchool4EDU representative, and they would look to refine the content that the District is looking to post to the public, post messages at key times to generate optimum interest and monitor our social media feeds. These would include Facebook, Twitter and Instagram. Please see the attached links, which will direct you to a couple of short YouTube videos by

SocialSchool4EDU. The first is 97 seconds long and the second is about 7:00 minutes long. Andrea suggests that the first link is geared more for your review.

<https://drive.google.com/file/d/0BxYO0n-T0w0XTG10V2hCb0xIMVE/view?usp=sharing>

<https://drive.google.com/file/d/0BxYO0n-T0w0XVEJSLVVNME1UNXM/view?usp=sharing>

Over the course of the last six months, we have had the opportunity to work with SocialSchool4EDU on two occasions for training purposes. With her most recent training, it became very clear the District could benefit from collaborating with them for the upcoming school year. Included in this packet is some background information on what SocialSchool4EDU does, as well as a consulting agreement. Again, as a reminder, money has been allocated in the 2016-17 budget to take on this new partnership and improve in engaging with families and the community.

Finally, one other communication-related item I will mention at this time is future development of a quarterly paper newsletter. This is another goal we would like to meet this school year to focus on as part of recently identified district and community engagement as a core strategy. We have obtained several neighboring districts' newsletters, and this is something we would begin to explore in detail following the start of the school year. A target date of December 1 is a realistic deadline to look to meet. This would then see the SDWD with a more comprehensive communication(s) strategy incorporating a social media presence, an E-newsletter concept and a traditional paper newsletter as ways to promote our district while serving our students and families.

Consent Agenda:

1. Accept Minutes for the July 18, 2016 Regular Meeting and the August 2, 2016, and August 8, 2016 Special Meetings
2. Approval of the extra-curricular staff contracts
3. I will highlight the approval of a 66:30 shared services agreement for a family Mrs. Michel has been working with for a 4K open enrollment type issue. LDES has space available to accept this student for the 2016-17 school year and the family will need to complete the open enrollment process for the 2017-18 school year.

4. School Nurse Barb Maley has recently met with me to provide the annual health services report.
5. Another item I will highlight is the resignation of Michelle Parker and notify you that we have received her payment for liquidated damages. Additionally, we have received a resignation from Angie Schneider who has worked for us in the business office. She has accepted a position with the State of Wisconsin and more specifically in the comptroller office.
6. Required Approvals
 - a) Treasurer's Report and Disbursements for the Month of August 2016
 - b) Donations - None

SCHOOL DISTRICT OF WISCONSIN DELLS
2016-17 High School Co-Curricular Code of Conduct

****New language left bolded**

I. STATEMENT OF PHILOSOPHY

Co-Curricular activities are an integral and valuable part of a student's educational experience, and the School District of Wisconsin Dells is committed to sponsoring a wide variety of such activities. While difficult to measure, the educational value of co-curricular participation is extensive. Students not only develop physical, mental and social skills but also develop positive values and attitudes that they will take with them into their adult life. Such activities teach students the importance of hard work and the personal pride in accomplishments. The goal of co-curricular activities at Wisconsin Dells is to provide an opportunity for young men and women who are talented and/or motivated a chance to compete with other students in similar activities.

Co-curricular activities at Wisconsin Dells High School are defined as those activities in which students appear, perform, and/or compete as representatives of Wisconsin Dells High School. Participation in these activities is a privilege, and therefore there is a higher standard for behavior for those students who choose to participate. This code applies to all school sponsored activities that are not part of a curriculum. All students who participate in school-sponsored activities are required to abide by this code.

All organized activities in life, be they work, play or school-related, place expectations upon participants. This code details these expectations as they pertain to all co-curricular participation in the School District of Wisconsin Dells. The purpose of this code is to define minimum academic standards and establish rules, regulations, and consequences for the use, possession, or distribution of tobacco products, alcohol, non-prescribed steroids, and controlled substances, as well as willful, persistent or disruptive behavior, including but not limited to criminal behavior, contrary to the philosophy of the School District of Wisconsin Dells.

The primary enforcement and responsibility of this Code rests not only with the students, as they should be self-disciplined, but also with their parents and/or guardians.

A student is required to follow the Code of Conduct on a year-round (12 months) basis. This code is written so as to be applicable to all students participating in co-curricular activities in grades 9-12.

- **Students and Parents/Guardians are required to attend a mandatory meeting at the beginning of the school year to review the co-curricular code and to ask any questions that they may have regarding the interpretation of it.**

II. GENERAL RULES

- A. After attending the mandatory meeting at the beginning of the school year, a copy of this co-curricular code, including an acknowledgement of receiving and abiding by the school athletic code and WIAA Rules of Eligibility, as well as the

- Concussion Form, signed by both the student and a parent/guardian, must be on file prior to any participation, including practices.
- B. Any student, in grades 9-12, participating in school sponsored sports must present a completed WIAA physical card or alternate year card before participation in any sport, including practices.
 - C. A commitment to this code will become effective when the student and parent/guardian sign the code and **it remains in effect for one calendar year.**
 - D. Violation penalties/consequences that have not been served will carry over from season to season and/or school year to school year and will be cumulative throughout a student's career.
 - E. Students are forgiven past violations upon entering 9th grade. An 8th grade student will be considered a 9th grade student at the conclusion of the last day of school of his/her 8th grade year.
 - F. Coaches/advisors will review this policy with students at the beginning of each co-curricular season.
 - G. Wisconsin Dells High School is a member of the WIAA and is bound by all rules established by this organization.
 - H. In addition to the provisions of this Code, all co-curricular participants are expected to follow rules and regulations as established by their coach or advisor. These rules will be distributed to every participant. Copies of these rules and regulations must be filed by the coach or advisor with the Activities Director and approved by the Activities Director prior to the start of the season or activity. **Coaches have complete authority to administer consequences for minor violations or for violation of team rules.** However, no individual team rules shall have consequences greater than those spelled out in this Code for major or minor violations.

III. MISCELLANEOUS POLICIES

A. TRANSPORTATION

- (1) Student participants must ride to away games with the team unless at the parent's prior written request with prior approval of the Coach. Such requests need to be submitted to the Activities Director at least 24 hours in advance.
- (2) Students may ride home from events with a parent/guardian, so long as the parent/guardian has previously completed the Return Transportation Agreement and it is on file with the Activities Director.
- (3) Students may not ride home with anyone other than a parent or legal guardian.
- (4) All transportation requests will be reviewed on a case-by-case basis, as they are an exception to District Policy.

B. CURFEW

The School District of Wisconsin Dells' curfew will be enforced in accordance with the local community regulations or at the discretion of the coach/advisor.

C. EQUIPMENT/FEES

- (1) All students must have their equipment turned in, and/or fines paid from all previous activities, before they are eligible to participate in the next co-curricular activity.
- (2) Any student who quits during an athletic season must do so by communicating first to the head coach and then with the Activities Director. All equipment must be turned in immediately. Failure to turn in equipment within one (1) week, will be responsible for payment of fines equal to the value of all items missing.

D. VIDEO RECORDING DEVICES

The use of video recording devices in District locker rooms and restrooms is prohibited.

IV. ELIGIBILITY GUIDELINES

A. ACADEMIC ELIGIBILITY:

MID-TERM GRADE CHECK: Students on the "F" list at a mid-term grade check will be considered on Academic Probation. Students on Academic Probation will be subject to the following:

1. Students on Academic Probation will have the opportunity to raise their failing grades by means of an academic grade check, earning back eligibility on a weekly basis.
2. Student grade check, for those on Academic Probation, will be on Monday, or the first scheduled school day of the week.
3. If students are passing at the designated weekly check they will be eligible to compete.
4. If students are failing any class at a designated grade check they are ineligible until the next Monday or first scheduled school day of the week grade check.
5. Students who show up on the MID TERM F LIST will remain on ACADEMIC PROBATION for the remainder of the term and will be required to follow through with the weekly grade checks until the end of the term.
6. Students will be responsible to obtain the grade check form from the activities office every Monday, and students are responsible to take the form to each teacher for a grade check and signature.
7. Completed form must be returned to Activities office by the end of the day on Monday.
8. Students will be deemed eligible or ineligible for the entire week on the first day of school in a given week. If failing at a grade check, eligibility can not be regained until the following week.
9. A student who has been given a grade of "I" (Incomplete) at any designated grade check will remain ineligible until the work has been made up and the grade is confirmed to no longer be incomplete. The communication will come directly from the teacher to the Activities Office. Once the grade has been verified and approved by the teacher to the Activities Office, the Activities Office will notify the student and coach of the eligibility status of the student-athlete.

TERM GRADE CHECK:

1. A student, who is failing any course at a designated grading period, will be considered as ineligible to compete or perform in any co-curricular activity or event. A student is considered to be failing if he/she has a grade of "F" at the term grade check. Students will lose and/or gain eligibility at these times. Per High School policy, teachers are expected to notify parents/guardians of any failing grades.
2. A student who has been given a grade of "I" (Incomplete) at any designated grade check will remain ineligible until the work has been made up and the grade is confirmed to no longer be incomplete. The communication will come directly from the teacher to the Activities Office. Once the grade has been verified and approved by the teacher to the Activities Office, the Activities Office will notify the student and coach of the eligibility status of the student-athlete.
3. The student becomes ineligible immediately upon notification from the Activities Director. The Activities Director will notify the Head Coach and the Head Coach will notify the student when the grade becomes official.
4. Any student deemed as ineligible to compete or perform will not be allowed to dress for competition until they are deemed eligible. However, they will remain as part of the team and will be expected to practice with the team. Travel to away events for ineligible students is at the discretion of the Activities Director. It is understood that if a student is academically ineligible, they will not be allowed to travel to away events when dismissal from school occurs.
5. Students academically ineligible at the end of the 4th term may regain eligibility by successfully completing a summer school offering. Credits earned during the summer must match the number of credits failed during the semester/term. Students who attend and successfully complete summer school may be eligible to participate in fall sports. Even though a student may have passed for the semester does not mean they are automatically eligible for the subsequent competition season. Grade checks are based off of terms and NOT off of the overall semester grade.
6. After 15 scheduled school days, it is the student's responsibility to obtain a Grade Verification form from the Activities Director. The student must then take the form to his/her teacher's and have them fill in their current grade and sign the form for each course they are enrolled in and the form must be returned to the Activities Office. A student who is academically ineligible may regain eligibility on the 16th scheduled school day by completing the Grade Verification Form and filing it with the Activities Director.
7. Students identified with Exceptional Educational Needs (EEN) who do not meet the previous stated Academic Eligibility requirements are eligible to participate in the co-curricular programs, provided that they satisfactorily meet the IEP that was designed for them at the annual meeting.

B. SCHOOL ATTENDANCE/ATHLETIC ATTENDANCE STRIKES

1. If a student has an unexcused absence at any time during any school day, he/she is not eligible to practice, perform, or compete.
2. If a student misses any part of ~~6th, 7th, or 8th period class~~ the last 3 class periods of the day due to illness, he/she will not be eligible to practice, perform, or compete on that same day.
3. A student who misses any part of a day for personal reasons will be counted as an athletic attendance "strike". Students will be allowed 3 athletic attendance strikes per quarter.
4. A student absent for any part of the day due to medical or other types of scheduled appointments must provide a note from the office where the student had the appointment in order to practice, perform or compete on that same day. **If no medical note is provided to verify the appointment, this shall be counted as an athletic attendance strike.**
5. The Activities Director and/or building principal will handle situations not covered here on a case-by-case basis.

C. TARDIES/ATHLETIC ATTENDANCE STRIKES

1. For the purpose of the co-curricular code of conduct and the enforcement thereof, tardy shall be defined as any incident when a student is late to school and/or late to any class period. Examples (including, but not limited to) of a scenario in one quarter are given below:
 - Comes late to school, has no appointment and parent excuses = **1 Tardy/Athletic Attendance Strike**
 - Gets back from lunch and shows up late to 6th hour = **1 Tardy/Athletic Attendance Strike**
 - Not feeling well but shows up for 4th hour, still is eligible to practice = **1 Tardy/Athletic Attendance Strike**
 - Has a doctor's appointment and shows up 3rd hour with a doctor's note= **EXCUSED**
 - Left late on a snowy day and shows up 15 minutes late = **1 Tardy/Athletic Attendance Strike**, now on this day that student-athlete would be ineligible to compete/perform due to exceeding 3 tardies/athletic attendance strikes in one quarter.
2. Any tardy that is recorded will be counted as an athletic attendance strike.
3. Students will be allowed 3 athletic attendance strikes per quarter without penalty. Beginning with the 4th athletic attendance strike and every subsequent athletic attendance strike thereafter, the student is not eligible to practice, perform or compete on that same day.
4. Athletic attendance strikes will start over at the beginning of each quarter.
5. The high school activities office will work with the attendance secretary each day for updated information on attendance and will be in charge of monitoring the same and notifying the coaches. Coaches will do their best to update and inform athletes as it relates to athletic attendance strikes on a daily basis as it relates to attendance.

6. The Activities Director and/or building principal will handle situations not covered here on a case-by-case basis.

D. ATTENDANCE PROBATION DUE TO "10 DAY ATTENDANCE REPORT":

The school requires all students to attend school regularly in accordance with the laws of Wisconsin. The school's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a wellplanned instructional activity under the guidance of a competent teacher are vital to this purpose.

Compulsory Student Attendance

As stated in Wisconsin State Statute 118.15, all children between six (6) and eighteen (18) years of age shall attend school regularly during the full period and hours, religious holidays excepted, that the school is in session. All students must attend until the end of the term, quarter or semester of the school year in which the child becomes eighteen (18) years of age unless they fall under an exception outlined in the District's Administrative Guidelines. A child who is enrolled in five (5) year-old kindergarten shall attend school regularly, religious holidays excepted, during the full period and hours that kindergarten is in session until the end of the school term.

Attendance is also defined as participation in the various forms of distance learning including videoconference, satellite, Internet or other electronic information and telecommunications technologies. Discuss these alternatives with your counselor since the approval of the coursework may be required prior to enrollment in a distance learning program.

Student who miss more than half a class period are considered absent for that period.

Submitting Excuse for Absence

As stated in Wisconsin State Statute 118.15, a child may not be excused for more than ten days in a school year.

A parent of a student who is absent shall provide a written, dated, signed or verbal statement indicating the reason for and the time period of the absence. This statement must be submitted prior to the absence if the absence is foreseeable. If the absence is not foreseeable, the statement must be provided prior to the student's readmission to school. The statement shall be submitted to the school office and filed in the student's school record. The District reserves the right to verify statements and investigate absences from school.

Excused Absences

The following absence reasons are not counted as part of a student's state allocated ten days per school year:

- Physical or Mental Condition
 - Any child who is excused by the school board or school board designee because the child is temporarily not in proper physical or mental condition to attend a school program but who can be expected to return to a school program upon termination or abatement of the illness or condition. The school attendance officer may request the parent or guardian of the child to obtain a written statement from a licensed physician, dentist, chiropractor, optometrist, psychologist, physician assistant, or nurse practitioner, or certified advanced practice nurse prescriber or Christian Science practitioner living and residing in this state, who is listed in the

Christian Science Journal, as sufficient proof of the physical or mental condition of the child. An excuse under this paragraph shall be in writing and shall state the time period for which it is valid, not to exceed 30 days.

- **Obtaining Religious Instruction**
 - Students may wish to obtain religious instruction outside the school during the required school period. The time period or periods of absence shall be determined by the Principal. Such absences must be at least 60 minutes but not more than 180 minutes per week. Requests for absence under this paragraph shall be denied if the student fails to attend religious instruction after requesting to be absent from his or her regular school. The supervisor of such religious instruction shall report monthly, to the principal of the school regularly attended, the names of the students who attended such weekly religious instruction. See Policy 5223 - Religious Instruction for further details. (Located on the district web page)
- **Program or Curriculum Modification**
 - Students may be excused from regular school attendance to participate in a program or curriculum modification leading to high school graduation or a high school equivalency diploma as provided by state law.
- **High School Equivalency – Secure Facilities**
 - A student may be excused from regular school attendance to participate in a program leading to a high school equivalency diploma in a secured correctional facility, a secured child caring institution, a secure detention facility, or a juvenile portion of a county jail. The student and his/her parent or guardian must agree that the student will continue to participate in such a program.
- **Child at Risk**
 - The student is a “child at risk” as defined under State law and is participating in a program at a technical college on either a part-time or full-time basis leading to high school graduation, as provided under state law.
- Professional or other necessary appointments (e.g., medical, dental, and legal) that cannot be scheduled outside of the school day. Documentation/verification of the appointment from the facility, including time of appointment, required.
- Attend the funeral of a relative.
- Legal proceedings that require the student’s presence.
- Observe a religious holiday consistent with the student’s creed or belief.
- Quarantine of the student’s home by a public health officer. Documentation by public health officer required.
- To work at home due to the absence of the student’s parents. Absences under this section shall not exceed ten days nor be granted to any student younger than 14 years of age. Meeting and approval by the school counselor and school administration before absences occur is required.
- **College Visits**

- Special circumstances as determined and approved by the building administration.

