**Shared Key Interests**

1. Advance student learning, achievement, and success by keeping it at the heart and as the filter for our decision making.

2. Utilize research-based curricula that reflects 21st Century themes and applications and are responsive to the needs and potential of all students, preparing them for a global society.

3. Provide real-life, diverse learning opportunities with practical applications in the classroom and beyond.

4. Inform and engage the community in shaping educational strategy and formulating responses to change.

5. Attract, retain, and develop a high quality, diverse, creative, and innovative workforce of leaders.

6. Provide safe, secure, flexible, inviting, and well-maintained environments that nurture student well- being and enhance teaching and learning.

7. Identify, integrate, and expand technology to foster adaptability and maximize learning for all.

8. Foster mutually beneficial partnerships and collaborations that expand learning opportunities and resources.

# Wausau School District

Board of Education Meeting Agenda

In Compliance with the Wisconsin Open Meeting Law

| | | |
|---|---|---|
| Public Notice | s.19.84 (3) | Patrick McKee, President |
| Exemptions | s.19.85 | Karen Vandenberg, Clerk |

A **Education/Operations Committee Meeting** of the BOARD OF EDUCATION will be held in the **Nicholson Board Room, 415 Seymour Street, Wausau, Wisconsin 54403** at **5:00 PM or immediately following the previous meeting** on **Monday, June 28, 2021.**

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| | |
|---|---|
| I. Call to Order | |
| II. Approve the Minutes | 2 |
| III. Public and Student Comment | |
| IV. Whole Child-Whole Wausau Short Cycle Report on Goal A4-Achievement and AGR Goals | 4 |
| V. Whole Child-Whole Wausau Short Cycle Report on Goal W1 - Wellness | 24 |
| VI. Employee Handbook Updates for 2021-22 **(Action Requested)** | 31 |
| VII. Annual Academic Standards **(Action Requested)** | |
| VIII. Review School Perceptions Survey Results | 42 |
| IX. School Board Positive Impact | 147 |
| X. Policy 7510 - Use of District Facilities **(Possible Action Requested)** | 148 |
| XI. Adjourn | |


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NOTICE POSTED: Thursday, June 24, 2021, 1 pm

By:_____

NOTICE SENT TO:

WSAU WSAW-TV WAOW-TV WJFW-TV CITY PAGES WAUSAU PILOT & REVIEW SCHOOLS WAUSAU DAILY HERALD WAAM CITY HALL COURTHOUSE PUBLIC LIBRARY

# Minutes of REGULAR MEETING

## The Board of Education
## Wausau School District DRAFT

A Education/Operations Committee Meeting of the Board of Education of the Wausau School District was held Monday, May 17, 2021, beginning at 5:00 PM in the Horace Mann Middle School Large Group Room, 3101 North 13th Street, Wausau, WI 54403.

Present: James Bouche; Jon Creisher; Ka Lo; Pat McKee; Cody Nikolai; Jane Rusch; Lance Trollop; Karen Vandenberg; and Lee Webster.

I. Call to Order
The meeting was called to order at 5:01 pm

II. Approve the Minutes
**Mr. Trollop moved to approve the minutes of April 26, 2021, as amended, seconded by Mr. Creisher. The motion carried 9-0.**

III. Public and Student Comment
Jake Engel and A.R. Hockers made brief comments.

IV. Recommendation for Preliminary 2021-22 Budget **(Action Requested)**
**Ms. Vandenberg moved to approve of the preliminary budgets as presented in order to proceed with 2021-22 expenditures committed to before final budgets are approved, seconded by Mr. Nikolai. The motion carried 8-1.**

V. WIAA Membership Renewal for 2021-22 **(Action Requested)**
Dr. Rauscher will preview the WIAA Membership renewal. The documents are expected to be sent to the District the first week in June in time for formal approval at the June Regular Board meeting.

VI. Approve 10-Year Capital Improvement Plan **(Action Requested)**
**Mr. Webster moved to recommend to the full Board the approval of the 10-year capital improvement plan as presented, seconded by Mr. Bouché. The motion carried 9-0.**

VII. Transfer from Fund 10 to Fund 46 **(Action Requested)**
Ms. Rusch moved to approve the transfer of $1,000,000 from the General Fund to the Long-term Capital Improvement Trust Fund during the 2020-21 fiscal year, seconded by Mr. Bouché. The motion carried 9-0.

VIII. Various Group Wage/Salary Increase **(Action Requested)**
**Mr. Bouché moved to recommend to the full Board the approcal of the 2021-22 base wage adjustment of 2.15% for the Administration, Administrative and Educational Support Group, Maintenance & Custodial Group, School Nutrition**

**Services Group, and Municipal Group, seconded by Mr. Webster. The motion carried 7-2.**

IX. School Forest Storage Facility **(Action Requested)**

**Ms. Rusch moved to recommend to the full Board, approval to demolish the existing storage building and construct a single replacement building, funded jointly by the annual capital budget and the long-term capital improvement fund (Fund46) seconded by Ms. Vandenberg. The motion carried 9-0.**

X. Project Relaunch **(Action Requested)**

**Mr. Creisher moved to recommend the following to the full Board of Education for approval:**

**"Effective immediately, to allow students and staff who have potentially been exposed to COVID-19 into schools for in-person instruction if the following is met.**

- **Close contacts remain symptom-free and agree to self-monitor for symptoms a full 14 days following exposure (close contact).**
- **Close contacts will immediately remove themselves from the school facility if symptoms develop.**
- **Close contacts are strongly encouraged to get tested on day 6 or 7 after exposure to help identify asymptomatic spread."**

**seconded by Mr. Nikolai. The motion carried 6-3.**

XI. Possible Restructure of Board and Education/Operations Committee Meetings **(Possible Action)**

The Committee discussed the possible restructuring of the Regular Board and Education/Operations Committee Meetings. This item will be brought back for further discussion at the June Education/Operations Committee Meeting.

XII. Adjourn

**Ms. Vandenberg moved to adjourn, seconded by Mr. Trollop. The motion carried at 6:20 pm.**

Respectfully Submitted,

Karen Vandenberg,
Board Clerk

KV:cp

# Whole Child - Whole Wausau

## Achievement Gap Reduction - AGR
## Strategic Plan - Achievement A4
## Short Cycle Report
## June 28, 2021



## Wausau School Board
## Education & Operations Meeting

# Highlights of Achievement Gap Reduction (AGR) Schools
# Academic Achievement & District Goal A4

- Current academic goal
- Achievement Gap Reduction overview (AGR)
- AGR school achievement data: Reading and Math
  - Lincoln
  - Hawthorn Hills
  - Grant-R  Grant - M
  - GD Jones
  - Thomas Jefferson
  - Franklin
- All schools' achievement data
- Next steps

# What is the Current Goal?

By the spring of 2023, there will be a 30% increase in the number of students meeting or exceeding proficiency in reading, writing, and mathematics as evidenced by scores on state and local assessments.