Parent Excused Absences

The following absence reasons are counted towards a student's allocated ten days per school year.

- Vacations-Parents are strongly encouraged not to take their child out of school for vacations. When a family vacation must be scheduled during the school year, the parents must complete a Pre-planned Absence form, available from the school office and on the district website. Forms must be filled out by the student's teacher(s), signed by the parent, and returned to the school office before the absences occur. School administration may communicate with parents further as needed.
- Illness with no medical verification requiring student to not attend school
- Any other personal reason not specified in the previous section

Excessive Absences

Parent(s)/guardian(s) shall be notified in writing when a student has accumulated five absences. Written notification will also be sent if a child reaches his/her ten allocated absences for the school year. This shall be done whether the absences are excused or truant, unless the student is under doctor's treatment and a written statement from a physician or licensed practitioner is on file.

Truant Absences

Truant absences are counted towards a student's ten allocated days of absences.

A student will be considered truant for the following reasons:

- He or she is absent part or all of one or more days from school during which the school attendance officer, principal, or a teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent student. A student will also be considered truant if he or she has been absent intermittently for the purpose of defeating the intent of the Wisconsin Compulsory Attendance statute – Sec. 118.15, Wis. Stat.
- He or she has been absent for more than ten school days in the school year, and the absence reason is not included in the absences not counted towards a student's ten allocated days.

Any student recorded as truant according to the procedures and any definitions previously, may result in any or all of the following consequences: conference with administration, detention, Saturday School, revocation of Pride Pass (high school students), suspension, referral to law enforcement, recommendation for expulsion.

Students who are determined to be truant will be referred for a truancy citation in accordance to the local truancy ordinance and/or referred to the department of social services in accordance to the county truancy ordinance.

When a student is truant, the School Attendance Office shall ensure that all applicable provisions of the District's Truancy Plan are carried out.

Truancy Plan

1. Phone message sent to parent/guardian the day of the absence. Additional contact by school staff may be made. Students in grades 6-12 will receive written notification for every truant absence.

2. School counselors, teachers, administration meets with student, when applicable, to discuss absences.
3. Parent meeting required with administration when student is nearing habitual truancy. Wisconsin State Statute 118.16 defines habitual truancy as a pupil who is absent from school without an acceptable excuse for part or all of 5 or more days on which school is held during a school semester. See Habitual Truancy section for more details.
4. Police referral
5. Home visit by Police Liaison Officer, administration, and school counselor if deemed necessary by the school.
6. Habitual truancy referral to applicable jurisdiction. Student work permits and/or driver's licenses may be revoked when applicable.

Habitual Truancy

The building principal or designee shall serve as the school attendance officer for each school in the district. The school attendance officer shall handle all matters relating to school attendance and truancy. The school attendance officer shall notify the parent/guardian of a student, by registered or certified mail, when the child initially becomes a habitual truant. In accordance with Wisconsin State Statute 118.16, the notice shall include the following.

- a statement of the parent's/guardian's responsibility, under s. 118.15, to cause the child to attend school regularly.
- a statement that the parent/guardian or child may request program or curriculum modifications for the student under s. 118.15 and that the student may be eligible for enrollment in a program for student at risk.
- a request that the parent/guardian meet with the appropriate school personnel to discuss the student's truancy. The notice shall include the name of the school personnel with whom the parent/guardian should meet, a date, time and place for the meeting and the name, address and telephone number of a person to contact to arrange a different date, time or place. The date for the meeting shall be within five (5) school days after the date that the notice is sent, except that with the consent of the student's parent/guardian the date for the meeting may be extended for an additional five (5) school days.
- a statement of the penalties that may be imposed on the parent/guardian if he or she fails to cause the student to attend school regularly as required under s. 118.15.

The School District of Wisconsin Dells encompasses five counties: Columbia, Sauk, Juneau, Adams, and Marquette. Each county adopts its own truancy plan. In addition, the City of Wisconsin Dells (in which Wisconsin Dells High School resides) has established its own municipal truancy ordinance. Every reasonable effort will be made to work with students and parents/guardians in promoting student attendance in school. Once a student has been identified as truant or habitually truant and appropriate procedures have been completed, the school district will follow the truancy plan adopted by the City of Wisconsin Dells and/or the student's county of residence. Such a referral may result in, but not necessarily limited to, any of the following per local or county ordinance. (Listed below are consequences outlined as a part of the County Truancy Plan of Sauk County, and are used here as an example of the types of sanctions that may be a result of a student's truancy):

- a citation to appear in court;
- a forfeiture of \$50.00-\$150.00, depending on the number of violations, not to exceed \$500.00 in any given semester;
- a referral to social services.

For more information on truancy and habitual truancy, refer to policy 5200. (Located on the district web page)

Attendance Probation Penalty as it pertains to any and all extra-curricular activities:

Once any student reaches Attendance Probation status which is defined as the maximum of 10 days missed for school at any point during a school year, in accordance to the district 10 day attendance policy, any student showing up on the "10 day report" that comes directly from the High School Attendance Secretary will be put on Attendance Probation for any and all extra-curricular activities for 15 consecutive school days. During this time they are allowed to practice but cannot compete in any extracurricular competitions including both activities and athletics.

- During the 15 consecutive "window" NO periods or days of school time can be missed.
- Cannot miss any school for any reason and this includes appointments, sick days etc... This also includes partial or full days.
- If they miss any school for any reason during the 15 day "probation" period the 15 days will start completely over starting with the next FULL day of school attended.
- Students will not be eligible UNTIL 15 consecutive school day of Full days of attendance have been met
- Once 15 consecutive days has been met then all students are eligible to return to normal extracurricular status.

If any student accumulates a total 15 days missed (truant or non-excused days missed) at any point during the school year they are ineligible for all extracurricular activities for the remainder of the school year because it is now time to focus on school and academics only.

V. VIOLATION REPORTING PROCEDURES

It is the official policy of the School District of Wisconsin Dells that violations of the Code shall be reported to the Activities Director and/or Associate Principal.

A. Any individual who wishes to report a Co-Curricular Code of Conduct violation must complete and submit a signed and dated Co-Curricular Code of Conduct Violation Report form to the Activities Director and/or Associate Principal. Violations must be reported within 30 calendar days of occurrence. Each report must state the kind of violation, the place of the violation, and the time and date of the violation. Upon receipt of a reported violation, the student will meet with the Activities Director, or his/her designee, and be given the opportunity to respond in writing.

B. Upon hearing of an alleged violation, the Activities Director, Police Liaison Officer, and/or Head Coach may call in team members, and/or other students, to further investigate. The District will provide an opportunity for the student alleged to have violated the Co-Curricular Code of Conduct to be heard prior to any penalty being enforced.

C. A school district may ~~not~~ use law enforcement officers' records obtained under s.938.396 (1m) as the sole basis for ~~expelling or suspending a pupil or as the sole basis for taking any other disciplinary action, including~~ action under the school district's athletic code, against a pupil.

VI. VIOLATIONS

A. MAJOR VIOLATIONS

1. The use, possession, or distribution of alcohol, controlled substances, or non-prescribed medications, performance enhancing drugs, or any drug paraphernalia. The use of any tobacco product or look alike product.
2. Possession, use (sniffing or huffing) or distribution of any hazardous substance with intent to induce intoxication or elation, to stupefy the central nervous system.
3. Guilt by Association: Students involved in any and all school activities will not be present at events primarily where underage consumption takes place, use of illegal drugs is taking place, and/or illegal activities are taking place. The purpose of this rule is to keep our student athletes away from underage consumption, use of illegal drugs, and illegal activities.
4. Violation of any law regarding stealing, vandalism, sex offenses, domestic violence, hazing, harassment, battery or any other criminal offense punishable by law.

B. MINOR VIOLATIONS

1. Minor violations include, but are not limited to: curfew violations, unexcused classes, profanity or insubordination to any adult or school personnel, unsportsmanlike penalties, ejection from any contest as a spectator and/or student athlete competing in competition, academic cheating. Anything that represents the individual, Athletic Department or the School District of Wisconsin Dells in a negative manner. Minor violations would also include the possession or distribution of tobacco products or any look alike products including any new tobacco technology such as an "e-cigarette".
2. Violation of Team Rules. **Coaches have complete authority to administer consequences for violations of team rules. However, Team Rules shall not have consequences greater than those spelled out in this Code.
3. Willful, persistent, or disruptive behavior, which is contrary to the philosophy of the School District of Wisconsin Dells. This behavior shall be called Conduct Unbecoming of an Athlete.

VII. PENALTIES FOR VIOLATIONS

A. MINOR VIOLATIONS

Each violation has a range of minimum and maximum actions. Penalties will be decided on a case-by-case basis. The administrative decision as to what penalty to impose will depend upon the severity and frequency of the behavior, as well as any prior Code violations.

Minimum penalty: Conference with student, parent, coach, and A.D.

Maximum penalty: Suspension from all activities for one calendar year.

B. SCHOOL SUSPENSION/DISCIPLINE

Any suspension that results in a form of in-school or out of school suspension will carry a suspension for any/all extra-curricular activities. This shall be deemed a minor violation with the penalties listed below.

Minimum Penalty: Suspension from one extra-curricular activity or athletic event/competition. Also students serving in school or out of school suspension are not eligible to compete or practice during the day when the suspension occurs.

*Athletic or Activity suspension cannot be served simultaneously with academic or major code violation and cannot be served on the same day in which a suspension occurs.

Example: Student A is a football player and is suspended from school on Thursday, September 17th and Friday September 18th. Student A will miss the football game on Friday, September 18 but that is part of the school suspension.

*Student A would miss the following Friday football game on September 25th to fulfill the activities department suspension of one contest.

C. MAJOR VIOLATIONS

1. Athletic Activities:

a. 1st Offense:

(1) The student will be suspended for 30% of the entire athletic season provided that the student self-referred.

(2) Self-referral is only available for a first offense. Self-referral: Penalties can be reduced through a self-referral made by the parent and/or student. A self-referral must be made in writing to the Activities Director by 4:00 p.m. within two business days following the infraction. Business days are considered to be Monday through Friday year round, unless it is a holiday. In the event that a self-referral results in a decimal, any number .5 or greater will be rounded up.

(3) If the student does not self-refer, they will be suspended for 60% of the entire athletic season.

b. 2nd Offense:

(1) Suspension from athletic activities for 75% of the entire season.

c. 3rd Offense:

(1) Suspension from all athletic activities for one calendar year.

(2) The student will be referred to the school counselor or social worker for AODA screening assessment before allowed to return to competition.

d. 4th Offense:

1. Suspension from all athletic activities for the duration of student's High School career.

2. State Felony and Federal Criminal Conduct Requirements:

Athletes are prohibited from being charged with a state felony or a federal crime by prosecutors. (Felony includes juvenile delinquency petitions alleging conduct that if committed by an adult would constitute a felony).

Athletes charged with a state felony or a federal crime will be immediately suspended from practice and competition/events. The suspension from practice and competition/events shall continue pending the criminal/juvenile proceeding. Athletes suspended from practice and competition/events pursuant to this section are ineligible for recognitions for the season during which the suspension occurs. If the athlete is convicted of a felony or adjudicated delinquent for conduct which if committed by an adult would constitute a felony or is convicted of a federal crime (regardless of whether said conviction arises from a plea agreement, a no contest plea, or by any other procedure), the athlete will be suspended from participation in all extracurricular activities for one calendar year from the date he/she was originally charged. Additionally, any awards earned by the student since the date he/she was originally charged will be revoked. If the athlete is not convicted of a felony (or is not adjudicated delinquent for conduct which if committed by an adult would constitute a felony) or is not convicted of a federal crime, the Athletic Director and/or Administrator will review the facts and circumstances of the case to determine if the athlete is subject to other violations of the Code of Conduct for Athletes and any penalties associated therewith.

An athlete convicted of a felony (or adjudicated delinquent for conduct which if committed by an adult would constitute a felony) or convicted of a federal crime shall also be subject to the following:

- a. The athlete must go through a social/behavioral/AODA assessment at the expense of the student and follow the recommendations of the assessment.
- b. Prior to reinstatement, the athlete and parent/guardian must meet with the Athletic Director and the Athletic Review Board to petition for reinstatement.
- c. The athlete may not earn a letter and is ineligible to receive any individual award, such as Captain, MVP, All conference, or senior awards.

3. *Guilt by Association*

- a. 1st Offense: The student will be placed on a probation list for one (1) calendar year. If there are no further violations during the one (1) year period, the probation will be dropped.
- b. 2nd Offense: The student's suspension shall default to the first offense of the major violations as set forth in Section VII (B) (1) (a) (1).
- c. 3rd Offense: The student's suspension shall default to the second offense of the major violations as set forth in Section VII (B) (1) (b) (1).
- d. 4th Offense: The student's suspension shall default to the third offense of the major violations as set forth in Section VII (B) (1) (c) (1).
- e. No self-referral is allowed under this condition.
- f. Any athlete who commits a major violation shall not be nominated for any post-season athletic/activity recognition/awards.

4. *Major Violations: Non-Athletic Activities:*

- a. **1st Offense:**
 1. Suspension from all activities for 15 school days provided that student self-referred.
 2. The student will be removed from all leadership positions: President, VP, Secretary, Treasurer, etc.

3. If the student does not self-refer, they will be suspended for 30 school days (one term).

b. 2nd Offense:

1. Suspension from all activities for 60 school days.

c. 3rd Offense:

1. Suspension from all activities for one calendar year.

d. 4th Offense:

1. Suspension from all activities for the duration of student's High School career.

C. Violators of the co-curricular code who violated Major Violation rules #1, 2, or 4 (as listed on page 57) will not be awarded a Varsity letter during the season of the violation, or the next season if they are currently not in a sport.

D. Students wishing to join an activity must join and participate beginning with the first official day of the season. A student wishing to join after the first day of a season can do so at the discretion of the Head Coach, through the second week of the season. After the second week of the season, students will not be allowed to join an activity. If unusual circumstances warrant, the Athletic Director will give input on the issue.

E. Violators of the Code or academically ineligible students must attend all practices, games, events, etc. while serving their penalty. If they do not, they are considered ineligible and as having not served any part of their suspension. It is understood that if a student is academically ineligible, they will not be allowed to travel to away events when dismissal from school occurs.

F. Any remaining percentage of suspensions not served shall be recalculated and applied toward the next co-curricular activity(ies) the student participates in.

G. Students who violate the alcohol and other drug provisions of the Code while at school or while engaged in a school-related activity will have their violation dealt with as follows:

*If a first violation, it will be treated as a second violation

*If a second violation, it will be treated as a third violation

H. Students who violate the Code are also subject to the Student Code of Conduct, rules and regulations of the WIAA and other governing organizations, state statutes, and local ordinances.

**WIAA stipulates that if any of the acts identified in the code of conduct result in the student being suspended for one or more WIAA tournament competitions, the minimum penalty is immediate disqualification of the student for the remainder of the total tournament series in that sport.*

I. In order for a suspension to be regarded as successfully completed, the suspended student must complete the season of the activity during which the suspension was served. If the student does not complete the season, or is otherwise dismissed from the activity for any reason, the suspension will not be considered to have been served and will be transferred in full to the next activity.

VIII. PROCEDURE FOR APPEAL

Due Process is a procedure, which the courts of law recognize as a necessary part of any rules and regulations. It requires a notice of charges, a presentation of evidence at a hearing, a decision based upon the evidence, and an appeals process in the event that an individual feels a wrong decision has been made. The appeals process outlined hereafter is the procedure for a student and his/her parents to follow in appealing decisions relating to eligibility. Appeals may not be made for academic ineligibility. It should be understood that students and parents are expected to follow the due process steps in the event legal action should be initiated at some later date. Students are not eligible to participate during the appeal process.

After the Activities Director reaches a decision, parents will be notified by telephone, email, or fax, or letter whichever is most convenient. Parents may appeal the decision in writing; to the Activities Director within seven (7) days from the date they are notified that their child is ineligible.

After an appeal has been received, a date for a hearing with the Co-Curricular Review Board will be established by the Activities Director no later than seven (7) days after receipt of the written appeal. Present at the hearing shall be the Co-Curricular Review Board, the student, his/her parent(s) or guardian(s), and other persons as deemed necessary by the Activities Director. The Co-Curricular Review Board shall consist of three non-involved faculty members, one non-involved Head Coach, and one non-athletic activity advisor, and shall be chaired by the Activities Director. The student will be provided with an opportunity to testify and present other evidence on his/her behalf at the hearing. The decision reached after the hearing will be put in writing and a copy will be mailed within three (3) days to the student and his/her parent(s) and/or guardian(s).

Appeals Process Flow Chart

Decision of A.D.

Decision by Co-Curricular Review Board

Approved by SDWD Board of Education on: 6/27/2016

SPRING HILL MIDDLE SCHOOL

CO-CURRICULAR CODE OF CONDUCT

I. PHILOSOPHY

The philosophy of Spring Hill Middle School and the School District of Wisconsin Dells Athletic Department is that athletics can be extremely beneficial for students of all ages. They have the opportunity to learn many things that stretch beyond the physical and help them to become well-rounded human beings and an important part of society.

At the Middle School level, athletics and the student athletes are often caught in the crossfire between being too competitive or not competitive enough. One thing that we all should agree on is that middle school students should have a handful of key elements stressed to them through our athletic program.

- A. SKILL DEVELOPMENT: Middle school students need to learn how to do things correctly at an early age, and for some students this is their first attempt at organized athletics. The fundamentals of the specific sport and a repetition of those fundamentals should be a large part of their practice time.
- B. WORK HABITS: Middle school students must begin to understand that hard work and proper work habits are very important. Even the very best players must continue to work hard to maintain those good habits in order to remain at their high level of ability.
- C. ATTITUDE: Middle school students are at an age when attitude, specifically respect for authority, cooperation and leadership, can be a problem. Student attitudes about co-curricular activities must be shaped before they reach varsity or junior varsity level competition. A proper attitude should be a focal point with student athletes, and it must also be modeled by coaches and parents.
- D. FUN: It may be difficult for some coaches, parents and other adults to understand, but most students choose to participate in co-curricular activities to have fun and be with their friends. Often times winning and losing is secondary and soon forgotten after the game.

If we can keep these four key elements in mind, the athletic program at SHMS will be a success. To stay within the middle school philosophy we must allow student athletes to explore new things and discover their own interests, abilities and successes. Every student should be allowed to participate and the program focus should be on making each student a better athlete and person, instead of winning and losing.

Students attending SHMS may participate in the school athletic program. Seventh and eighth grade students may compete in: football, cross-country, volleyball, basketball, wrestling, track & field, softball, baseball, and golf. **Sixth grade students may participate in: football, cross-country, wrestling, track & field, and golf.** SHMS also offers students several different student clubs and organizations that they can choose to participate in.

This code is written so as to apply to all school sponsored co-curricular activities that are not part of the regular school curriculum.

II. ATHLETIC POLICIES and PROCEDURES

In order to instill good sportsmanship, respect for the rules and authority, teamwork, team discipline, as well as eliminate disruptive behavior in the locker room, on the training field, on the playing field, on trips and on and off school grounds, the following rules are established:

- A. All athletes must have a physical examination and a WIAA green exam card and/or a brown alternate year card on file in the Activities Office before they may attend any practices or participate.
- B. All athletes must have a parent or legal guardian attest to parental permission and sign an insurance certification.
- C. The athletic fee must be paid before participation can begin.
 - Students who qualified for free or reduced-price meals in the preceding school year or who have submitted an application and have been approved for free or reduced-price meals for the upcoming school year may pay reduced fees, as specified.
 - i. Full Priced \$30.00
 - ii. Reduced-Priced \$21.00
 - iii. Free Meals \$15.00
 - Parents of students who are living in severe economic distress may request a private meeting with the athletic director to request that fees be waived.
 - The annual 6-12 athletic participation fee maximum per family shall be \$100
- D. All athletes and their parents/guardians must sign the athletic code sheet and it must be on file in the Activities Office before participation can begin.
- E. All athletes must comply with the disciplinary rules of individual coaches.
- F. All athletes are to refrain from the use of profanity, both in practice and competition.
- G. Student participants must ride TO away games with the team. Students may ride home from events with a parent/guardian, so long as the parent/guardian has completed the return transportation agreement and that is on file with the activities office. Such requests need to be submitted to the Activities Director at least 24 hours in advance prior to the event which your student will be riding with you. Students may NOT ride home with anyone other than a parent or legal guardian/caregiver.
- H. Students will not be allowed to begin participating in another activity until all of their equipment has been turned in and/or fines paid from all previous activities.
- I. Any student who resides in the School District of Wisconsin Dells but attends another school district or whom is homeschooled will be eligible for competition in a sport that is offered in the School District of Wisconsin Dells provided the following:
 - (1) The district/school in which they are currently enrolled does not offer the sport in which they are interested in participating in.
 - (2) The student must be present at all practices and competitions in a timely manner.
 - (3) It shall be the responsibility of the parent/guardian of the student in these cases to provide an academic report card at the times grades are monitored for students who reside in the School District of Wisconsin Dells.

- (4) All other terms and conditions of this Spring Hill Middle School Co-Curricular Code of Conduct shall be followed by students who are enrolled in another school or district.

III. ELIGIBILITY

All athletes must retain academic eligibility to participate in interscholastic athletics and/or school sponsored activities. For Spring Hill Middle School students, academic eligibility will be determined as follows:

- A. Grades will be checked at the mid-quarter (4 ½ week mark) and at the end of each quarter.
- B. Any student with more than one failing (F or I) grade will become academically ineligible to compete in games/events for 15 consecutive school ~~school~~ days.
- C. On the 15th ~~school~~-day, the grades will be checked for all ineligible students. If they have no more than one failing grade, they will regain their eligibility on the 16th ~~school~~-day.
- D. During the academic suspension, students are allowed to and are expected to practice every day with the team and attend all team meetings, functions, etc. They cannot play in any interscholastic games/events.
- E. If any behavior problems arise in school, class, or on the bus, students may be held out of practice, performances, or competition at the discretion of the principal, assistant principal and/or activities director.

IV. SCHOOL ATTENDANCE/ATHLETIC ATTENDANCE STRIKES

- 1. If a student has an unexcused absence at any time during any school day, he/she is not eligible to practice, perform, or compete.
- 2. If a student misses any part of ~~6th, 7th or 8th period class~~ the last 3 class periods of the day due to illness, he/she will not be eligible to practice, perform, or compete on that same day.
- 3. A student who misses any part of a day for personal reasons will be counted as an athletic attendance "strike". Students will be allowed 3 athletic attendance strikes per quarter.
- 4. A student absent for any part of the day due to medical or other types of scheduled appointments must provide a note from the office where the student had the appointment in order to practice, perform or compete on that same day. If no medical note is provided to verify the appointment, this shall be counted as an athletic attendance strike.
- 5. When suspended from school, a student will not be able to participate in practice or events nor attend school functions during the suspension.
- 6. The Activities Director and/or building principal will handle situations not covered here on a case-by-case basis.

V. TARDIES/ATHLETIC ATTENDANCE STRIKES

1. For the purpose of the co-curricular code of conduct and the enforcement thereof, tardy shall be defined as any incident when a student is late to school and/or late to any class period. Examples (including, but not limited to) of a scenario in one quarter are given below:

-Comes late to school, has no appointment and parent excuses = 1 Tardy/Athletic Attendance Strike

-Gets back from lunch and shows up late to 6th hour = 1 Tardy/Athletic Attendance Strike

-Not feeling well but shows up for 4th hour, still is eligible to practice = 1 Tardy/Athletic Attendance Strike

-Has a doctor's appointment and shows up 3rd hour with a doctor's note= EXCUSED

-Left late on a snowy day and shows up 15 minutes late = 1 Tardy/Athletic Strike, now on this day that student-athlete would be ineligible to compete/perform due to exceeding 3 tardies/athletic attendance strikes in one quarter.

2. Any tardy that is recorded will be counted as an athletic attendance strike.
3. Students will be allowed 3 athletic attendance strikes per quarter without penalty. Beginning with the 4th athletic attendance strike and every subsequent athletic attendance strike thereafter, the student is not eligible to practice, perform or compete on that same day.
4. Athletic attendance strikes will start over at the beginning of each quarter.
5. The high school activities office will work with the attendance secretary each day for updated information on attendance and will be in charge of monitoring the same and notifying the coaches. Coaches will do their best to update and inform athletes as it relates to athletic attendance strikes on a daily basis as it relates to attendance.
6. The Activities Director and/or building principal will handle situations not covered here on a case-by-case basis.

VI. ATTENDANCE PROBATION DUE TO "10 DAY ATTENDANCE REPORT":

The school requires all students to attend school regularly in accordance with the laws of Wisconsin. The school's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a wellplanned instructional activity under the guidance of a competent teacher are vital to this purpose.

Compulsory Student Attendance

As stated in Wisconsin State Statute 118.15, all children between six (6) and eighteen (18) years of age shall attend school regularly during the full period and hours, religious holidays excepted, that the school is in session. All students must attend until the end of the term, quarter or semester of the school year in which the child becomes eighteen (18) years of age unless they fall under an exception outlined in the District's Administrative Guidelines. A child who is enrolled in five (5) year-old kindergarten shall attend school regularly, religious holidays expected, during the full period and hours that kindergarten is in session until the end of the school term.

Attendance is also defined as participation in the various forms of distance learning including videoconference, satellite, Internet or other electronic information and telecommunications technologies. Discuss these alternatives with your counselor since the approval of the coursework may be required prior to enrollment in a distance learning program.

Student who miss more than half a class period are considered absent for that period.

Submitting Excuse for Absence

As stated in Wisconsin State Statute 118.15, a child may not be excused for more than ten days in a school year. A parent of a student who is absent shall provide a written, dated, signed or verbal statement indicating the reason for and the time period of the absence. This statement must be submitted prior to the absence if the absence is foreseeable. If the absence is not foreseeable, the statement must be provided prior to the student's readmission to school. The statement shall be submitted to the school office and filed in the student's school record. The District reserves the right to verify statements and investigate absences from school.

Excused Absences

The following absence reasons are not counted as part of a student's state allocated ten days per school year:

- Physical or Mental Condition
 - Any child who is excused by the school board or school board designee because the child is temporarily not in proper physical or mental condition to attend a school program but who can be expected to return to a school program upon termination or abatement of the illness or condition. The school attendance officer may request the parent or guardian of the child to obtain a written statement from a licensed physician, dentist, chiropractor, optometrist, psychologist, physician assistant, or nurse practitioner, or certified advanced practice nurse prescriber or Christian Science practitioner living and residing in this state, who is listed in the Christian Science Journal, as sufficient proof of the physical or mental condition of the child. An excuse under this paragraph shall be in writing and shall state the time period for which it is valid, not to exceed 30 days.
- Obtaining Religious Instruction
 - Students may wish to obtain religious instruction outside the school during the required school period. The time period or periods of absence shall be determined by the Principal. Such absences must be at least 60 minutes but not more than 180 minutes per week. Requests for absence under this paragraph shall be denied if the student fails to attend religious instruction after requesting to be absent from his or her regular school. The supervisor of such religious instruction shall report monthly, to the principal of the school regularly attended, the names of the students who attended such weekly religious instruction. See Policy 5223 - Religious Instruction for further details. (Located on the district web page)
- Program or Curriculum Modification
 - Students may be excused from regular school attendance to participate in a program or curriculum modification leading to high school graduation or a high school equivalency diploma as provided by state law.
- High School Equivalency – Secure Facilities
 - A student may be excused from regular school attendance to participate in a program leading to a high school equivalency diploma in a secured correctional facility, a secured child caring

institution, a secure detention facility, or a juvenile portion of a county jail. The student and his/her parent or guardian must agree that the student will continue to participate in such a program.

- Child at Risk
 - The student is a “child at risk” as defined under State law and is participating in a program at a technical college on either a part-time or full-time basis leading to high school graduation, as provided under state law.
- Professional or other necessary appointments (e.g., medical, dental, and legal) that cannot be scheduled outside of the school day. Documentation/verification of the appointment from the facility, including time of appointment, required.
- Attend the funeral of a relative.
- Legal proceedings that require the student’s presence.
- Observe a religious holiday consistent with the student’s creed or belief.
- Quarantine of the student’s home by a public health officer. Documentation by public health officer required.
- To work at home due to the absence of the student’s parents. Absences under this section shall not exceed ten days nor be granted to any student younger than 14 years of age. Meeting and approval by the school counselor and school administration before absences occur is required.
- Special circumstances as determined and approved by the building administration.

Parent Excused Absences

The following absence reasons are counted towards a student’s allocated ten days per school year.

- College visits
- Vacations-Parents are strongly encouraged not to take their child out of school for vacations. When a family vacation must be scheduled during the school year, the parents must complete a Pre-planned Absence form, available from the school office and on the district website. Forms must be filled out by the student’s teacher(s), signed by the parent, and returned to the school office before the absences occur. School administration may communicate with parents further as needed.
- Illness with no medical verification requiring student to not attend school
- Any other personal reason not specified in the previous section

Excessive Absences

Parent(s)/guardian(s) shall be notified in writing when a student has accumulated five absences. Written notification will also be sent if a child reaches his/her ten allocated absences for the school year. This shall be

done whether the absences are excused or truant, unless the student is under doctor's treatment and a written statement from a physician or licensed practitioner is on file.

Truant Absences

Truant absences are counted towards a student's ten allocated days of absences.

A student will be considered truant for the following reasons:

- He or she is absent part or all of one or more days from school during which the school attendance officer, principal, or a teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent student. A student will also be considered truant if he or she has been absent intermittently for the purpose of defeating the intent of the Wisconsin Compulsory Attendance statute – Sec. 118.15, Wis. Stat.
- He or she has been absent for more than ten school days in the school year, and the absence reason is not included in the absences not counted towards a student's ten allocated days.

Any student recorded as truant according to the procedures and any definitions previously, may result in any or all of the following consequences: conference with administration, detention, Saturday School, revocation of Pride Pass (high school students), suspension, referral to law enforcement, recommendation for expulsion.

Students who are determined to be truant will be referred for a truancy citation in accordance to the local truancy ordinance and/or referred to the department of social services in accordance to the county truancy ordinance.

When a student is truant, the School Attendance Office shall ensure that all applicable provisions of the District's Truancy Plan are carried out.

Truancy Plan

1. Phone message sent to parent/guardian the day of the absence. Additional contact by school staff may be made. Students in grades 6-12 will receive written notification for every truant absence.
2. School counselors, teachers, administration meets with student, when applicable, to discuss absences.
3. Parent meeting required with administration when student is nearing habitual truancy. Wisconsin State Statute 118.16 defines habitual truancy as a pupil who is absent from school without an acceptable excuse for part or all of 5 or more days on which school is held during a school semester. See Habitual Truancy section for more details.
4. Police referral
5. Home visit by Police Liaison Officer, administration, and school counselor if deemed necessary by the school.
6. Habitual truancy referral to applicable jurisdiction. Student work permits and/or driver's licenses may be revoked when applicable.

Habitual Truancy

The building principal or designee shall serve as the school attendance officer for each school in the district. The school attendance officer shall handle all matters relating to school attendance and truancy. The school attendance officer shall notify the parent/guardian of a student, by registered or certified mail, when the child initially becomes a habitual truant. In accordance with Wisconsin State Statute 118.16, the notice shall include the following.

- a statement of the parent's/guardian's responsibility, under s. 118.15, to cause the child to attend school regularly.

- a statement that the parent/guardian or child may request program or curriculum modifications for the student under s. 118.15 and that the student may be eligible for enrollment in a program for student at risk.
- a request that the parent/guardian meet with the appropriate school personnel to discuss the student's truancy. The notice shall include the name of the school personnel with whom the parent/guardian should meet, a date, time and place for the meeting and the name, address and telephone number of a person to contact to arrange a different date, time or place. The date for the meeting shall be within five (5) school days after the date that the notice is sent, except that with the consent of the student's parent/guardian the date for the meeting may be extended for an additional five (5) school days.
- a statement of the penalties that may be imposed on the parent/guardian if he or she fails to cause the student to attend school regularly as required under s. 118.15.

The School District of Wisconsin Dells encompasses five counties: Columbia, Sauk, Juneau, Adams, and Marquette. Each county adopts its own truancy plan. In addition, the City of Wisconsin Dells (in which Wisconsin Dells High School resides) has established its own municipal truancy ordinance. Every reasonable effort will be made to work with students and parents/guardians in promoting student attendance in school. Once a student has been identified as truant or habitually truant and appropriate procedures have been completed, the school district will follow the truancy plan adopted by the City of Wisconsin Dells and/or the student's county of residence. Such a referral may result in, but not necessarily limited to, any of the following per local or county ordinance. (Listed below are consequences outlined as a part of the County Truancy Plan of Sauk County, and are used here as an example of the types of sanctions that may be a result of a student's truancy):

- a citation to appear in court;
- a forfeiture of \$50.00-\$150.00, depending on the number of violations, not to exceed \$500.00 in any given semester;
- a referral to social services.

For more information on truancy and habitual truancy, refer to policy 5200. (Located on the district web page)

Attendance Probation Penalty as it pertains to any and all extra-curricular activities:

Once any student reaches Attendance Probation status which is defined as the maximum of 10 days missed for school at any point during a school year, in accordance to the district 10 day attendance policy, any student showing up on the "10 day report" that comes directly from the High School Attendance Secretary will be put on Attendance Probation for any and all extra-curricular activities for 15 consecutive school days. During this time they are allowed to practice but cannot compete in any extracurricular competitions including both activities and athletics.