# AGR Program Overview

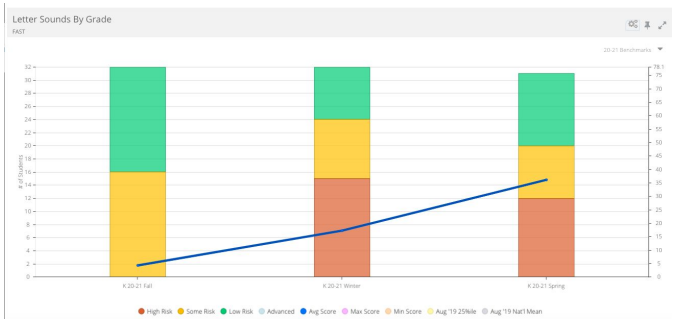
*Program was established to improve student achievement*

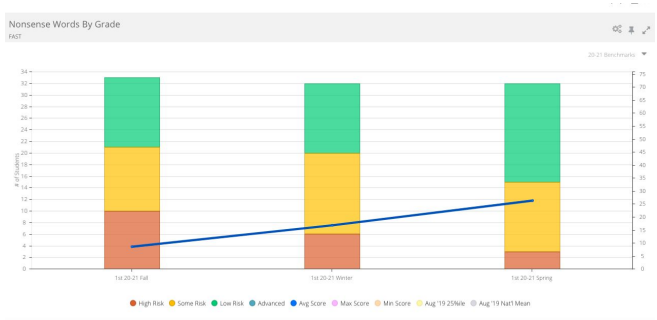
- Maintain 18:1 or 30:2 classroom ratios and provide professional learning on small group instruction
- Instructional coaching for teachers provided by a licensed teacher
- Each school will create performance objectives for students:
  - Kindergarten - grade 3,
  - Mathematics and Reading, and
  - Identify a specific local assessment used to monitor academic progress
    - FastBridge
      - Kindergarten: Letter Sounds & Number Sequence
      - First Grade: Nonsense Words & Decomposing Numbers
      Grades 2 - 5: Group Growth Report