- During the 15 consecutive "window" NO periods or days of school time can be missed.
- Cannot miss any school for any reason and this includes appointments, sick days etc... This also includes partial or full days.
- If they miss any school for any reason during the 15 day "probation" period the 15 days will start completely over starting with the next FULL day of school attended.
- Students will not be eligible UNTIL 15 consecutive school day of Full days of attendance have been met
- Once 15 consecutive days has been met then all students are eligible to return to normal extracurricular status.

If any student accumulates a total 15 days missed (truant or non-excused days missed) at any point during the school year they are ineligible for all extracurricular activities for the remainder of the school year because it is time to focus on school and academics only.

VII. TRAINING RULES, VIOLATIONS, and PENALTIES

This code is in place in order to establish minimum standards and guidelines for acceptable behavior for students. The following rules have been established for Spring Hill Middle School students participating in athletics/activities in order to ensure the best interest of the student and the school. Training rules are separate from any disciplinary rules set by the coach.

VIII. VIOLATION REPORTING PROCEDURES

It is the official policy of the School District of Wisconsin Dells that violations of the Code shall be reported to the Activities Director and/or Associate Principal.

A. Any individual who wishes to report a Co-Curricular Code of Conduct violation must complete and submit a signed and dated Co-Curricular Code of Conduct Violation Report form to the Activities Director and/or Associate Principal. Violations must be reported within 30 calendar days of occurrence. Each report must state the kind of violation, the place of the violation, and the time and date of the violation. Upon receipt of a reported violation, the student will meet with the Activities Director, or his/her designee, and be given the opportunity to respond in writing.

B. Upon hearing of an alleged violation, the Activities Director, Police Liaison Officer, and/or Head Coach may call in team members, and/or other students, to further investigate. The District will provide an opportunity for the student alleged to have violated the Co-Curricular Code of Conduct to be heard prior to any penalty being enforced.

C. A school district may ~~not~~ use law enforcement officers' records obtained under s.938.396 (1m) as the sole basis for ~~expelling or suspending a pupil or as the sole basis for taking any other disciplinary action, including action under the school district's athletic code,~~ against a pupil.

IX. VIOLATIONS

A. MAJOR VIOLATIONS

1. The use, possession, or distribution of alcohol, controlled substances, or non-prescribed medications, performance enhancing drugs, or any drug paraphernalia.

2. Possession, use (sniffing or huffing) or distribution of any hazardous substance with intent to induce intoxication or elation, to stupefy the central nervous system.

3. Guilt by Association: Students involved in any and all school activities will not be present at events primarily where underage consumption takes place, use of illegal drugs is taking place, and/or illegal activities are taking place. The purpose of this rule is to keep our student athletes away from underage consumption, use of illegal drugs, and illegal activities.

4. Violation of any law regarding stealing, vandalism, sex offenses, domestic violence, hazing, harassment, battery or any other criminal offense punishable by law.

B. MINOR VIOLATIONS

1. Minor violations include, but are not limited to: curfew violations, unexcused classes, profanity or insubordination to any adult or school personnel, unsportsmanlike penalties, ejection from any contest as a spectator and/or student athlete competing in competition, academic cheating. Anything that represents the individual, Athletic Department or the School District of Wisconsin Dells in a negative manner. Minor violations would also include the possession or distribution of tobacco products or any look alike products including any new tobacco technology such as an "e-cigarette".
2. Violation of Team Rules. **Coaches have complete authority to administer consequences for violations of Team Rules. However, Team Rules shall not have consequences greater than those spelled out in this Code.
3. Willful, persistent, or disruptive behavior, which is contrary to the philosophy of the School District of Wisconsin Dells. This behavior shall be called Conduct Unbecoming of an Athlete.

X. PENALTIES FOR VIOLATIONS

A. MINOR VIOLATIONS

Each violation has a range of minimum and maximum actions. Penalties will be decided on a case-by-case basis. The administrative decision as to what penalty to impose will depend upon the severity and frequency of the behavior, as well as any prior Code violations.

Minimum penalty: Conference with student, parent, coach, and AD

Maximum penalty: Suspension from all activities for one calendar year.

B. SCHOOL SUSPENSION/DISCIPLINE

Any suspension that results in a form of in-school or out of school suspension will carry a suspension for any/all extra-curricular activities. This shall be deemed a minor violation with the penalties listed below.

Minimum Penalty: Suspension from one extra-curricular activity or athletic event/competition. Also students serving in school or out of school suspension are not eligible to compete or practice during the day when the suspension occurs.

*Athletic or Activity suspension cannot be served simultaneously with academic or major code violation and cannot be served on the same day in which a suspension occurs.

Example: Student A is a football player and is suspended from school on Thursday, September 17th and Friday September 18th. Student A will miss the football game on Friday, September 18 but that is part of the school suspension.

*Student A would miss the following Friday football game on September 25th to fulfill the activities department suspension of one contest.

XI. PENALTIES FOR VIOLATIONS

A. MINOR VIOLATIONS

Each violation has a range of minimum and maximum actions. Penalties will be decided on a case-by-case basis. The administrative decision as to what penalty to impose will depend upon the severity and frequency of the behavior, as well as any prior Code violations.

Minimum penalty: Conference with student, parent, coach, and A.D.

Maximum penalty: Suspension from all activities for one calendar year.

B. MAJOR VIOLATIONS

1. *Athletic Activities:*

a. 1st Offense:

(1) The student will be suspended for 30% of the entire athletic season provided that the student self-referred.

(2) Self-referral is only available for a first offense. Self-referral: Penalties can be reduced through a self-referral made by the parent and/or student. A self-referral must be made in writing to the Activities Director by 4:00 p.m. within two business days following the infraction. Business days are considered to be Monday through Friday year round, unless it is a holiday. In the event that a self-referral results in a decimal, any number .5 or greater will be rounded up.

(3) If the student does not self-refer, they will be suspended for 60% of the entire athletic season.

b. 2nd Offense:

(1) Suspension from athletic activities for 75% of the entire season.

c. 3rd Offense:

(1) Suspension from all athletic activities for one calendar year.

(2) The student will be referred to the school counselor or social worker for AODA screening assessment before allowed to return to competition.

d. 4th Offense:

1. Suspension from all athletic activities for the duration of student's Middle School career.

2. *State Felony and Federal Criminal Conduct Requirements:*

Athletes are prohibited from being charged with a state felony or a federal crime by prosecutors.

(Felony includes juvenile delinquency petitions alleging conduct that if committed by an adult would constitute a felony).

Athletes charged with a state felony or a federal crime will be immediately suspended from practice and competition/events. The suspension from practice and competition/events shall continue pending the criminal/juvenile proceeding. Athletes suspended from practice and competition/events pursuant to this section are ineligible for recognitions for the season during which the suspension occurs. If the athlete is convicted of a felony or adjudicated delinquent for conduct which if committed by an adult would constitute a felony or is convicted of a federal crime (regardless of whether said conviction arises from a plea agreement, a no contest plea, or by any other procedure), the athlete will be suspended from participation in all extracurricular activities for one calendar year from the date he/she was originally charged. Additionally, any awards earned by the student since the date he/she was originally charged will be revoked. If the athlete is not convicted of a felony (or is not adjudicated delinquent for conduct which if committed by an adult would constitute a felony) or is not convicted of a federal crime, the Athletic Director and/or Administrator will review the facts and circumstances of the case to determine if the athlete is subject to other violations of the Code of Conduct for Athletes and any penalties associated therewith.

An athlete convicted of a felony (or adjudicated delinquent for conduct which if committed by an adult would constitute a felony) or convicted of a federal crime shall also be subject to the following:

- a. The athlete must go through a social/behavioral/AODA assessment at the expense of the student and follow the recommendations of the assessment.
- b. Prior to reinstatement, the athlete and parent/guardian must meet with the Athletic Director and the Athletic Review Board to petition for reinstatement.
- c. The athlete may not earn a letter and is ineligible to receive any individual award, such as Captain, MVP, All conference, or senior awards.

3. *Guilt by Association*

- a. 1st Offense: The student will be placed on a probation list for one (1) calendar year. If there are no further violations during the one (1) year period, the probation will be dropped.
- b. 2nd Offense: The student's suspension shall default to the first offense of the major violations as set forth in Section VII (B) (1) (a) (1).
- c. 3rd Offense: The student's suspension shall default to the second offense of the major violations as set forth in Section VII (B) (1) (b) (1).
- d. 4th Offense: The student's suspension shall default to the third offense of the major violations as set forth in Section VII (B) (1) (c) (1).
- e. No self-referral is allowed under this condition.
- f. Any athlete who commits a major violation shall not be nominated for any post-season athletic/activity recognition/awards.

4. *Major Violations: Non-Athletic Activities:*

- a. 1st Offense:
 1. Suspension from all activities for 15 school days provided that student self-referred.
 2. The student will be removed from all leadership positions: President, VP, Secretary, Treasurer, etc.
 3. If the student does not self-refer, they will be suspended for 30 school days (one term).
- b. 2nd Offense:
 1. Suspension from all activities for 60 school days.
- c. 3rd Offense:
 1. Suspension from all activities for one calendar year.
- d. 4th Offense:
 1. Suspension from all activities for the duration of student's Middle School career.

C. Violators of the co-curricular code who violated Major Violation rules #1,2, or 4 (as listed on page 57) will not be awarded a Varsity letter during the season of the violation, or the next season if they are currently not in a sport.

D. Students wishing to join an activity must join and participate beginning with the first official day of the season. A student wishing to join after the first day of a season can do so at the discretion of the Head Coach, through the second week of the season. After the second week of the season, students will not be allowed to join an activity. If unusual circumstances warrant, the Activities Director will give input on the issue.

E. Violators of the Code or academically ineligible students must attend all practices, games, events, etc. while serving their penalty. If they do not, they are considered ineligible and as having not served any part of their suspension. It is understood that if a student is academically ineligible, they will not be allowed to travel to away events when dismissal from school occurs.

F. Any remaining percentage of suspensions not served shall be recalculated and applied toward the next co-curricular activity(ies) the student participates in.

G. Students who violate the alcohol and other drug provisions of the Code while at school or while engaged in a school-related activity will have their violation dealt with as follows:

*If a first violation, it will be treated as a second violation

*If a second violation, it will be treated as a third violation

H. Students who violate the Code are also subject to the Student Code of Conduct, rules and regulations of the WIAA and other governing organizations, state statutes, and local ordinances.

**WIAA stipulates that if any of the acts identified in the code of conduct result in the student being suspended for one or more WIAA tournament competitions, the minimum penalty is immediate disqualification of the student for the remainder of the total tournament series in that sport.*

I. In order for a suspension to be regarded as successfully completed, the suspended student must complete the season of the activity during which the suspension was served. If the student does not complete the season, or is otherwise dismissed from the activity for any reason, the suspension will not be considered to have been served and will be transferred in full to the next activity.

XII. PROCEDURE FOR APPEAL

Due Process is a procedure, which the courts of law recognize as a necessary part of any rules and regulations. It requires a notice of charges, a presentation of evidence at a hearing, a decision based upon the evidence, and an appeals process in the event that an individual feels a wrong decision has been made. The appeals process outlined hereafter is the procedure for a student and his/her parents to follow in appealing decisions relating to eligibility. Appeals may not be made for academic ineligibility. It should be understood that students and parents are expected to follow the due process steps in the event legal action should be initiated at some later date. Students are not eligible to participate during the appeal process.

After the Activities Director reaches a decision, parents will be notified by telephone, email, or fax, or letter whichever is most convenient. Parents may appeal the decision in writing; to the Activities Director within seven (7) days from the date they are notified that their child is ineligible.

After an appeal has been received, a date for a hearing with the Co-Curricular Review Board will be established by the Activities Director no later than seven (7) days after receipt of the written appeal. Present at the hearing shall be the Co-Curricular Review Board, the student, his/her parent(s) or guardian(s), and other persons as deemed necessary by the Activities Director. The Co-Curricular Review Board shall consist of three non-involved faculty members, one non-involved Head Coach, and one non-athletic activity advisor, and shall be chaired by the Activities Director. The student will be provided with an opportunity to testify and present other evidence on his/her behalf at the hearing. The decision reached after the hearing will be put in writing and a copy will be mailed within three (3) days to the student and his/her parent(s) and/or guardian(s).

Appeals Process Flow Chart

Decision of A.D.

Decision by Co-Curricular Review Board

Approved by SDWD Board of Education on: 6/27/2016

School District of Wisconsin Dells

Operational Expectations Monitoring Document – OE-7

Disposition of the Board : **Date:** August 22, 2016 **Re-monitoring:**

☐ In Compliance
☐ Not in Compliance
☐ Compliance with Noted Exceptions

Summary statement/motion of the Board:

President: _____ **Superintendent:** Terrance Slack

Certification of the Superintendent: *I certify this report to be accurate*

Signed: _____, Superintendent **Date:** July 11, 2016

☐ In Compliance
☐ Not in Compliance
☐ Compliance with Noted Exceptions

OE-7: Financial Administration	Superintendent		BoE	
The Superintendent shall not cause or allow any financial activity or condition that materially deviates from the budget adopted by the Board; cause or allow any fiscal condition that is inconsistent with achieving the Board's results or meeting any operational expectations goals; or places the long-term financial health of the district in jeopardy.	In Compliance*	Not in Compliance*	In Compliance	Not in Compliance

<p>Superintendent Interpretation:</p> <ul style="list-style-type: none"> • Financial activity shall mean any action conducted by District employees that is conducted on behalf of the District and sanctioned by the District and incurs a monetary cost. • Materially deviates shall mean causing the District to expend more in a budget category than the annual appropriation resolution adopted by the Board of Education or as amended by the Board of Education through supplemental appropriations. • Fiscal condition shall mean the cash flow position needed to meet financial obligations. • Long-term financial health shall mean the ability of the District to meet its monetary obligations for the current fiscal year and preserving a fund balance that provides for monetary requirements for the ensuing fiscal year. 				
Board Comments:				
OE-7.1 The Superintendent will assure that payroll and legitimate debts of the district are promptly paid when due.				
<p>SUPERINTENDENT Interpretation:</p> <ul style="list-style-type: none"> • Payroll shall mean monies owed to employees as a result of contracts with the District or services rendered. • Legitimate debts shall mean legal obligations due for goods or services performed in compliance with terms and conditions outlined in district policy, contracts or agreements. • Promptly paid shall mean covering District financial obligations within the time period noted in contracts, district policy and financing arrangements, and within a time period that maintains or improves the District's credit rating. 				
<p><i>SUPERINTENDENT Indicators of Compliance:</i> <i>We will know we are compliant when:</i></p> <ul style="list-style-type: none"> • <i>100% of employees are accurately and timely paid in accordance with the terms and conditions outlined in the ATU employee handbooks and individual contracts.</i> • <i>100% of payroll related liabilities are accurately and timely paid in accordance with timeframes established by the IRS, PERA, Colorado Wisconsin Department of Revenue and Department of Employee Trust Funds.</i> 	X			
	X			

<ul style="list-style-type: none"> 100% of invoices are reviewed for completeness and appropriateness before a vendor is paid. Proof of receipt of materials or services is evident on the invoice. 100% of invoices are matched with the Purchase Order or Check Request the administrator or supervisor approves to insure authorization of the purchase. 	X			
<ul style="list-style-type: none"> As part of the external audit process, the independent CPA firm finds no evidence of insufficient internal controls regarding processing and payment of payroll and other debts of the district. 	X			
<ul style="list-style-type: none"> 100% of the District long-term debt General Obligation bonds are paid in accordance with the bond debt service schedules. 	X			
SUPERINTENDENT Evidence of Compliance:				
<ul style="list-style-type: none"> All terms and conditions of the employee handbooks and individual contracts stipulating the accuracy and timeliness of paying employees have been met. Each monthly payroll has been processed on schedule with the accuracy verified throughout the process. The payroll & benefits bookkeeper verifies that gross contract amounts on payroll calculation reports match a separate spreadsheet created each fiscal year. Supervisors and the payroll & benefits bookkeeper verify that the timesheets submitted electronically through Skyward are accurate for hourly employees. Skyward issues reports of warnings and errors that are also reviewed and issues are resolved before further processing. 				
<ul style="list-style-type: none"> 100% of invoices were reviewed for completeness, accuracy and appropriateness before being paid. This requires proof of receipt of materials or services upon receipt of the invoice prior to payment processing. Approved invoices are matched with the Purchase Order. The administrator or supervisor responsible approves any invoice without a purchase order to insure authorization of the purchase. 				
<ul style="list-style-type: none"> The external audit found no evidence of insufficient internal controls regarding processing and payment of payroll and other debts of the district and indicated that there were no transactions entered for which there was a lack of authoritative guidance or consensus in the letter dated November 25, 2015, to the BOE, which included significant audit findings. 				
<ul style="list-style-type: none"> 100% of the District long-term debt General Obligation bonds were paid in accordance with the bond debt service schedules. 				
Board Comments:				

OE-7.2 The Superintendent will assure that all purchases are based upon comparative prices of items of similar value, including consideration of both cost and long-term quality.			
<p>SUPERINTENDENT Interpretation:</p> <ul style="list-style-type: none"> Purchases shall mean acquisitions that are in excess of \$5,000. Professional services are exempt from the competitive bid process. Long-term quality shall mean effectiveness in meeting the purpose for which an item was purchased. 			
<p>SUPERINTENDENT Indicators of Compliance:</p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> 95% of purchases above \$5,000 that do not have to be competitively bid are price-shopped and value-compared as measured by an annual survey of randomly-selected high-dollar purchases conducted by the Finance Department Business Office. <p>SUPERINTENDENT Evidence of Compliance:</p> <ul style="list-style-type: none"> Although this indicator was not officially tracked throughout the 2015-16 fiscal year, a review was conducted by the Business Manager for purchase orders exceeding \$5,000 from July 1, 2015 through June 30, 2016 to respond to this monitoring report. Going forward, the business office will create a procedure to track this information as orders are placed. Transactions were identified as competitively bid or price-shopped/value compared, professional services or sole source provider. Of the total \$225,442 transactions exceeding \$5,000 but less than \$10,000 reviewed, \$15,112 or about 6.7% of the total dollar amount were not verified as being price-shopped or value compared. 	X		
Board Comments:			
OE-7.3 The Superintendent will use a competitive bidding procedure for the purchase of supplies, materials and equipment, and any contracted services except professional services, for all transactions in excess of \$10,000.			
<p>SUPERINTENDENT Interpretation:</p> <ul style="list-style-type: none"> Competitive bidding shall mean a confidential process that compares like kind specifications for goods or services by various vendors for the most reasonable and responsible price. 			