# Current Reading Status

Lincoln

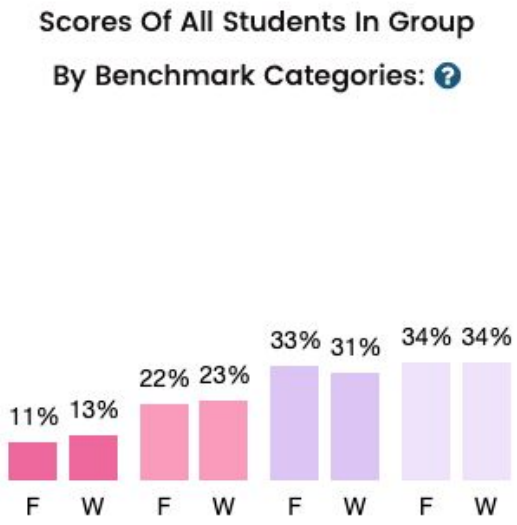
## Grades K-1

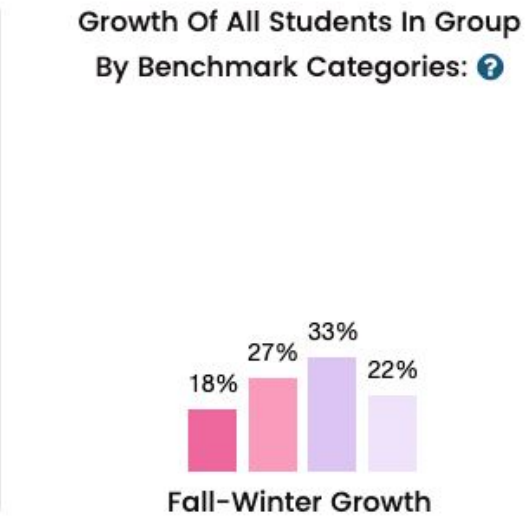





## Grades 2-5

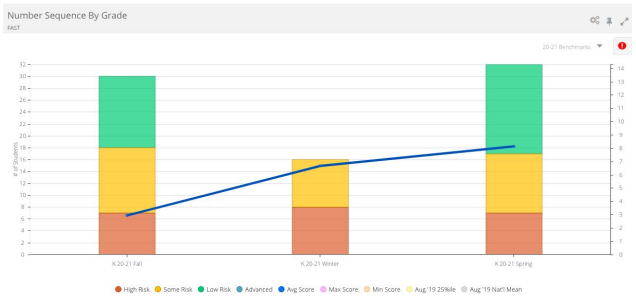


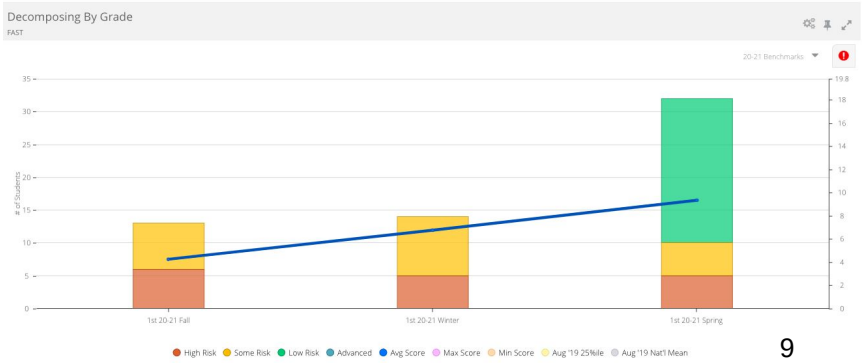



# Current Math Status

Lincoln

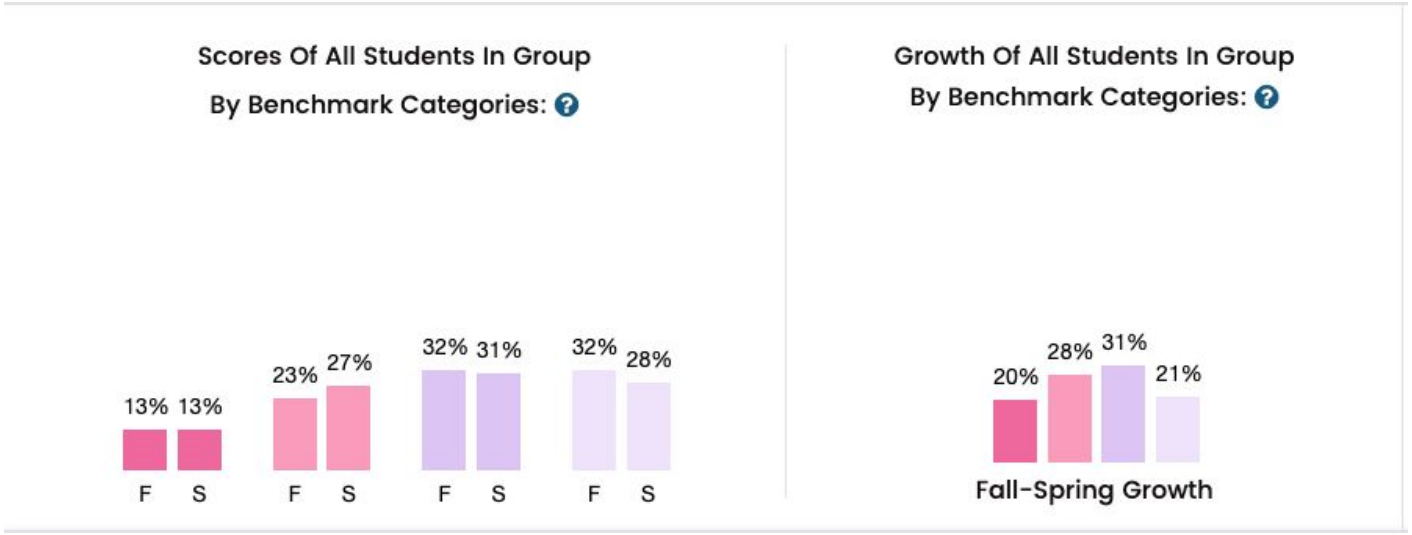
## Grades K-1





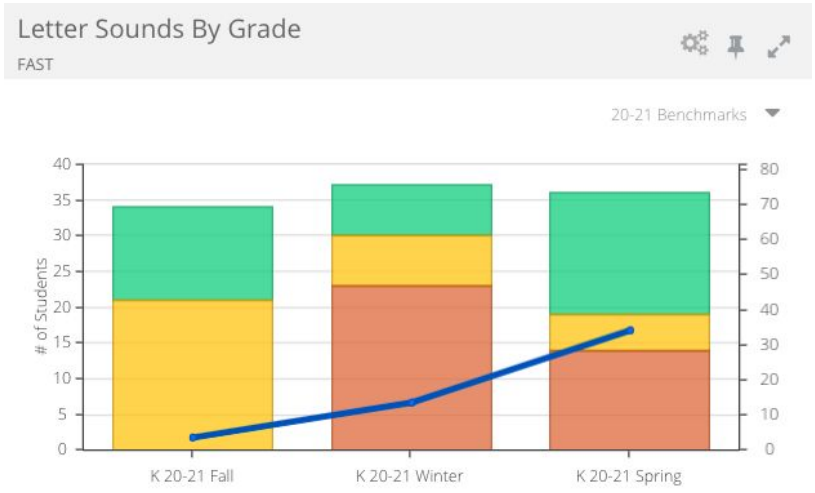