<ul style="list-style-type: none"> • Professional services shall mean work provided by an individual or group of consultants that is not principally tied to the purchase of materials, supplies, or equipment. 				
<p>SUPERINTENDENT Indicators of Compliance: We will know we are compliant when:</p> <ul style="list-style-type: none"> • 95% of competitively bid purchases of supplies, materials, or equipment in the amount of \$10,000 or more are awarded to the most reasonable and responsible bid submitted by a qualified supplier, taking into consideration the needs of the District, the quality of materials (services) desired and their contribution to program. <p>SUPERINTENDENT Evidence of Compliance:</p> <ul style="list-style-type: none"> • Although this indicator was not officially tracked throughout the 2015-16 fiscal year, a review was conducted by the Business Manager for purchase orders exceeding \$10,000 from July 1, 2015 through June 30, 2016 to respond to this monitoring report. Going forward, the business office will create a procedure to track competitive bidding. Transactions were identified by the Business Manager as competitively bid/cooperative bid, professional services, travel or sole source provider. Of the total \$1,179,897 transactions exceeding \$10,000 reviewed \$554,326 or 47% of the total dollar amount were able to be identified as competitively bid/cooperative bid. There were \$404,230, or 34% identified as technology-related transactions for software, professional services or equipment that quotes were received for from multiple vendors. There were \$67,325, or 6% identified as maintenance-related transactions that quotes were received for from multiple vendors. Another \$59,401, or 5%, were related to textbook adoptions for continuing software or replacement materials. Quotes were received and pricing was negotiated for those materials by the C&I Department. And the final \$94,615, or 8%, were expenditures related to the band field trip and for single source vendors for the services being purchased. Many of the purchases that didn't utilize strict competitive bidding, but instead had quotes and were brought to and approved by the BOE before the orders were placed. 		X		
Board Comments:				
OE-7.4 The Superintendent will coordinate and cooperate with the Board's appointed financial auditor for an annual audit of all district funds and accounts', assuring that the audit report is presented directly to the Board and in terms of district compliance with this policy.				
SUPERINTENDENT Interpretation:				

<ul style="list-style-type: none"> • Coordinate and cooperate with shall mean to provide all information to the auditors as requested to enable the auditors to present to the Board of Education an annual Comprehensive Annual Financial Report following the end of each fiscal year. • All district funds and accounts shall mean all financial information and records contained in the accounting financial software. 				
<p>SUPERINTENDENT Indicators of Compliance: We will know we are compliant when:</p> <ul style="list-style-type: none"> • The Board appointed CPA firm performs the annual audit and presents an "Unqualified Opinion" report to the Board of Education prior to December 31st following the fiscal year end. <p>SUPERINTENDENT Evidence of Compliance:</p> <ul style="list-style-type: none"> • The Board of Education appointed CPA firm Miller, Brussell, Ebben and Glaeske LLC, performed the annual audit for FY 2014-2015 and presented an "Unmodified Opinion" contained in the 2015 Financial Statements presented to the BOE at the regular meeting on December 21, 2015. 	X			
Board Comments:				
OE-7.5 The Superintendent will make all reasonable efforts to collect any funds due the district from any source.	In Compliance			
<p>SUPERINTENDENT Interpretation:</p> <ul style="list-style-type: none"> • Reasonable efforts shall mean internal procedures and contracted external efforts to include a variety of methods depending on amounts of uncollected funds. • Source shall mean funding mechanisms of state and federal government, customers, employees, vendors and any other financially related party. 				
<p>SUPERINTENDENT Indicators of Compliance: We will know we are compliant when:</p> <ul style="list-style-type: none"> • All funds due from the State and Federal Government are tracked and collected throughout the year. • Uncollected funds have been processed through collection efforts including reminder letters, penalties for late payments, collection agencies, liens and attorney involvement. The cost (either monetarily and/or time resources) of collection efforts has been weighed against 	X	X		

<p>the amount to be collected and a purposeful decision has been made about whether or not to write off a receivable.</p> <ul style="list-style-type: none"> The District has no more than \$2,000.00 dollars of uncollected funds. The District passes the DPI auditors electronic financial data integrity check. The Auditor's Integrity Report is not a section in Wisconsin annual financial statements. <p>SUPERINTENDENT Evidence of Compliance:</p> <ul style="list-style-type: none"> All State and Federal funds are tracked and collected throughout the year and verified with exceptions documented and explained during the Single Audit, which is conducted in conjunction with the regular annual audit. The Federal and State Single Audit findings and question costs are included in the 2015 Financial Statements for fiscal year ending June 30, 2015 on pages 69-84. As of June 30, 2016, there was \$2,903 in negative food service account balances. Efforts to collect these funds are made throughout the summer and will continue when school begins again, as well. We use the automated phone notification system, the food service staff remind students as they come through the lines and letters are sent directly to the households. The question that has been raised has been how tenacious or how much time will the district devote to this task? 		X		
Board Comments:				
OE-7.6 The Superintendent will keep complete and accurate financial records by funds and accounts in accordance with Generally Accepted Accounting Principles.				
<p>SUPERINTENDENT Interpretation:</p> <ul style="list-style-type: none"> Keep complete and accurate financial records shall mean the District will account for all financial resources and expenditures per the Financial Policies and Procedures Wisconsin Uniform Financial Accounting Requirements account structure and report to the public using Generally Accepted Accounting Principles. Generally Accepted Accounting Principles shall mean guidelines and standards for financial reporting promulgated by the Federal Accounting Standards Board. 				
<p>SUPERINTENDENT Indicators of Compliance:</p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> The independent financial auditors express an <i>"unqualified opinion"</i> on the basic financial statements and conformity with accounting principles generally accepted in the United States of America. 	X			

<ul style="list-style-type: none"> The audit report contains a fiscal year report of receipts and expenditures of each fund with designated program reports in accordance with the Financial Policies and Procedure Handbook Wisconsin School District Audit Manual. The supplemental Schedule of Receipts and Expenditures for each fund will be in the format prescribed by the State Board of Education Wisconsin Department of Public Instruction and shall be in agreement with the audited financial statements of the school district. The District is in conformity with the Financial Accreditation audit process required by the Wisconsin Department of Education Public Instruction to ensure compliance with budgetary, accounting and reporting requirements. <p>SUPERINTENDENT Evidence of Compliance:</p> <ul style="list-style-type: none"> The Board of Education appointed CPA firm Miller, Brussell, Ebben and Glaeske LLC, performed the annual audit for FY 2014-2015 and presented an "Unmodified Opinion" contained in the 2015 Financial Statements presented to the BOE at the regular meeting on December 21, 2015. Included in the 2015 Financial Statements are statements of revenues and expenditures for each fund detailed at the program level in accordance with the Wisconsin School District Audit Manual. These statements are contained in the basic financial statements and in the supplemental section of the report, pages 56-78 The District submitted electronically the 2015 Financial Statements to Wisconsin Department of Public Instruction on November 25, 2015. The District also submitted the financial statements to the Federal Clearing House on December 17, 2015. An acknowledgement of acceptance and receipt was received by the District. 	X			
Board Comments:				
OE-7.7 The Superintendent will publish a financial condition statement annually.				
<p>SUPERINTENDENT Interpretation:</p> <ul style="list-style-type: none"> Publish a financial condition statement annually shall mean publishing a complete audit report statement of net assets, statement of activities, balance sheet and reconciliation of the governmental funds consistent with generally accepted accounting principles and audited in accordance with generally accepted auditing standards by a firm of licensed certified public accountants. 				

<ul style="list-style-type: none"> • Publishing shall mean producing hard copy print for the Board of Education and for review by the public, and available on the District website. 				
<p>SUPERINTENDENT Indicators of Compliance: We will know we are compliant when:</p> <ul style="list-style-type: none"> • The District publishes within six months of the close of each fiscal year a complete set of financial statements and a report consistent with generally accepted accounting principles and audited in accordance with generally accepted auditing standards by a firm of licensed certified public accountants • The statements and report are published in print for the Board and copies made available to the public, and are posted for download on the District's website. <p>SUPERINTENDENT Evidence of Compliance:</p> <ul style="list-style-type: none"> • The Board of Education appointed CPA firm Miller, Brussell, Ebben and Glaeske LLC, performed the annual audit for FY 2014-2015 and presented an "Unmodified Opinion" contained in the 2015 Financial Statements presented to the BOE at the regular meeting on December 21, 2015. • Hard copies of the report are available in the Business Office and an electronic copy is posted to the District website. Below is a link to the Business Office website that includes last five years of Audited Financial Statements. <p>http://www.sdwd.k12.wi.us/Page/31</p>	X			
	X			
Board Comments:				
<p>OE-7.8 The Superintendent may not expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances, the authorized transfer of funds from reserve funds or from tax anticipation notes.</p>				
<p>SUPERINTENDENT Interpretation:</p> <ul style="list-style-type: none"> • Expend more funds than made available shall mean spend more money at the fund level than was budgeted and originally adopted by the Board or as amended by the Board of Education through supplemental appropriations. 				

<ul style="list-style-type: none"> • Legal means shall mean the use of appropriation resolution authorizing expenditures, use of fund balance, and transfers of interfund borrowing. 				
<p>SUPERINTENDENT Indicators of Compliance: We will know we are compliant when:</p> <ul style="list-style-type: none"> • Expenditures at the fund level do not exceed appropriation amounts originally adopted, or as amended by the Board of Education through supplemental appropriations. • There is no violation of state law or notification of a violation in connection with expenditures exceeding appropriations as determined by external auditors or GDE Wisconsin Department of Public Instruction. <p>SUPERINTENDENT Evidence of Compliance:</p> <ul style="list-style-type: none"> • Going forward, the BOE will receive monthly financial reports comparing actual expenditures to budgeted expenditures for all funds and the percentage of amount spent compared to budget. The District has not had any one fund exceed budgeted expenditures. • There were no findings in violation of state law in connection with expenditures exceeding appropriations as determined by Wisconsin Department of Public Instruction or the independent auditors. 	X			
Board Comments:				
OE-7.9 Obligate the District for any short or long term expenditures that would indebt the District.	In Compliance			
<p>SUPERINTENDENT Interpretation:</p> <ul style="list-style-type: none"> • Indebt the district shall mean incurring short (within the current fiscal year) or long term (beyond the current year) financial obligations that are not planned for and approved by the Board or, in the case of a bond election or mill levy override, by the community. 				
<p>SUPERINTENDENT Indicators of Compliance: We will know we are compliant when:</p> <ul style="list-style-type: none"> • There are no short or long term financial obligations or debts except those that have been approved by the Board. • The external auditors make no reference to unapproved material obligations remaining unpaid 60 days after the close of the fiscal year. 	X			
	X			
	X			

<ul style="list-style-type: none"> All operating or capital lease financing arrangements that extend multiple years include non-appropriation clauses. <p>SUPERINTENDENT Evidence of Compliance:</p> <ul style="list-style-type: none"> The auditors did not report any unapproved debt or financial obligations as a result of the external audit for fiscal year ended June 30, 2015. The auditors did not report any unapproved material debt or financial obligations remaining unpaid for 60 days after the close of the fiscal year as a result of the external audit for fiscal year ended June 30, 2015. All operating or capital lease financing agreements that extend multiple years include non-appropriation clauses as verified by a review of the new operating lease agreements contained in the contracts file in the Business Office. 				
Board Comments:				
OE-7.10 The Superintendent will not expend monies from reserve funds.				
<p>SUPERINTENDENT Interpretation:</p> <p>Reserve funds shall mean resources that are restricted, committed and unassigned and not included in the appropriation resolutions.</p>				
<p>SUPERINTENDENT Indicators of Compliance:</p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> Expenditures at the fund level do not exceed appropriation amounts originally adopted, or as amended by the Board of Education through supplemental appropriations. There is no violation of state law or notification of a violation in connection with expenditures exceeding appropriations as determined by external auditors or CDE Wisconsin Department of Public Instruction. <p>SUPERINTENDENT Evidence of Compliance:</p> <ul style="list-style-type: none"> There was no violation of state law or notification of a violation in connection with expenditures exceeding appropriations as determined by external auditors or Wisconsin Department of Public Instruction. 	X			
Board Comments:				

OE-7.11 The Superintendent will not permanently transfer money from one fund to another.			
<p>SUPERINTENDENT Interpretation:</p> <ul style="list-style-type: none"> Permanently transfer shall mean to move monies other than cash flow between funds that are not paid back before the end of the current fiscal year. 			
<p>SUPERINTENDENT Indicators of Compliance:</p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> The District only transfers between funds with Board of Education authorization as approved by the adopted or revised annual budgets or subsequent resolutions. There are no violations of state law in connection with unauthorized transfers between funds as determined by external auditors or CDE Wisconsin Department of Public Instruction. <p>SUPERINTENDENT Evidence of Compliance:</p> <ul style="list-style-type: none"> There were no violations of state law in connection with unauthorized transfers between funds as determined by external auditors or Wisconsin Department of Public Instruction. 	X		
Board Comments:			
OE-7.12 The Superintendent will not allow any required reports to be overdue or inaccurately filed.			
<p>SUPERINTENDENT Interpretation:</p> <ul style="list-style-type: none"> Overdue or inaccurately filed shall mean all deadlines will be met or extension requested and reports will be filed as accurately as possible with the most current information and knowledge available. 			
<p>SUPERINTENDENT Indicators of Compliance:</p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> The District has presented financial information on a monthly basis to the Board of Education. The District has presented the audited financial statements to the Board and to other users of the information within the statutory timeframes. The District does not receive any letters of noncompliance in regards to late or inaccurate filings. 	X		
	X		
	X		

<p>SUPERINTENDENT Evidence of Compliance:</p> <ul style="list-style-type: none"> • The District has implemented internal controls covering the financial operations. The external auditors considered those internal controls for the purpose of expressing their opinions on the financial statements. • The external auditors found no deficiencies in internal controls that they considered to be material weaknesses. The auditors did identify a deficiency in internal control that they considered to be a significant deficiency. The district does not prepare its own financial statements, but provides the information to the audit firm that prepares the majority of the statements. Because of this, the auditors identifies a significant deficiency in the internal controls over the preparation of the financial statements and indicated such in the Schedule of Findings and Questioned Costs included on page 81 of the 2015 Financial Statements. 				
<p>Board Comments:</p>				

School District of Wisconsin Dells Community Survey Proposal

Prepared by:



**317 East Washington Street
Slinger, Wisconsin 53086**

December 21, 2015

Project/Contractor Summary

The School District of Wisconsin Dells serves nearly 1,700 students in PK – 12th grade. The District is interested in conducting a survey to gather input and feedback from parents, staff and the community as they prepare for a potential capital referendum to update and renovate district facilities.

School Perceptions LLC is a Wisconsin-based, independent educational research firm that works with school districts, regional service agencies, as well as state and national organizations. Our mission is to help educational leaders gather, organize and use data to make strategic decisions.

Executives, Staffing, and Management

Project management and survey development will be led by Bill Foster, the President, owner and Founder of School Perceptions. After graduating from the University of Wisconsin – Platteville with dual degrees in Engineering and Business Administration, Bill served the Kelch Corporation for 14 years as Vice-President and General Manager. During his time at Kelch, Bill volunteered at a local high school, first working with special needs students and later designing and teaching a class offered to gifted high school seniors. It was during these experiences that Bill developed an appreciation and passion for education.

Sue Peterson will provide strategic communications and additional project management support. Sue brings a strong background in community organizing, program development, grant writing and communications to School Perceptions. She received both her bachelor's and master's degrees from the University of Wisconsin – La Crosse. For 14 years, Sue served as the Director of Communications and Outreach for the School District of La Crosse. She has also helped non-profits, governmental agencies and school districts with strategic planning, program and charter school development, fundraising, referendum planning and branding.

Chelsea Davis is the Research Analyst at School Perceptions. Chelsea graduated from the University of Wisconsin – Whitewater with a degree in Business Administration. While at UW-W, Chelsea played on and captained the Women's Golf Team. She continued her tenure with the team for two more years as the Assistant Coach. After graduating, Chelsea spent two years working at Eco-Latch Systems LLC, a company that produced sustainable packaging products for the purpose of maximizing efficiency and lowering material costs during work in process.

Providing software and technical support is Dr. Tim Mikula, Vice President of Technology for School Perceptions. Tim served as a school board member for twelve years and has been a business partner for seven years. Prior to joining School Perceptions, Tim was the president and CEO of System Management Software, Incorporated, a software company he founded in 1989 and later sold. In addition to private consulting, Tim has served as an adjunct professor of Computer Science and Statistics at St. Thomas University in St. Paul and as an analyst and consultant for 3M where he focused on Artificial Intelligence product development. He earned his bachelor, masters and doctoral degrees in Computer Science, with minors in Cognitive Science and Artificial Intelligence, from the University of Minnesota.

Capabilities and Methodology

We strongly believe in utilizing a process that builds ownership among stakeholders, leading to ownership of an ultimate solution. We have found that a community survey is a critical first step. We do not advocate a random sampling, a process that, by definition, excludes most members of the community. Instead, School Perceptions specializes in a process that *includes* every member of the community. The process begins with the mailing of a survey to District households. The survey's cover letter explains the nature of the survey and encourages the person to participate online if possible by using a unique survey access code. With this approach, each community member is educated about the needs and challenges of the District. For those people without internet access, a paper survey can be completed and mailed back to School Perceptions for data entry. Our proprietary survey access control system ensures that no one can take the survey more than once. Over the years, we have found our survey methodology to be highly predictive. However, the true benefit of this "engagement" process is to educate community members on the needs of the District. Simply stated, people are more likely to support a plan if they have a voice in creating it.

The following is a summary of five factors that uniquely position School Perceptions to meet the needs of the School District of Wisconsin Dells.

- 1) **An objective and unbiased process:** Many times, surveys that are designed and administrated by a District are perceived as biased. Consequently, the results are deemed unusable, thus, breaking trust with the community and undermining the entire process. By using School Perceptions, the process and results are viewed as credible.
- 2) **A proprietary survey platform:** School Perceptions' web-based survey platform has been built from the ground up to serve the unique needs of school districts. Our system has been proven to be extremely reliable.
- 3) **Comparable and longitudinal data:** The School Perceptions survey system allows schools to easily compare their results with other schools: If 80% of your community is satisfied with district communications, is that good or do you have a problem? By using our Master Questions®, we can provide question-level comparisons to other schools of similar size and social-economic settings; however, individual school names are never shared. If the District uses the same survey questions over multiple years, our system will create longitudinal (year over year) comparison reports.
- 4) **A plan after the survey:** Gathering good data is only half of the challenge. Using the data to develop a plan after the survey is critical to the project's success. Based on our experience, we will facilitate a process to allow the District to establish a realistic plan of action.
- 5) **A dedication to service and support:** Technology/information specialists are available Monday-Friday, 8am-5pm CT and real-time monitoring of company servers takes place 24 hours a day, 365 days per year. As a Wisconsin-based Company, our staff is close by, dedicated and ready to help your team through each step of the process.

Timeline

A detailed timeline will be developed with the District's project team once the project begins. Major activities include:

Before the Survey

- ✓ Develop clear goals/define the project's scope
- ✓ Develop an explanation of the process to share with both external/internal audiences
- ✓ Secure mailing list/ mailing service
- ✓ Secure email lists
- ✓ Start drafting surveys
- ✓ Involve other administrators/teacher leaders in survey development/design process
- ✓ Survey review with Board or sub committees (if applicable)
- ✓ Send out external press release/internal communication regarding planning process and survey opportunity
- ✓ Print/stuff survey mailing
- ✓ Program surveys online

Launch the Survey

- ✓ Launch electronic surveys
- ✓ Mail community survey
- ✓ Send out phone messenger reminder to parents to take survey
- ✓ Send out reminder to community members to take survey

After the Survey

- ✓ Draft written report
- ✓ Board Meeting/presentation of written report
- ✓ Post report on website
- ✓ Develop action plan
- ✓ Internal release of findings to staff
- ✓ News release of general findings to parents/public, including plans going forward

References

Over the past ten years, School Perceptions has conducted more than 300 community survey projects, helping districts navigate the strategic planning and referendum processes. We have learned what works and where districts stumble.

Below is a list of recent clients:

Edgerton School District Phone: 608-561-6100 Outcome: Successful capital referendum fall 2012	Contact: Dr. Dennis Pauli – Superintendent
School District of Horicon Phone: 920-485-2898 Outcome: Successful capital referendum fall 2012	Contact: Gary Berger – Superintendent
School District of the Menomonie Area Phone: 715-232-1642 Outcome: Successful capital referendum spring 2013	Contact: Christine Stratton, District Administrator
School District of Onalaska Phone: 608-781-9701 Outcome: Successful capital referendum spring 2014	Contact: Dr. Francis Finco, Superintendent
Lomira School District Phone: 920-269-4396 ext. 104 Outcome: Successful capital referendum spring 2014	Contact: Bob Lloyd -District Administrator
Stoughton Area School District Phone: 715-232-1642 Outcome: Successful operational referendum spring 2014	Contact: Dr. Tim Onsager, District Administrator
Ashwaubenon School District Phone: 920-492-2905 ext. 1003 Outcome: Successful capital referendum spring 2014	Contact: Brian Hanes, Superintendent
Raymond School District Phone: 262-835-2929 ext. 101 Outcome: Successful capital referendum fall 2014	Contact: Joseph Dawidziak, District Administrator
Random Lake School District Phone: 920-994-4342 Outcome: Successful capital referendum fall 2014	Contact: Tom Malmstadt, District Administrator
Black River Falls School District Phone: 715-284-4324 Outcome: Successful capital referendum fall 2014	Contact: Shelly Severson, District Administrator

Manitowoc Public Schools Phone: 920-686-4781 Outcome: Successful capital referendum spring 2015	Contact: Marcia Flaherty, Superintendent
Port Washington-Saukville School District Phone: 262-268-6005 Outcome: Successful capital referendum spring 2015	Contact: Michael Weber, Superintendent
DeForest Area School District Phone: 608-842-6500 Outcome: Successful capital referendum spring 2015	Contact: Susan Borden, District Administrator
Wausau School District Phone: 715-261-0556 Outcome: Successful capital referendum spring 2015	Contact: Amy Arlen, Communications Coordinator
Racine Unified School District Phone: 262-635-5600 Outcome: Successful capital referendum spring 2015	Contacts: David Hazen, Chief Operations Officer; Stacy Tapp, Chief of Communication/ Community Involvement
Beecher-Dunbar-Pembine School District Phone: 715-324-5314 Outcome: Successful operational referendum spring 2015	Contact: Chris Metras, District Administrator
Randolph School District Phone: 920-326-2427 Outcome: Successful capital referendum spring 2015	Contact: Steve Huebbe, District Administrator
Kewaunee School District Phone: 920-388-3230 Outcome: Successful capital referendum spring 2015	Contact: Joseph Innis, Superintendent
School District of Mauston Phone: 608-847-5451 Outcome: Successful capital referendum spring 2015	Contact: Christine Weymouth, Superintendent
Oostburg School District Phone: 920-564-2346 Community Engagement/Strategic Planning	Contact: Kevin Bruggink, Superintendent
Watertown Area School District Phone: 920-262-1460 Ext. 3229 Community Engagement/Strategic Planning	Contact: Cassandra Schug, Superintendent
Kaukauna School District Phone: 920-766-6100 Community Engagement/Strategic Planning	Contact: Mark Duerwaechter, Superintendent

317 East Washington Street – Slinger, Wisconsin – 53086 – tel. 262.644.4300 fax 262.299.0333

Expense Breakdown

Phase 1: Strategy Development: \$2,500

Key elements:

- ✓ Includes one site meeting for planning purposes
- ✓ Assist in developing overall project strategy and timeline
- ✓ Assist in developing pre-survey community communications

Phase 2: Survey Design: \$2,900

Key elements:

- ✓ Assumes custom survey design for staff, parents and community members, including:
 - Respondent information
 - Prioritization of options
 - Funding support
- ✓ Engage key internal stakeholders in the planning process
- ✓ Secure mailing list and printer

Phase 3: Survey Administration: \$3,100*

Key elements:

- ✓ Coordinate production, promotion and distribution of each survey instrument to the target group using the most cost-effective means while ensuring adequate and valid responses are obtained
- ✓ Program customized content utilizing the School Perceptions proprietary software system for:
 - All community members (assumes paper and online survey administration)
 - All parents
 - All staff
- ✓ Generate unique survey access codes or kiosk codes for each group
- ✓ Email launch staff survey
- ✓ Email launch to parents
- ✓ Generate an electronic printable version of the survey
- ✓ Help coordinate printing and mailing logistics
- ✓ Perform daily data back-up and software maintenance

* Cost does not include printing or postage

Phase 4: Online Results Access/Written Report/Plan of Action: \$2,400

Key elements:

- ✓ Includes one site meeting/presentation
- ✓ Provide full access to all data online (password protected)
- ✓ Provide full/reverse segmentation capabilities
- ✓ Provide a written report within two weeks after all paper surveys have been received
- ✓ The report covers:
 - ◆ Process overview
 - ◆ Demographics
 - ◆ Comment theme development and analysis
 - ◆ Summary of all data, disaggregated by key subgroups
- ✓ Work with the District to establish a realistic data-driven plan of action

Optional services available for an additional fee:

1. **Site Visits:** This proposal includes two site visits. The majority of the project can be done via phone and electronically. If requested, additional site meetings for planning or presentation purposes will be charged at \$600 per visit plus expenses. Another option is to schedule an evening conference call/web conference for presentation purposes, which will be charged at \$200.
2. **Pre-paid postage envelopes:** School Perceptions can provide pre-paid envelopes at a cost of \$.05 each. This option allows respondents who choose to fill out a paper version of the survey to return it directly to School Perceptions for processing.
3. **Paper survey data entry/processing:** School Perceptions will manually enter all responses and comments for surveys mailed at a rate of \$1.80/survey. If the District chooses to use the pre-paid envelopes, return postage charge will be charged at the actual rate. The current business reply postal rate is: \$.54 for 1 ounce or less.
4. **Additional data analysis:** Additional cross-tab analysis and/or in-depth comment analysis will be charged at \$40 per hour.
5. **Non-English Translation Service:** \$60 per hour
6. **Strategic Communications Services:** Strategic Communications Services can be contracted on monthly basis per separate contract. This does not include production expenses (printing etc.) of communication materials.

Please call 262.644.4300 ext. 7000 if you have any questions. If the proposal is acceptable, please sign and date below and fax it to 262.299.0333.

Sincerely,



Bill Foster
President
School Perceptions LLC

Proposal Accepted: School District of Wisconsin Dells

Signature: _____ Date: _____



Community Survey Frequently Asked Questions

We have compiled a list of frequently asked questions that you can refer to throughout the survey process.

1. Who prints the surveys?

The team at School Perceptions will work with you to secure a local printer or one of our preferred printers. Once the printing company is determined, we will handle all of the printing details. The printing expenses will be invoiced directly to the District from the printer.

2. How do the surveys get mailed?

We will work with you to secure a district-wide mailing list if you do not already have one on file. Typical options include: 1) purchasing a school district-specific registered voter list, or 2) completing an Every Door Direct Mail order by selecting Post Office routes within your district's boundaries.

3. How long does printing take?

Once the final survey is approved, printers will typically need 2 weeks to complete the printing process.

4. How do we get extra paper copies of the survey?

When we place the printing order, we instruct the printing company to send additional copies to the district contact. These will arrive at your desired address so they are available while the survey window is open.

5. Who pays for the survey printing and mailing?

As outlined in your survey proposal, the costs associated with printing and mailing the survey are the responsibility of the school district. We will work with you to get the best possible pricing.

6. How do we provide additional surveys to residents who want to take the survey online?

Before the survey is launched, a point person at the school district will be emailed a batch of survey access codes along with the survey website. These can be printed on standard business cards or provided over the phone/via email when residents request them.

7. How long should the survey be "open" for residents to take it?

We have found that surveys open over three weekends/two weeks (approximately 17 days) yield the greatest results. Our project managers will work with you to determine the best dates for your survey given the time of year, your community and District needs.

8. Should the district promote survey participation?

Yes. Survey participation is important. We will provide you with a press release that we suggest sending to local media to promote participation. Additionally, any promotion the district can do is encouraged.

9. How do you ensure that only school district residents take the survey?

In the "Respondent Information" section of the survey, we ask two questions regarding residency. Respondents who don't live in the district will be removed from data analysis regarding tax tolerance.

10. Some of our staff members do not live in the district. Should they still complete the survey?

Yes. It is important that staff are aware of the survey and feel they have a voice in the planning. Their responses will not be included in the data analysis of tax tolerance.

11. How do you ensure that people don't take the survey more than once?

The School Perceptions proprietary software ensures that each survey code can be used only once.

12. Should a staff member complete the survey twice if they are a parent and a staff member?

No. In our survey invitation to staff we acknowledge that those residing in the district will receive a survey at home. We ask that the home survey be used by another adult in the home, if applicable. In our research we have found that it is highly unlikely an individual will take the survey a second time.

13. Is the survey available in multiple languages?

Yes. Our survey software allows a respondent to select a language from a menu bar. We have staff available to translate the paper survey, if needed.

14. How will the email addresses we give School Perceptions be used?

The School Perceptions Privacy Policy guarantees that the email addresses you share with us will only be used for your district's contracted services. All emails sent to these accounts are approved by the district contact person prior to being sent.

15. Do you email the parents?

Yes. We have found that sending a survey invitation to parents via email ensures a higher response rate.

16. Is it necessary to provide a survey access code on the emails to staff and parents?

We have found significantly greater participation by parents and staff when a survey invitation is emailed to them that includes a survey access code. Our research has found that rarely will a staff member or parent take a survey more than once. Additionally, our results are disaggregated into groups and we look most closely at the tax tolerance responses of the non-parent, non-staff group.

17. What do we do with the paper surveys that are completed?

A return address envelope to School Perceptions is included in each survey. Surveys returned to the district office can be collected and sent to our corporate office at the close of the survey. Our staff then enter these into the system.

18. What time does the survey close on the final day?

Although we don't publicize this, the survey remains open beyond the printed deadline. We have found that allowing people to take the survey after the deadline is most consistent with our inclusive messaging. All surveys completed prior to our data analysis and reporting are included.

19. Is our data backed up?

Yes. Our data is backed up daily and real-time monitoring of company servers takes place 24 hours a day, 365 days a year.

20. Do we own the data?

Yes. Your data remains on our server, but is owned by the district.

21. Who do we call if someone has a question about the survey?

School Perceptions support specialists are available Monday – Friday, 8:00 a.m. – 5:00 p.m. CT. Respondents may call us at 262.644.4300 or email info@schoolperceptions.com.



School District of Mauston

Dear Mauston School District Community Members,

In the School District of Mauston (SDM), community pride has fueled our success for generations. While we are incredibly proud of our past, we know the future will present new challenges. Since 1993, when the state capped all public school revenues, our District has dealt with budget deficits. **In the last seven years, SDM has cut more than \$2.6 million (16% of our budget) which includes:**

- Reducing/eliminating programs and services and increasing class sizes
- Reducing classroom teacher budgets
- Cutting 10 teachers, 15 instructional aides and reducing other staff positions
- Eliminating 4 bus routes
- Freezing and/or reducing salaries and increasing employee health/retirement contributions

Even with these reductions, a budget shortfall of more than \$300,000 per year is projected for each of the next five years, providing limited funding for:

- ✓ Building maintenance
- ✓ Technology enhancements
- ✓ School security improvements

We are concerned what additional cuts will mean to educating our students and our ability to maintain our facilities. We need your help! Our plans going forward, which may include a referendum, must reflect the needs of our students and the priorities of taxpayers.

Please take the time to answer this survey. To collect this feedback, we are working with School Perceptions LLC, an independent Wisconsin-based firm with expertise in conducting community surveys. All survey data is returned to School Perceptions and your feedback will be confidential.