## Grades 2-5

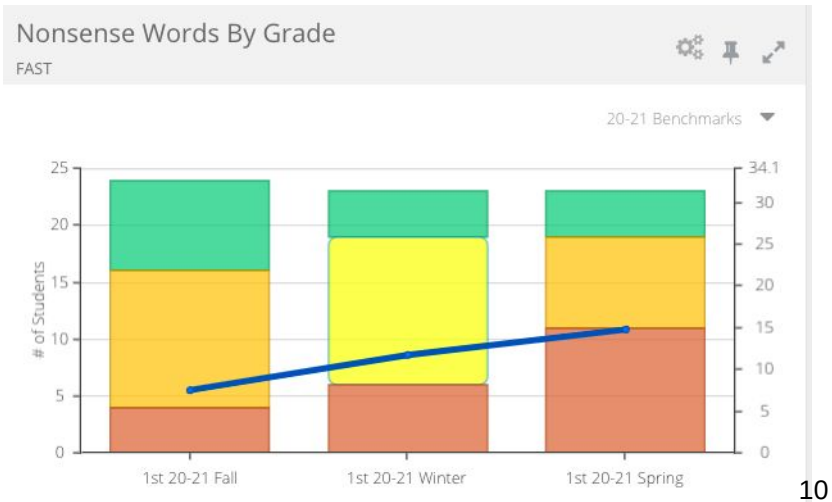


# Current Reading Status

## Hawthorn Hills

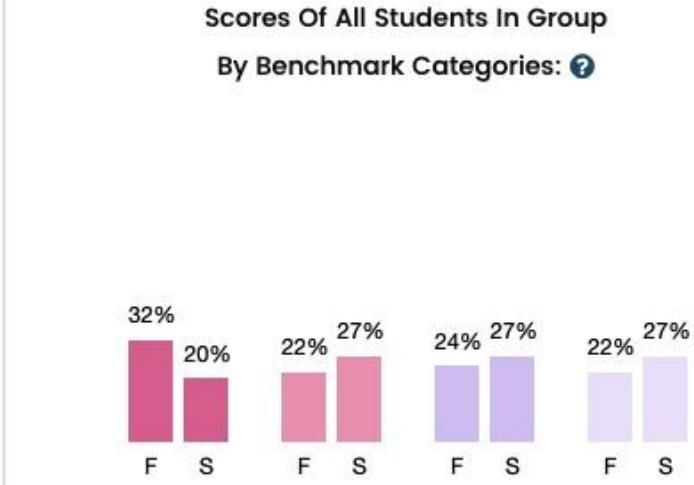
### Grades K-1

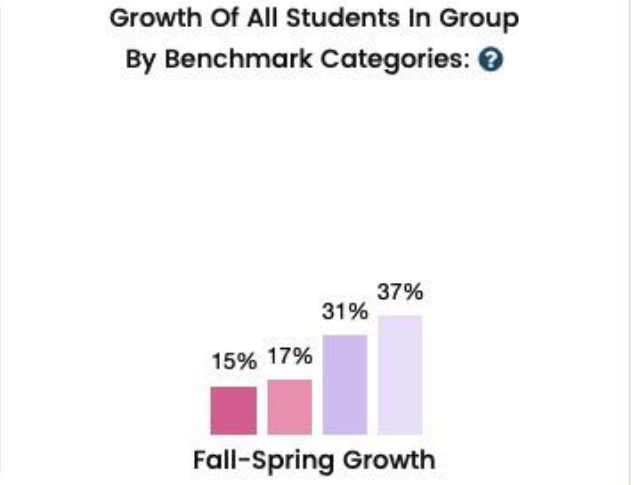





### Grades 2-5

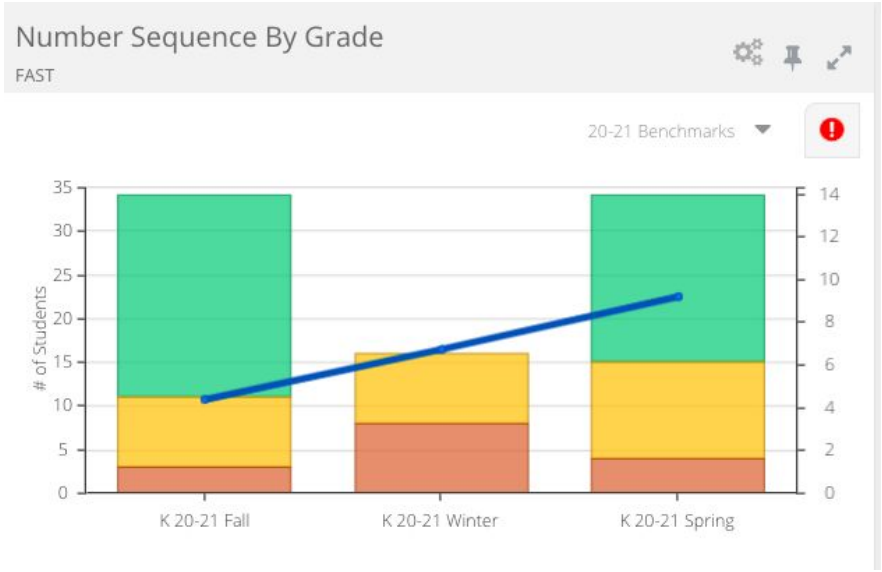


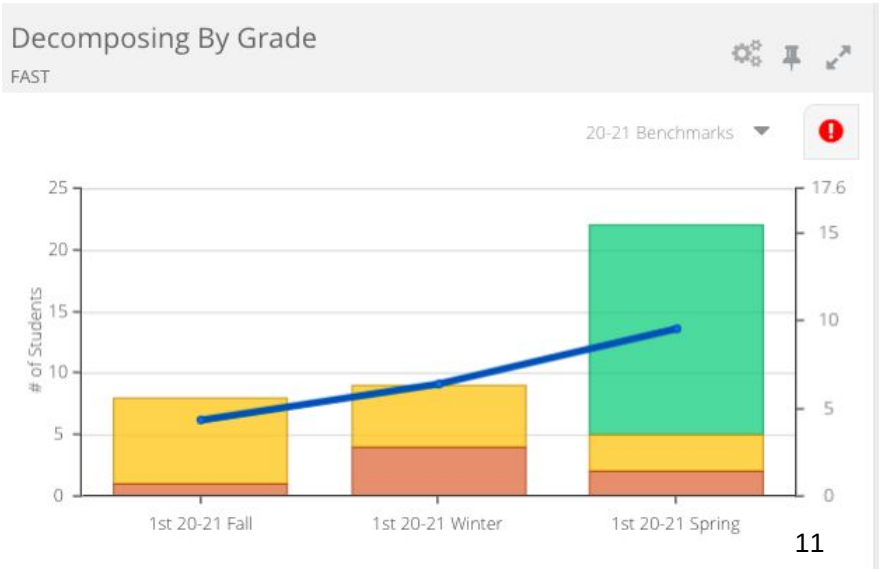



# Current Math Status

## Hawthorn Hills

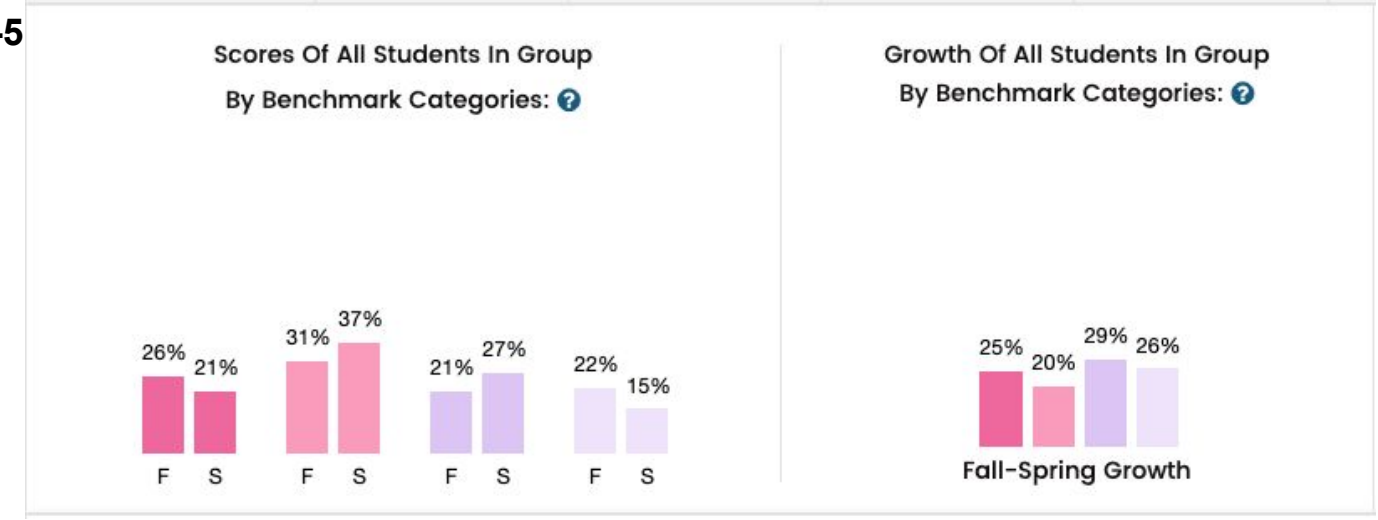