To save on expenses, we encourage you to take the survey online before October 13:

1. Simply go to the website: **www.survey2000.com**
2. Enter the Survey Access Number: **<ID_Number>**
3. Take the survey!

To receive an additional survey for another adult in your household, please call the District Office at 608.847.5451 ext. 6686. If you do not have Internet access, you may use a computer at the Mauston Public Library or one of our schools during regular business hours. If you prefer to complete the paper survey, please mail to School Perceptions utilizing the envelope enclosed or bring it to the District office.

**School Perceptions
317 East Washington Street
Slinger, WI 53086**

Survey results will be reported at the October 20th Board of Education meeting and also on the District website at www.maustonschools.org. Thank you for taking the time to complete this important survey.

Your partners in education,
The Mauston School Board

Respondent Information

What is your age? ☐ 18-25 ☐ 26-35 ☐ 36-45 ☐ 46-55 ☐ 56-64 ☐ 65+

In which city/township do you reside?

- | | |
|--|---|
| <input type="checkbox"/> City of Mauston | <input type="checkbox"/> Town of Lindina |
| <input type="checkbox"/> Village of Lyndon Station | <input type="checkbox"/> Town of Lemonweir |
| <input type="checkbox"/> Town of Summit | <input type="checkbox"/> Town of Kildare |
| <input type="checkbox"/> Town of Seven Mile Creek | <input type="checkbox"/> Town of Germantown |
| <input type="checkbox"/> Town of Plymouth | <input type="checkbox"/> Town of Lyndon |
| <input type="checkbox"/> Town of Marion | |
| <input type="checkbox"/> Town of Lisbon | <input type="checkbox"/> Other |

Do you live in the School District of Mauston (SDM)? ☐ Yes ☐ No

Are you an employee at SDM? ☐ Yes ☐ No

Are you a parent or guardian of a child attending the SDM? ☐ Yes ☐ No

If you have school-aged children, what school(s) do they attend? (Mark all that apply)

- | | | |
|---|--|--|
| <input type="checkbox"/> West Side Elementary | <input type="checkbox"/> Grayside Elementary | <input type="checkbox"/> Lyndon Station Elementary |
| <input type="checkbox"/> Olson Middle School | <input type="checkbox"/> Mauston High School | <input type="checkbox"/> iLEAD Charter |
| <input type="checkbox"/> Private school | <input type="checkbox"/> Home schooled | <input type="checkbox"/> Other public school |
| <input type="checkbox"/> Mauston Virtual School | <input type="checkbox"/> Other | |

Please mark all other relationships you have with SDM:

- | | |
|---|---|
| <input type="checkbox"/> Parent/guardian of child younger than elementary age | <input type="checkbox"/> Graduate of the SDM |
| <input type="checkbox"/> Parent/guardian of a SDM graduate(s) | <input type="checkbox"/> Volunteer in the SDM |
| <input type="checkbox"/> Business partner with SDM | <input type="checkbox"/> Grandparent of a SDM student |
| <input type="checkbox"/> SDM taxpayer | |

Communications Good communication is critical to our mission. We believe all District residents should understand our plans and where their tax dollars are being spent.

How would you like to receive District information? (Mark all that apply)

- | | | |
|---|---|--|
| <input type="checkbox"/> Email | <input type="checkbox"/> District website | <input type="checkbox"/> Attend public forums |
| <input type="checkbox"/> Juneau County Star Times | <input type="checkbox"/> The Messenger | <input type="checkbox"/> School Board meetings |
| <input type="checkbox"/> District mailings | <input type="checkbox"/> Facebook | <input type="checkbox"/> WRJC Radio |
| <input type="checkbox"/> Cable Access Channel 6 | <input type="checkbox"/> Twitter | <input type="checkbox"/> Other: |

Comments/suggestions to improve District communications:

Mauston School Facility/Maintenance Needs

A Facility Condition Report conducted by Bray Architects identified over \$4 million of maintenance projects needed in the next 5 years. While the buildings have been well maintained, many of these major expenses cannot be covered in the annual budget.

✓ Elementary Buildings

- **West Side Elementary School** serves 315 students in 4-year-old kindergarten through 2nd grade. The school was built in 1951, with additions in 1956, 1963, 1988 and remodeled in 2002. The building has \$1.3 million of maintenance needs including: roof replacement, repair of the plumbing and heating/ventilation systems and parking lot repair. The school can accommodate a total of 335 students.
- **Grayside Elementary School** serves 264 students in 3rd through 5th grade. The school was built in 1974 with additions in 1991 and renovation in 2002. The building has \$1.3 million of maintenance needs including: roof replacement, repair of the plumbing and heating/ventilation systems and replacement of fire alarm components. The school is can accommodate a total of 364 students.
- **Lyndon Station Elementary School** serves 73 students in kindergarten through 4th grade this year. The school was built in 1988 with an addition in 2000. The immediate maintenance needs are minimal, but will need an investment in the next five to ten years. The school can accommodate a total of 122 students.

- ✓ **Olson Middle School** serves 299 students in grades 6-8. The school was built in 1966 with additions in 1991 and renovation in 2002. The building has \$1.6 million of maintenance needs including: replacement of plumbing and heating/ventilation systems, upgrades to the electrical systems and creating handicap accessible bathrooms throughout the building. The school can accommodate a total of 420 students.

- ✓ **Mauston High School** was built in 2000-2001 and serves 490 students grades 9-12 as well as 39 students in the iLEAD Charter School. The building is in good shape and can accommodate a total of 600 to 670 students.

Funding Support for Maintenance Under state law, Mauston School District taxpayers would need to approve a referendum to issue bonds to pay for the major maintenance projects. *Please note: Even if the community supports additional funding for maintenance needs, an annual operating deficit will still exist.*

Would you support a \$4.5 million referendum to address the District-wide maintenance needs listed above?

Representing an estimated increase of \$25 over the current tax level for each \$100,000 of a home's value. Assumes a 20-year borrowing period and a 4.25 % interest rate

- ☐ Definitely yes
- ☐ Probably yes
- ☐ Undecided
- ☐ Probably no
- ☐ Definitely no

Comments/suggestions:

Cost-Saving Options Based on the District's projected budget shortfall, the School Board is reviewing all options to reduce expenses, including closing schools.

The Board has studied closing Lyndon Station Elementary. The building is in relatively good shape, with no immediate maintenance expenses needed in the next 5 years. Therefore, the Board is not recommending closing Lyndon Station Elementary at this time, but may need to consider this option in the future.

Another cost saving option being explored is closing West Side Elementary School. In addition to having one less school to maintain and repair, the District would save \$200,000 every year in operating costs.

- If West Side Elementary School were to remain open, the District would need to secure at least \$1.3 million through a referendum to pay for immediate maintenance needs.
- If West Side Elementary School were closed, the District would need to implement one of the two school consolidation options covered later in the survey.

Considering this background, what advice would you give the School Board?	<input type="checkbox"/> Consider closing West Side Elementary <input type="checkbox"/> Invest in/maintain West Side Elementary <input type="checkbox"/> Do nothing at this time <input type="checkbox"/> Not sure/Need more information
--	---

Comments/suggestions:

Cost Savings/Building Consolidation

If the District closed a West Side Elementary, the following two consolidation plans are being explored. Voters would need to approve a referendum for either option.

Please note: Plan A and B both include funding to address all immediate District-wide maintenance projects (except West Side) and eliminates the annual operating deficit.

Plan A maintains a more traditional grade-level configuration:

School	Current Grade Levels	Proposed Grade Levels	Upgrades Include
Lyndon Station	Kindergarten - 4 th grade	Kindergarten - 5 th grade	• None
West Side	Early Childhood/ 4K - 2 nd grade	Close	• None
Grayside	3 rd - 5 th grade District office	Early Childhood/ 4K - 4 th grade	<ul style="list-style-type: none"> • Improve building security • Expand kitchen and food service area • Eliminate locker rooms and District office space for 3 classrooms • Build 4 classrooms • Renovate restrooms and plumbing fixtures (age appropriate) • Renovate art and music rooms
Olson Middle	6 th - 8 th grade	5 th - 8 th grade	<ul style="list-style-type: none"> • Improve building security • Expand kitchen and food service area • Light renovation of 5th grade restrooms
Mauston High ILEAD Charter	9 th - 12 th grade	9 th - 12 th grade	• Relocate District Office to High School

Plan A educational considerations:

- ✓ Facilitates one traditional elementary grade configuration
- ✓ Permits elementary school principal and school counselor to focus on one school building instead of dividing their time between two schools
- ✓ Elementary library/media resources consolidate to one building
- ✓ Middle School is a four year learning experience and supports an academic and social emotional instructional program aimed at middle age students

Would you support a \$9.4 to \$9.9 million referendum for Plan A as described above?

Representing an estimated tax increase of \$57 to \$60 over the current level for each \$100,000 of a home's value Assumes a 20-year borrowing period and a 4.25 % interest rate

- ☐ Definitely yes
- ☐ Probably yes
- ☐ Undecided
- ☐ Probably no
- ☐ Definitely no

Comments/suggestions:

Cost Savings/Building Consolidation Continued

Plan B would change grade configurations at all schools and reconfigure the high school to serve grades 7 through 12.

School	Current Grade Levels	Proposed Grade Levels	Upgrades Include
Lyndon Station	Kindergarten - 4 th grade	Kindergarten - 5 th grade	• None
West Side	Early Childhood/ 4K - 2 nd grade	Close	• None
Grayside	3 rd - 5 th grade District office	Early Childhood/ 4K - 2 nd grade	<ul style="list-style-type: none"> • Improve building security • Expand kitchen and food service area • Eliminate locker rooms for 3 classrooms • Renovate restrooms and plumbing fixtures (age appropriate) • Renovate art and music rooms
Olson Middle	6 th - 8 th grade	3 rd - 6 th grade	<ul style="list-style-type: none"> • Improve building security • Expand kitchen and food service area • Renovate shop/technology education and student kitchen space into classrooms • Restroom renovation
Mauston High ILEAD Charter	9 th - 12 th grade	7 th - 12 th grade	<ul style="list-style-type: none"> • Renovate band classrooms • Expand shop/technology education, library sciences and student kitchen

Plan B educational considerations:

- ✓ Grade 7 and 8 students have access to science labs and materials, agriculture resources, technical education and food and consumer service classroom resources
- ✓ Grade 7 and 8 library/media resources are consolidated with high school resources
- ✓ Grade 7 and 8 instrumental and vocal programs will require additional space at the high school
- ✓ Shared middle and high school staff teach in one building
- ✓ Facilitates the opportunity for middle and high school teaching staff to focus on a six year academic instructional program for students

Would you support a \$7.9 to \$8.7 million referendum for Plan B as described above?

Representing an estimated tax increase of \$47 to \$52 over the current level for each \$100,000 of a home's value Assumes a 20-year borrowing period and a 4.25 % interest rate

- ☐ Definitely yes
- ☐ Probably yes
- ☐ Undecided
- ☐ Probably no
- ☐ Definitely no

Comments/suggestions:

Funding for Operations If the community does not support either Plan A or Plan B, the District will need to address a budget shortfall of more than \$300,000 per year for each of the next five years by cutting educational programs and services. *Please note: Even if the community supports additional funding for the annual operating deficit, this would not cover deferred maintenance needs.*

<p>Would you support a referendum granting \$300,000 each year for five years to <u>maintain the District's current programs and services</u>?</p> <p><i>Representing an estimated average tax increase of \$38 for each \$100,000 of a home's value for the next five years</i></p>	<input type="checkbox"/> Definitely yes <input type="checkbox"/> Probably yes <input type="checkbox"/> Undecided <input type="checkbox"/> Probably no <input type="checkbox"/> Definitely no
---	--

Comments/suggestions:

Interest in Additional Educational Projects

There are a number of ideas that have been brought forward by staff, parents and community members. We would like your feedback to decide if these concepts should be included in the planning process. Again, no decisions have been made regarding the scope of any project.

Funding for Technology Technology is a key learning tool for today's students. The District's needs include replacing aging computers, increasing Internet speed and providing on-line learning resources.

<p>Would you support a referendum granting \$225,000 each year for five years to <u>upgrade technology District-wide</u>?</p> <p><i>Representing an estimated average tax increase of \$29 for each \$100,000 of a home's value for the next five years</i></p>	<input type="checkbox"/> Definitely yes <input type="checkbox"/> Probably yes <input type="checkbox"/> Undecided <input type="checkbox"/> Probably no <input type="checkbox"/> Definitely no
--	--

Outdoor community athletic fields Projects could include upgrading the track, football and soccer fields, replacing bleachers (to bring up to code) and general improvements to practice and baseball fields.

<p>Would you support a \$1.4 million referendum that includes upgrading the outdoor community athletic fields?</p> <p><i>Representing an estimated tax increase of \$5 over the current level for each \$100,000 of a home's value Assumes a 20-year borrowing period and a 4.25 % interest rate</i></p>	<input type="checkbox"/> Definitely yes <input type="checkbox"/> Probably yes <input type="checkbox"/> Undecided <input type="checkbox"/> Probably no <input type="checkbox"/> Definitely no
---	--

Comments/suggestions regarding athletics and technology:

Thank you for taking this survey!

School District of Mauston
510 Grayside Ave
Mauston, WI 53948

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EDDM RETAIL



***Please complete the survey before October 13
We need your input!***

(Optional) If you would like to help, volunteer and/or receive future updates regarding the District's planning process, please provide us with your contact information or call the Superintendent Christine Weymouth at 608.847.5451:

Name:

Email:

Mailing address:

Phone:

***(School Perceptions will assure that this information
will not be connected to your survey responses)***

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



Dear Baraboo Parents and Community Members,

On behalf of the Board of Education, we would like to thank our community for supporting the 2014 referendum that funded the first phase of our long-range facility improvement plan. With these funds, totaling \$9.95 million, the District was able to:

- ✓ Complete safety and security upgrades at all seven schools, including secure entrances, additional security cameras and door controls and improved drop-off/pick-up lanes.
- ✓ Address District-wide capital maintenance projects, including roof replacements, heating, ventilation and cooling system upgrades, ceiling, lighting, window and parking lot improvements.

While we are happy to report that all projects were completed on time and within budget, we still have many **outstanding projects needed to finish the District's Facility Master Plan**. We realize that given the magnitude of this investment, we will need to continue to implement the Plan in phases, based on the priorities of the community AND their willingness to financially support projects. To learn more about the proposed projects visit the District's website at www.baraboo.k12.wi.us.

Defining the scope and timing of the next phase of the Facility Master Plan is the goal of this survey.

Therefore, we are asking all residents over the age of 18 to please take a few minutes to complete this survey.

- 1.) Go to the website: www.survey2000.com
- 2.) Enter the survey access number [REDACTED]
- 3.) Take the survey!

The survey code can only be used once. To obtain a second survey for another adult in your household, please call the District at (608) 355-3950 ext. 1020.

If you do not have internet access, please return the survey in the enclosed envelope or to any school office.

Please complete the survey before May 16, 2016.

To collect this feedback, we are working with School Perceptions LLC, an independent firm with expertise in conducting community surveys. All survey data is returned to School Perceptions and will remain confidential.

Survey results will be reported at a School Board meeting on **June 13, 2016** at 6:00 p.m. in the Baraboo High School Media Center. Results will also be posted on the District website at www.baraboo.k12.wi.us. Your thoughts and those of your neighbors will shape the future of our school district, our community, and create the best future for our young people.

Thank you for taking the time to complete this survey.

Sincerely,

Kevin Vodak
School Board President

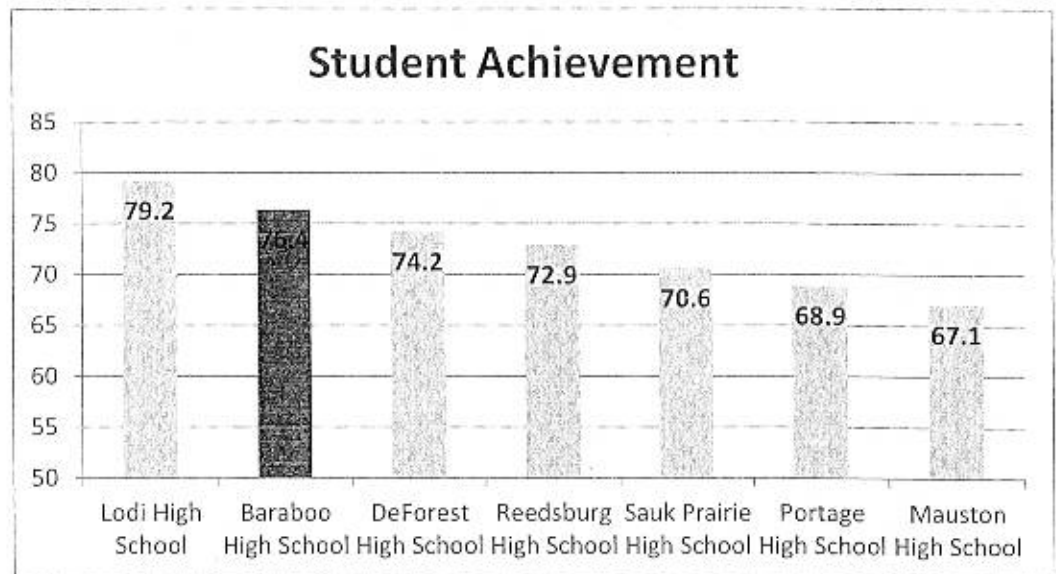
Lori Mueller
District Administrator

District Background

Many times community members ask: "How does our District compare to similar districts?"

Student Achievement

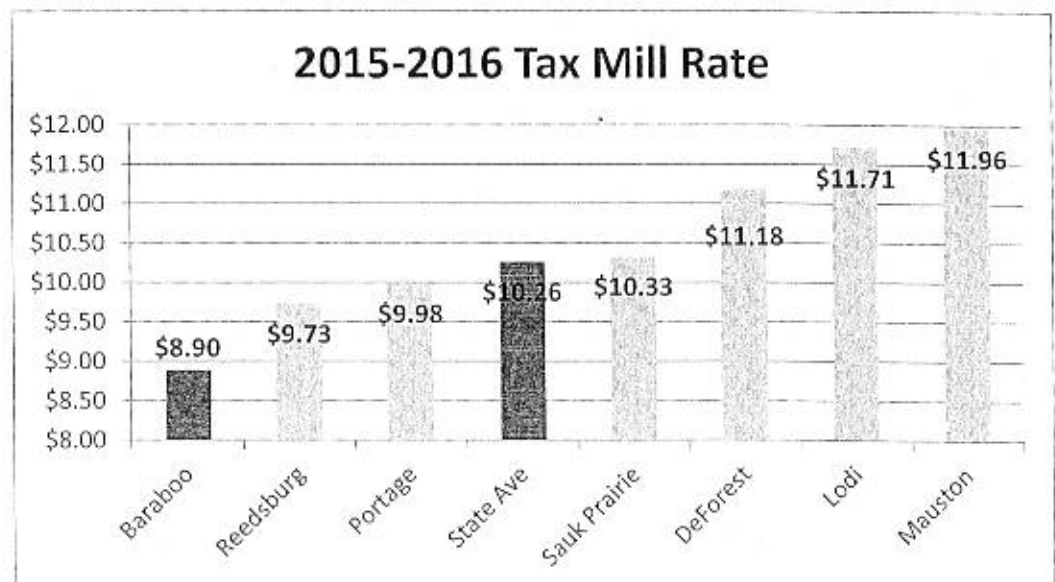
As part of Wisconsin's report card accountability system, the Department of Public Instruction (DPI) evaluates every school. In the most recent report card, five Baraboo schools, including Baraboo High School, "exceeded expectations." The overall accountability score for Baraboo High School is above many of our neighboring districts.



More information is available at <http://reportcards.dpi.wi.gov/>

Tax Mill Rate

The Baraboo School District tax mill rate, which is used to calculate local property taxes, consistently ranks in the bottom 25% of districts in the state and is lower than all of our neighboring districts.



More information is available at <https://apps4.dpi.wi.gov/sfsdw/MillRateReport.aspx>

We are proud of our exceptional combination of high student achievement coupled with responsible spending.

Facility Planning Background

Four years ago, the District finalized a Facility Master Plan that calls for investing in our existing schools and outlined the following goals:

- ✓ Repair and Revitalize Aging Facilities
- ✓ Create Flexible Environments to Maximize Teaching and Learning
- ✓ Expand Facilities for Educational and Co-Curricular Programs

The first phase, totaling \$9.95 million allowed the District to make important safety and security upgrades at all seven schools. The funds also supported heating, ventilation and cooling system upgrades, ceiling, lighting, window and roof replacements and parking lot improvements throughout the District. These projects were completed on time and on budget.

Phase 2: Address Needs at Baraboo High School

The Board has identified the High School as the District's most pressing need. Baraboo High School was originally built in 1961, with the last major renovation occurring in 1997. ***Due to significant enrollment growth and changes in grade level configuration, the school's core spaces do not meet current educational, capacity and community needs.*** The following projects have been identified at the high school:

REPAIR AND REVITALIZE AGING FACILITIES

Building Improvements

While the high school has been well-maintained, there are facility updates that need to be addressed, many of which cannot be covered by the District's annual budget. This project would include:

- Replacing outdated 1960 steam boilers with modern, energy-efficient heating/cooling systems
- Updating original locker rooms
- Improve indoor air quality

Estimated Cost to Repair and Revitalize Facilities: \$7.9 million

Would you support a referendum that provides funding to repair and revitalize aging facilities at the high school?

- ☐ Definitely yes
- ☐ Probably yes
- ☐ Undecided
- ☐ Probably no
- ☐ Definitely no

CREATE FLEXIBLE ENVIRONMENTS TO MAXIMIZE TEACHING AND LEARNING

Technical Education Expansion ("Shop Class")

Industries in Baraboo need graduates with skills in manufacturing, auto repair and engineering. The number of students taking coursework in these areas has doubled in the last 3 years. However, our classrooms are too small and limit our ability to incorporate the latest technology, equipment and hands-on learning opportunities. This project could include:

- Flexible learning spaces that can be modified based on course offerings and business partnerships
- Updated manufacturing and building construction classrooms, technology and equipment
- Classrooms designed for engineering and design courses

How likely would you be to support a plan that provides funding to expand the high school technical education areas and program?

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not likely
- ☐ Undecided

CREATE FLEXIBLE ENVIRONMENTS TO MAXIMIZE TEACHING AND LEARNING

Art Classroom

The Baraboo community prides itself on its artistic heritage and culture. As a result, there is strong student interest in the high school arts program. This project would remodel existing classrooms and create a dedicated K-12 art gallery to showcase student art work.

How likely would you be to support a plan that provides funding to update the art classroom and create an art gallery?

- ☐ Very likely
☐ Somewhat likely
☐ Not likely
☐ Undecided

Family and Consumer Science ("Home Economics")

The high school currently does not have enough space to hold all family and consumer science classes. As a result, classes are held in the Civic Center's commercial kitchen. This requires busing of students and creates scheduling challenges. Our goal is to offer an onsite culinary arts program that will prepare students for jobs in the growing restaurant industry in our area.

How likely would you be to support a plan to renovate and expand the Family and Consumer Science classrooms?

- ☐ Very likely
☐ Somewhat likely
☐ Not likely
☐ Undecided

Library/Media Center

Today's school libraries are utilized differently than in previous generations. No longer used for quiet, independent study, these learning spaces are now the central space used for student collaboration, research and technology access.

How likely would you be to support a plan that provides funding to modernize the high school library?

- ☐ Very likely
☐ Somewhat likely
☐ Not likely
☐ Undecided

Fitness Classrooms

The current spaces available for physical education classes limit students' educational opportunities and require physical education teachers to regularly adjust their lessons. The weight room is too small to meet students' needs. The room is often crowded with more than 60 students at a time, creating safety concerns.

How likely would you be to support a plan to renovate and expand the fitness classrooms?

- ☐ Very likely
☐ Somewhat likely
☐ Not likely
☐ Undecided

Student Support Areas

The high school's Student Services Department, which includes counseling, mental health services, academic testing and career advising, lacks the needed space to meet the demands for student services. Additional space is also needed for confidential meeting rooms and a career resource center.

How likely would you be to support a plan to renovate and expand the student support areas?

- ☐ Very likely
☐ Somewhat likely
☐ Not likely
☐ Undecided

CREATE FLEXIBLE ENVIRONMENTS TO MAXIMIZE TEACHING AND LEARNING

Cafeteria/Commons

Since 1961, the student population has grown by more than 400 students. As a result, the cafeteria is too small, requiring students to be served lunch over three periods, as late as 1:50 p.m. Instruction is also disrupted as students are dismissed from class to eat lunch and then return to class. The current floor plan does not allow for large group instruction or act as an effective community gathering space. This project would include:

How likely would you be to support a plan that provides funding to expand the high school cafeteria/commons?

- ☐ Very likely
☐ Somewhat likely
☐ Not likely
☐ Undecided

Estimated Cost of all Teaching and Learning Projects: \$13 million

Would you support a referendum that creates flexible environments to maximize teaching and learning at the high school?

- ☐ Definitely yes
☐ Probably yes
☐ Undecided
☐ Probably no
☐ Definitely no

EXPAND FACILITIES FOR EDUCATIONAL AND CO-CURRICULAR PROGRAMS

Expanded Gym

The high school gym is the smallest in the Badger conference and lack adequate space to meet the District's current physical education and co-curricular program needs. In just the past two years, the number of Baraboo High School *students taking physical education electives has quadrupled*. The lack of gym space results in *scheduling challenges* and students' course requests going unmet. Additionally, student participation in athletics has grown from 103 athletes in 1961 to 462 athletes in 2016. The lack of gym space also requires *team practices to be held early in the morning and late in the evening* throughout the school year and the *increasing requests for youth and community programming cannot be accommodated*.

Expansion would provide additional space for physical education classes, practices, athletic events, community programming (i.e. senior walking, evening basketball, volleyball etc.) and large school or community events. This project would include:

- Adding a 4 station/court gym
- Adding an indoor track
- Providing spaces for community use, including a dedicated entrance for extended hours of use
- Improving spectator and handicap seating

Estimated Cost to Expand Facilities: \$15.9 million

Would you support a referendum to expand facilities for educational and co-curricular programs?

- ☐ Definitely yes
☐ Probably yes
☐ Undecided
☐ Probably no
☐ Definitely no

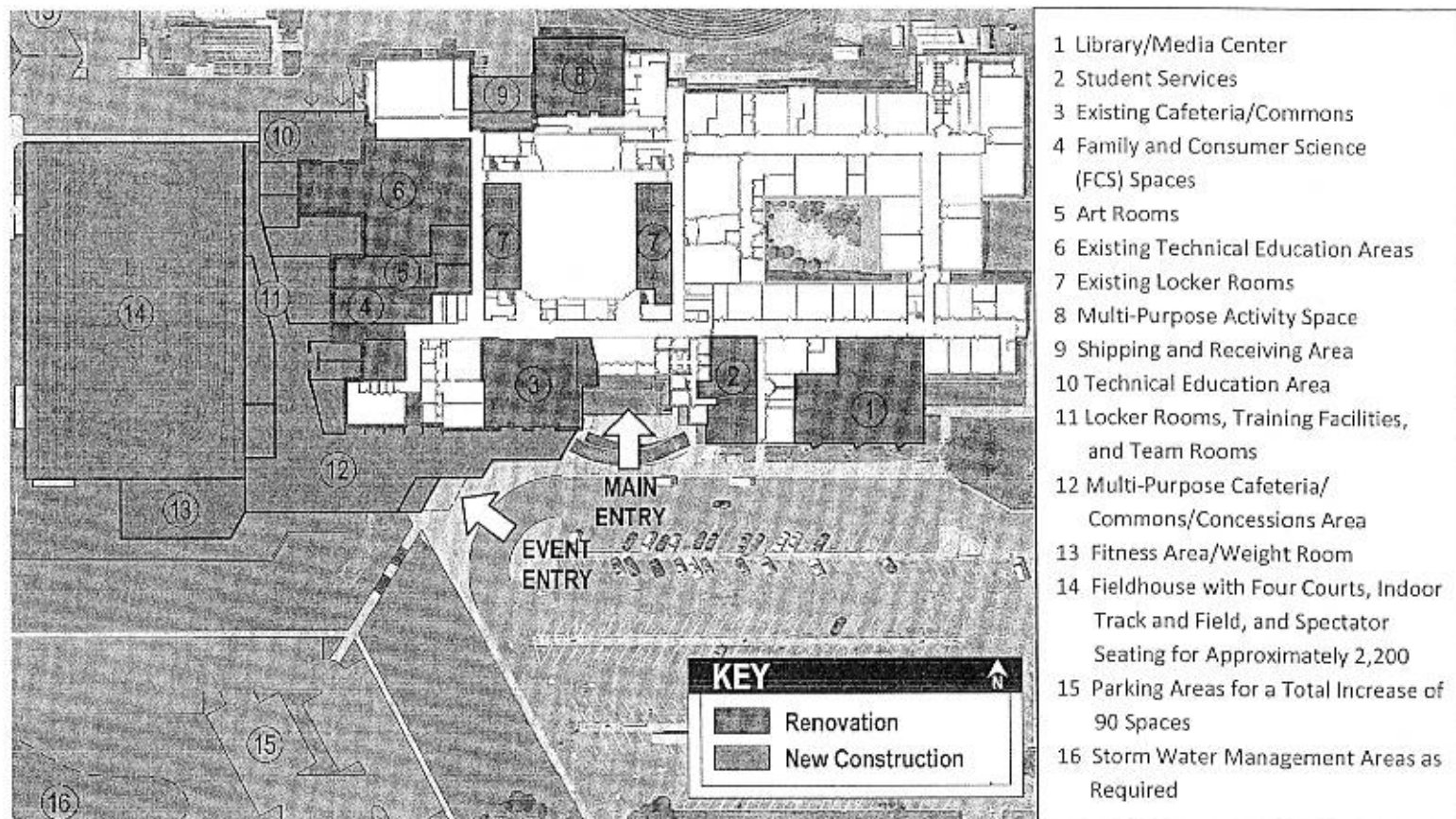
Comments/suggestions:

Conceptual Plan

The image below is a conceptual plan that includes all of the projects proposed in this survey and equally allocates the budget to achieve the three goals of the *Master Facility Plan*:

1. Repair and Revitalize Aging Facilities
2. Create Flexible Environments to Maximize Teaching and Learning
3. Expand Facilities for Educational and Co-Curricular Programs

The total cost to complete all of the high school projects is \$35 - \$37 million.



Baraboo voters would need to approve a referendum issue bonds to pay for the conceptual plan.

Would you support a \$35-\$37 million referendum for the *Conceptual Plan* as described above?

Representing an estimated annual tax increase of approximately \$120 for each \$100,000 of property value.

- ☐ Definitely yes
- ☐ Probably yes
- ☐ Undecided
- ☐ Probably no
- ☐ Definitely no

If "no," which items would you remove?

If you are undecided, what additional information would you like to receive?

Respondent Information

What is your age? ☐ 18-25 ☐ 26-35 ☐ 36-45 ☐ 46-55 ☐ 56-64 ☐ 65+

In which municipality do you reside?

- ☐ City of Baraboo ☐ Town of Caledonia ☐ Town of Baraboo ☐ Town of Delton
☐ Town of Excelsior ☐ Town of Fairfield ☐ Town of Freedom ☐ Town of Greenfield
☐ Town of Merrimac ☐ Town of Sumpter ☐ Village of Lake Delton
☐ Village of North Freedom ☐ Village of West Baraboo
☐ Do not live in the District

Are you an employee in the District? ☐ Yes ☐ No

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

If you have school-aged children, what school(s) do they attend? (Mark all that apply)

- ☐ Community 4K site ☐ West Kindergarten Center ☐ Al Behrman Elementary
☐ North Freedom Elementary ☐ Gordon L. Willson Elementary ☐ East Elementary
☐ Jack Young Middle School ☐ Baraboo High School ☐ Private school
☐ Public school outside of District ☐ Home-schooled ☐ Other:

Home Value

The value of a person's home can be affected by the quality of the School District.

Overall, how do you feel the quality of the Baraboo School District is affecting your home value?

- ☐ Positive Impact ☐ Little to no impact ☐ Negative Impact ☐ Do not own a home in the District

Communication

How would you like to receive information regarding the Baraboo School District? (Mark all that apply)

- ☐ District mailings ☐ School/District website ☐ Attend meetings
☐ Email ☐ Attend School Board meetings ☐ Parent organizations
☐ Instant/Text Messaging ☐ Automated phone messenger ☐ Cable
☐ Baraboo News Republic ☐ Twitter ☐ Facebook
☐ Local radio station(s) ☐ Other:

Overall Satisfaction

How well are we doing in each of the following areas?

I believe the District does a good job of preparing students to be successful.	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Don't Know
I believe the District spends tax dollars wisely.	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Don't Know
I am satisfied with the communications that come from the District.	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Don't Know
Overall, how satisfied are you with the Baraboo School District?	<input type="checkbox"/> Very Satisfied	<input type="checkbox"/> Satisfied	<input type="checkbox"/> Not Satisfied	<input type="checkbox"/> Very Unsatisfied	<input type="checkbox"/> No Opinion

Comments/suggestions:

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

Baraboo School District
101 Second Avenue
Baraboo, WI 53913

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*****ECRWSS*****

Local
Postal Customer



**Important
Survey
Enclosed**

Please complete the survey before May 16, 2016.

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

To request a Spanish translated copy of this survey, please call (608) 355-3950 ext. 1020.
Para pedir una copia traducida de esta encuesta en español, favor de llamar (608) 355-3950 ext. 1020.

[illegible]