### Grades K-1





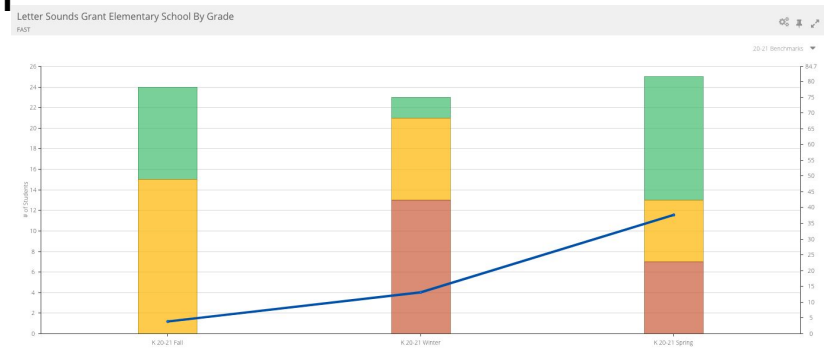

### Grades 2-5

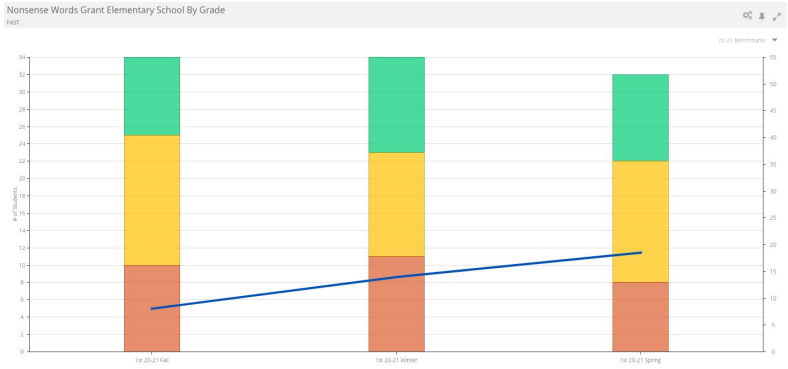


# Current Reading Status

Grant

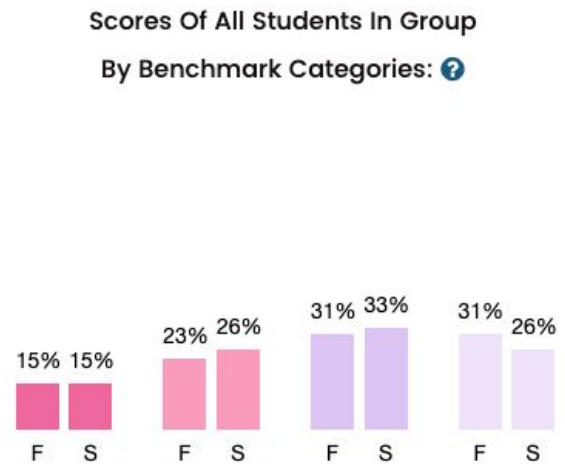
## Grades K-1

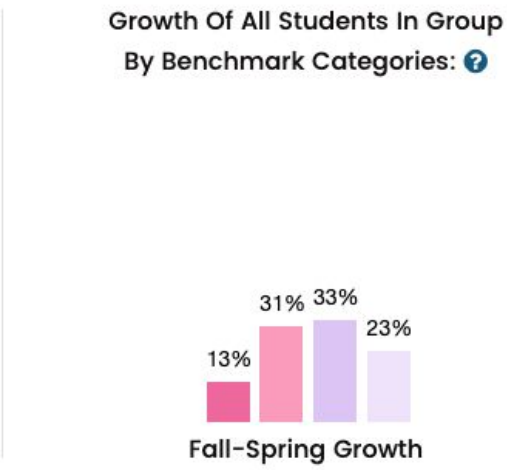





## Grades 2-5

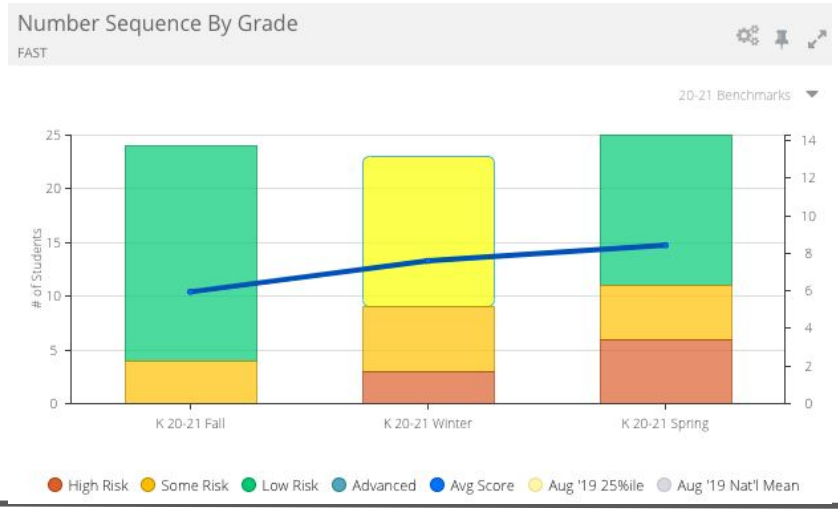


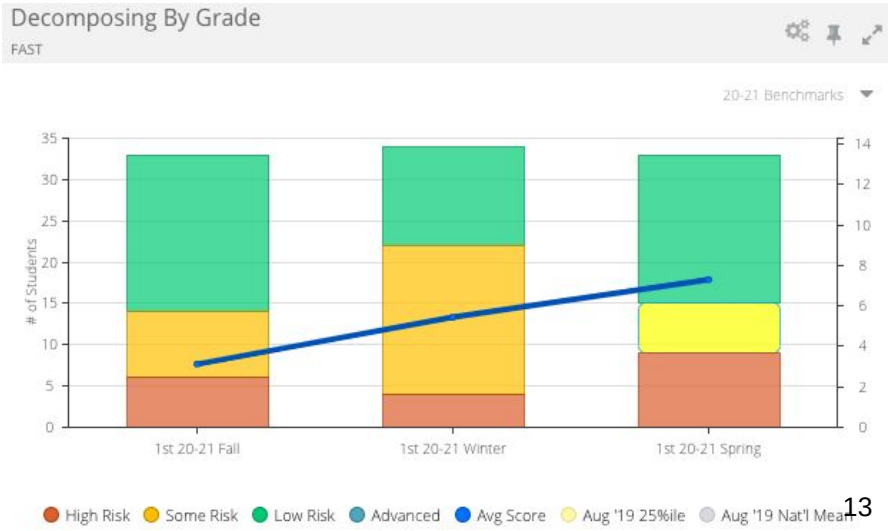



# Current Math Status

[Grant]

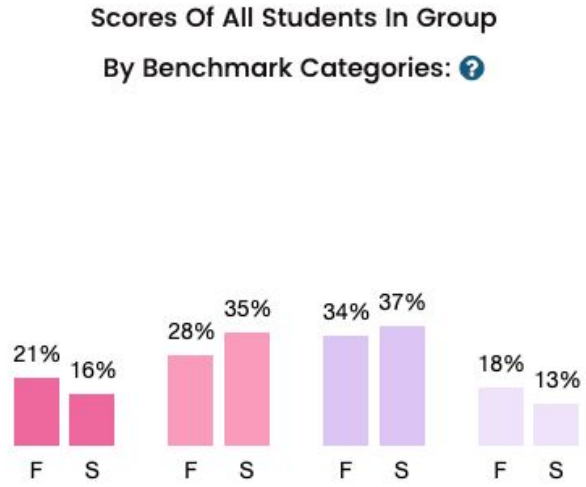
## Grades K-1

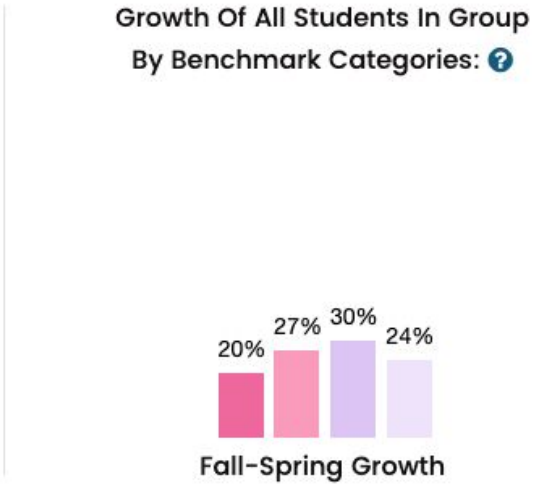





## Grades 2-5

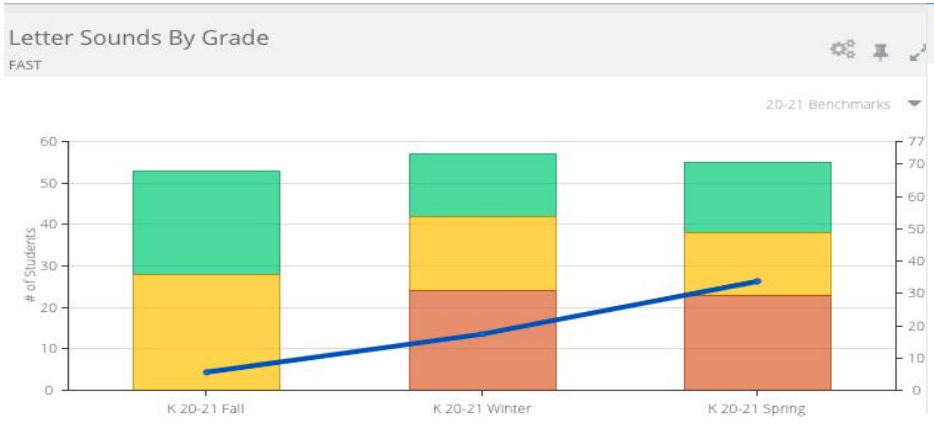


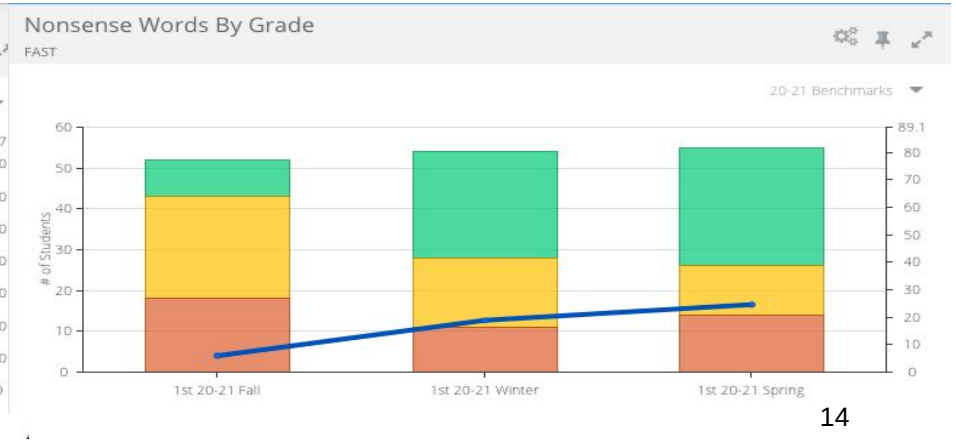



# Current Reading Status

GD Jones

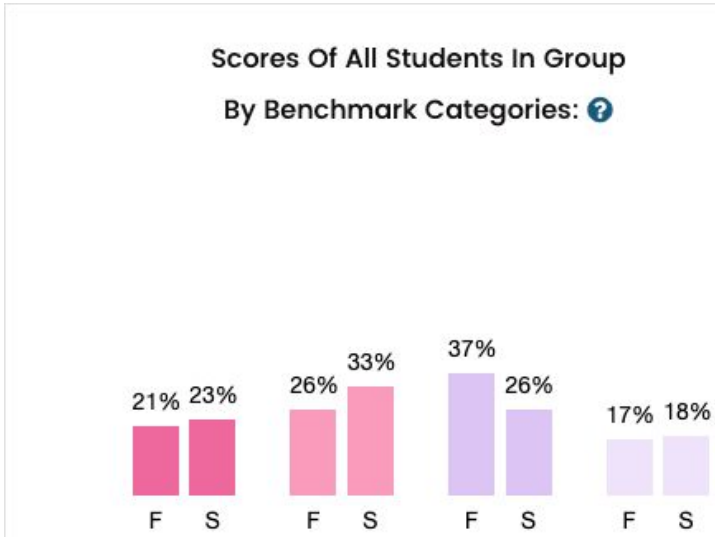
## Grades K-1

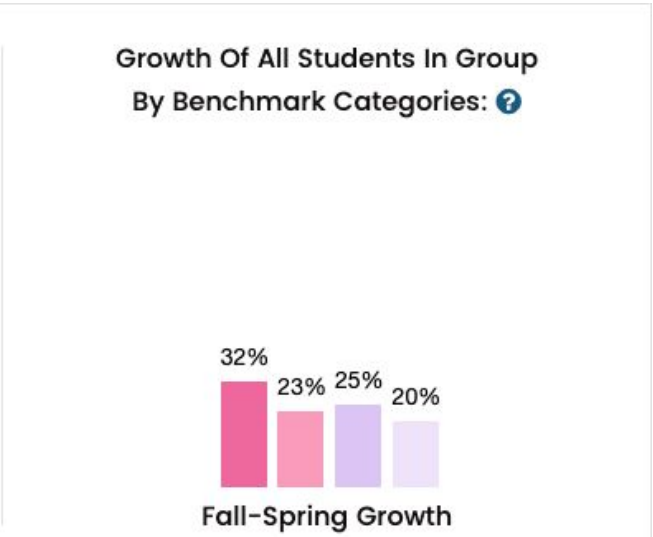





## Grades 2-5

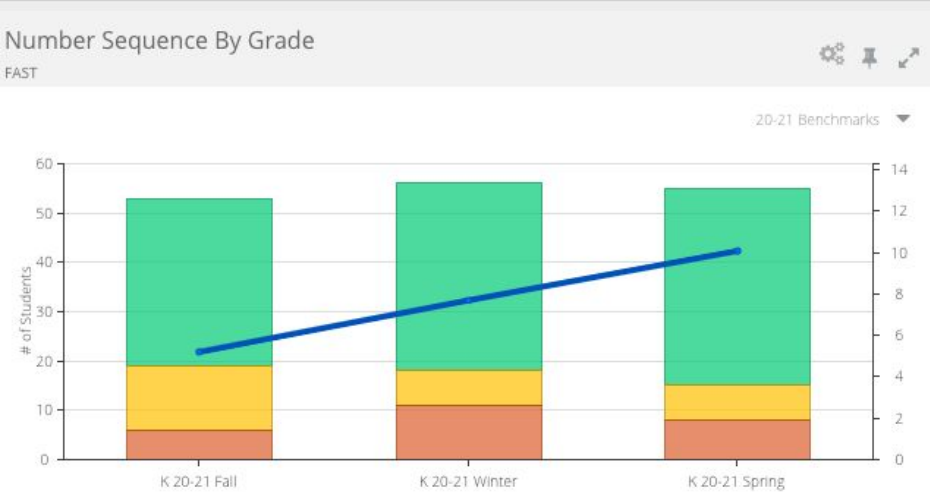


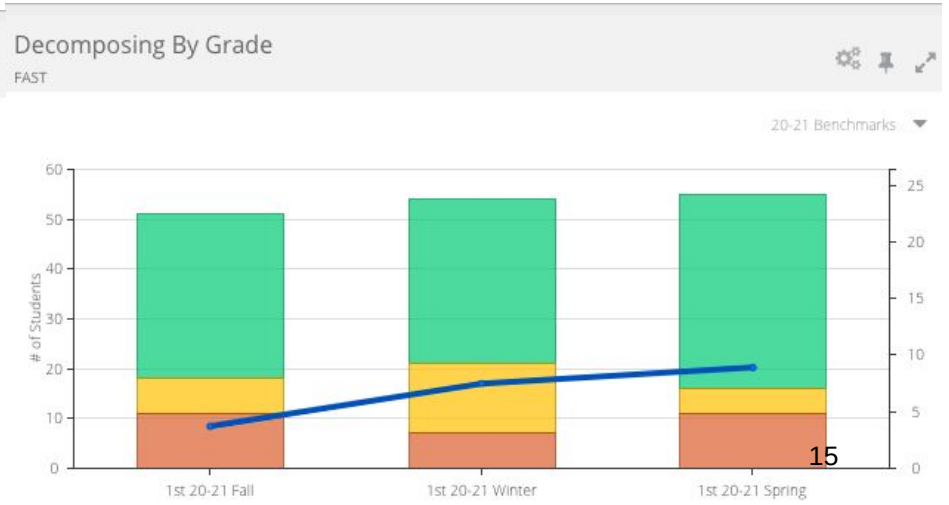



# Current Math Status

GD Jones

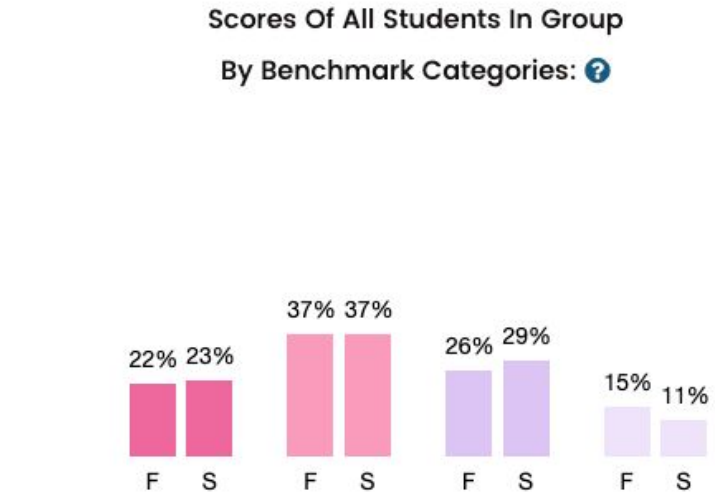
## Grades K-1

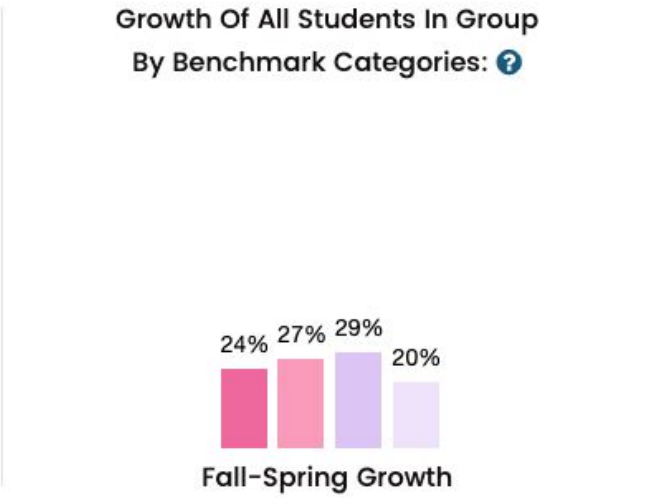



15

## Grades 2-5

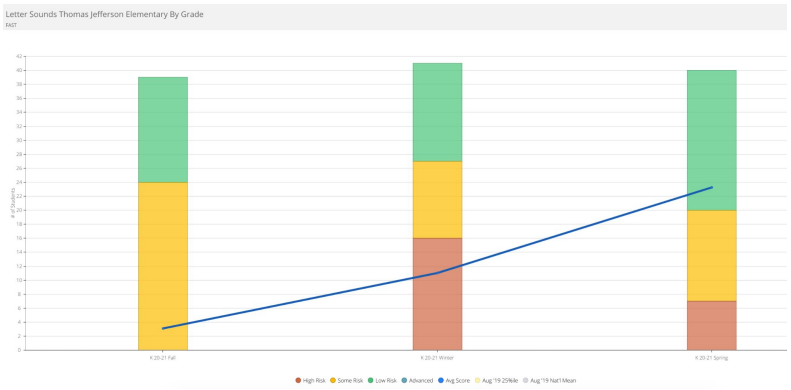


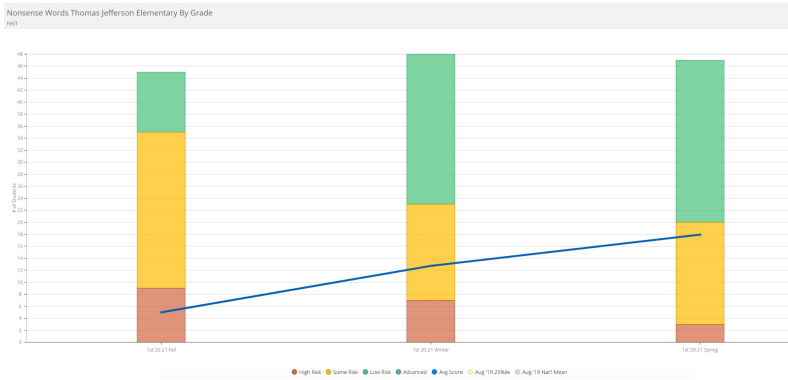



# Current Reading Status

[Jefferson]

## Grades K-1

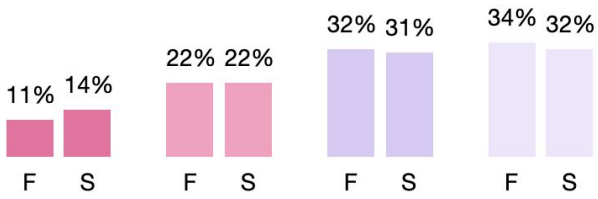


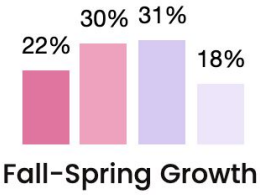

16

## Grades 2-5

Scores Of All Students In Group
By Benchmark Categories:



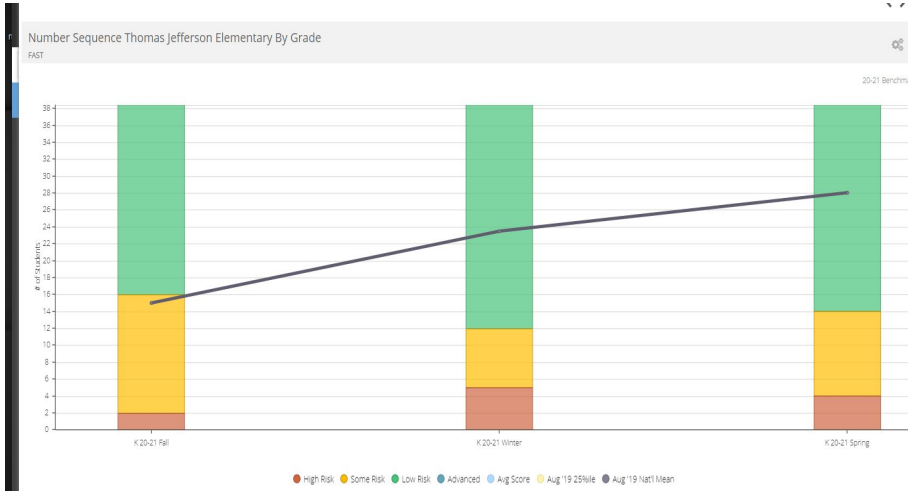

Growth Of All Students In Group
By Benchmark Categories:

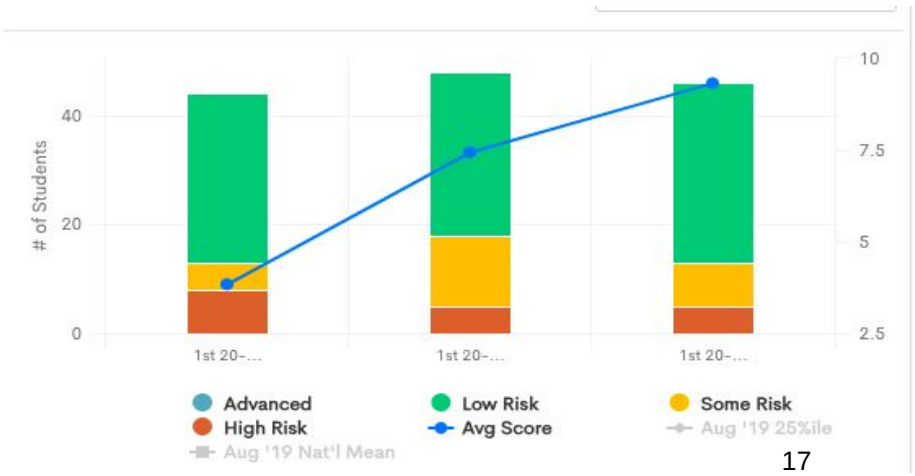


# Current Math Status

[Jefferson]

## Grades K-1

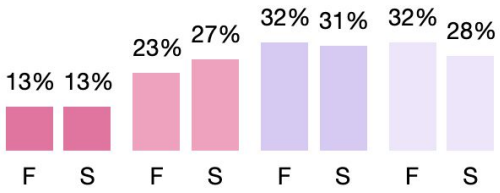


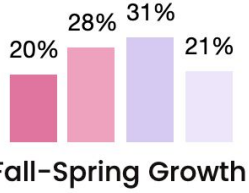



## Grades 2-5

Scores Of All Students In Group By Benchmark Categories:



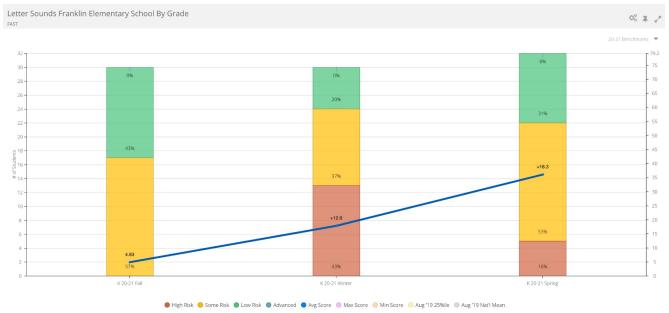

Growth Of All Students In Group By Benchmark Categories:



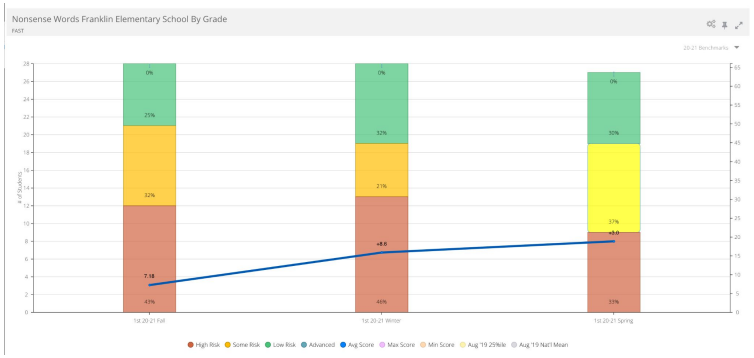
# Current Reading Status

## Franklin

**Grades K**

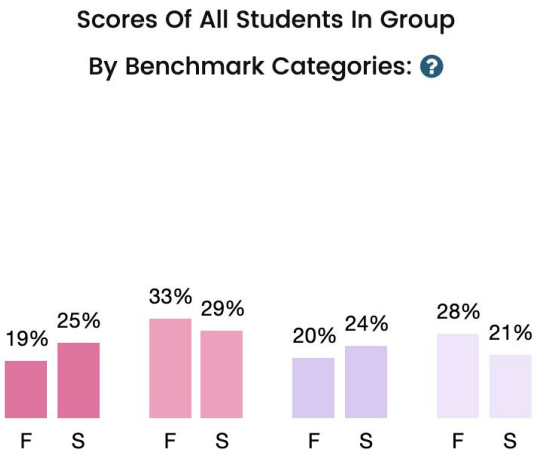


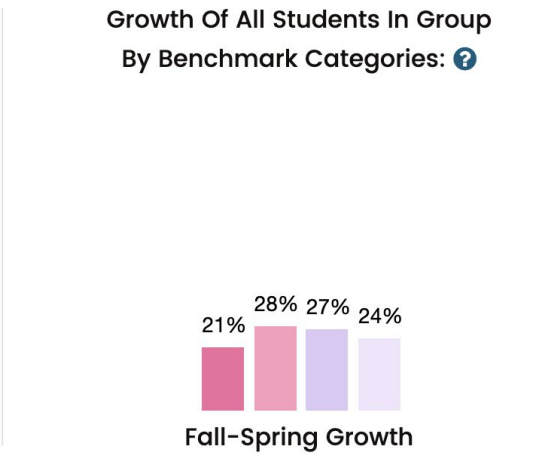

**Grade 1**






**Grades 2-5**



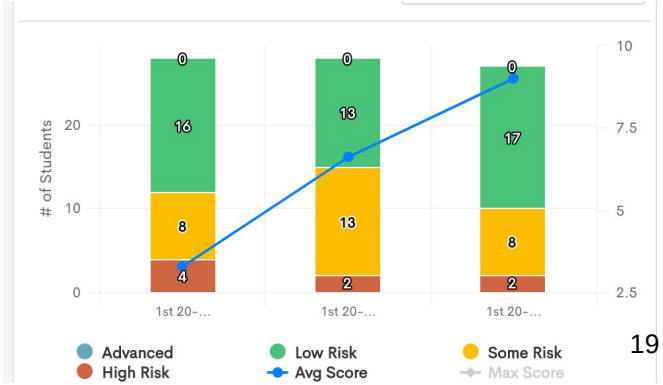



# Current Math Status

## Franklin

### Grade K

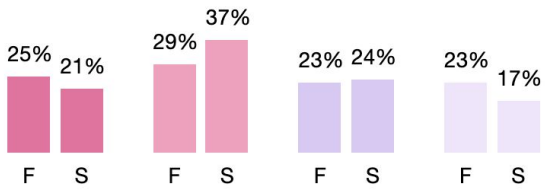
### Grade 1



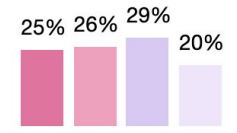



### Grades 2-5

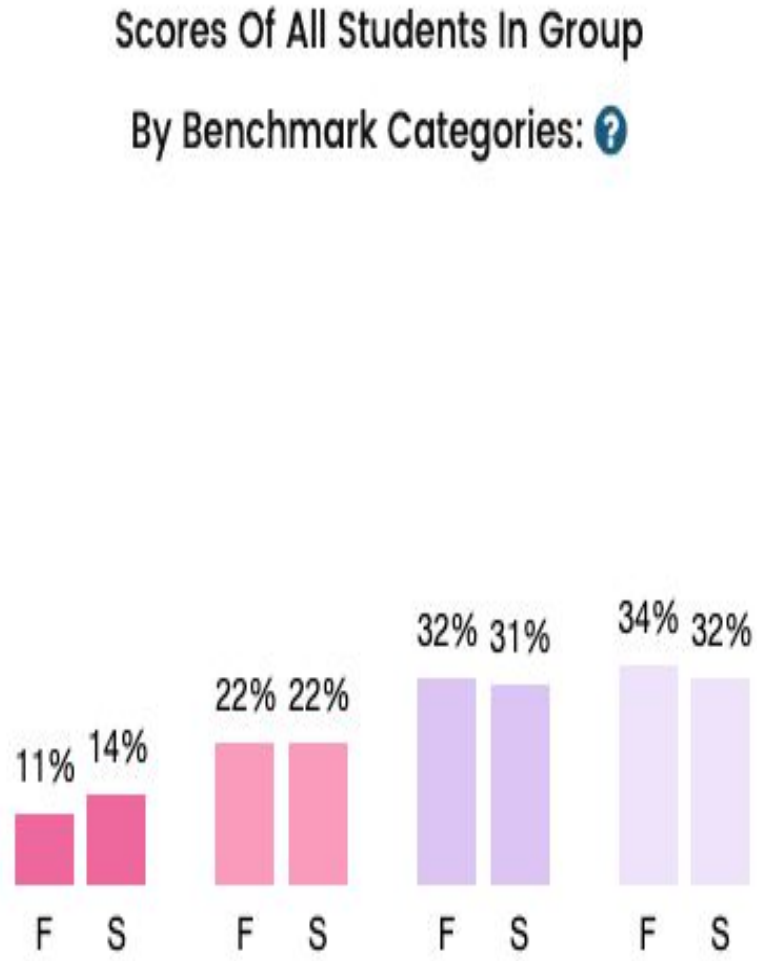
Scores Of All Students In Group
By Benchmark Categories:




Growth Of All Students In Group
By Benchmark Categories:



# Current Reading Status All Schools



# Current Math Status [All Schools]

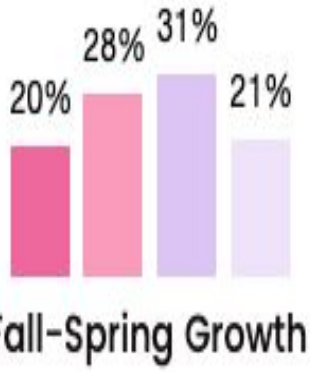
Scores Of All Students In Group

By Benchmark Categories:

Growth Of All Students In Group

By Benchmark Categories:

21



# What are the Next Steps?

- Continue walk-through observation protocols and coaching criteria to evaluate the effectiveness of teaching practices and impact of professional learning on the Framework for Teaching components:

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

3e: Demonstrating Flexibility and Responsiveness



- Continue to support adult learning component of our Fall 2021 Leader In Me implementation

**Wausau School District**
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# *Whole Child-Whole Wausau*

## Strategic Plan - Short Cycle Report
## Wellness - Goal 1
## Wendy Cartledge and Angie Lloyd

# What is the Current Goal?

**SMART Goal:W1:** By the end of the 2020 school year, increase student engagement through an expanded and strategic use of a developmentally appropriate continuum of services as evidenced by a 3% decrease per year of in school and out of school suspensions.

# What is Going Well?

- **Universal SEL Program: Leader in Me**

- **Bridge Rooms**
  - Bridge Coordinators are in process of being hired
  - Will be trained in August and September

- **Increased Pupil Services Staff: Current Status**
  - 4 out of 7 Social Workers hired
  - 3 out of 6 School Psychologists hired
  - All School Counselors hired

# What is the Current Status?

- Crisis Intervention and Prevention Institute Training - training building teams
  - 2019-2020 193 Staff Trained
  - 2020-2021 205 Staff Trained
- Verbal de-escalation training for paras
- b.e.s.t screener - DPI grant
- Social Emotional Learning Curriculum - Leader in Me

# What Barriers are Being Encountered?

- Finding the right staff to work with students' with significant mental health/behavioral needs
- Funding
- Time to provide staff with the needed trainings

# What are the Next Steps?

- Heavily training Bridge Coordinators
  - Restorative Practices
  - Trauma Informed Care
- Team time for pupil services training
- Monitor suspensions monthly as one point of leading indicator data

**Wausau School District**
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Our Mission . . . To advance student learning, achievement, and success.

# Review of Planned Changes

Handbook & Support Staff Compensation Models

July 1, 2021 Implementation

# Focus of Changes

- Consistency between employee groups
- Efficiency of work required to implement
- Alignment of rules/expectations

# Compensation Model Modifications

- Current Model
  - 2 step model for some positions; Many have only 1 step for placement
  - Cost of steps comes off the top; remaining is distributed to the group
  - Step movement yields increases of 1.34% to 4.46%
  - Employees moving steps for 2021-22
    - Nutrition Services 18%
    - Maintenance & Custodial 21%
    - Administrative & Educational Support 30%
  - Impact -- Veterans get smaller increase than the allocated group % incr
    - Ranges from 0.15% to 1.91% over past 5 years

# Compensation Model Modifications

- New Model
  - Step movement sunsets after 2021-22 movements
  - All staff receive full Board approved increase by the 2022-23 school year
  - Impact --
    - Veteran staff get a larger increase overall due to step elimination
    - New staff receive the same % increase as everyone else
    - Same overall spend from the District
  - Long term - modified plan will increase salaries for support staff more than the current models

# Sample Illustration

- Assumed a starting salary of $16.00 per hour to start (** Not actual**)
- Both models are the same for Year 1; both receive full Board approved incr
- Starting in Year 2, the “veteran” staff do not receive less due to cost of steps
  - Steps are eliminated from schedule
  - Proposed model results for those with longevity will be higher because longevity will be part of salary and will compound each year moving forward as part of the hourly rate increase

| Cust II | Current Model | Proposed Model | |
|---|---|---|---|
| 2015-16 | $16.00 | $16.00 | Base |
| 2016-17 | $16.24 | $16.24 | Year 1 |
| 2017-18 | $16.55 | $16.64 | Year 2 |
| 2018-19 | $16.76 | $16.89 | Year 3 |
| 2019-20 | $17.02 | $17.31 | Year 4 |
| 2020-21 | $17.44 | $17.74 | Year 5 |
| 2021-22 | $17.82 | $18.12 | + $0.29 / hr |

# Compensation Model Modifications

- LONGEVITY CHANGES
  - Longevity is currently provided at YOS increments for some groups
    - Static; Added above salary; not included in increase amounts
  - Longevity requires significant **manual** labor to track & update
  - Longevity will sunset as we transition for 2021-22
  - Longevity amounts rolled directly into salaries for those receiving it now
  - Increases going forward will compound the longevity amount each year

# Handbook Modifications

# Insurance Premiums and Rules

CURRENT LANGUAGE:

1. START DATE - Teachers start 1st day of employment & others start 1st of month following employment start date
2. DEDUCTIONS - Health Premium taken out of 1st PR ck & Dental Premium taken out of 2nd PR ck
3. END DATE - School Year staff resigning/ retiring are ended 1st of month following last day OR backdated to June 30th in some cases
4. NEW HIRE PREMIUM - Some new staff pay an additional 10% of their premiums during the first 6 months of their employment

PROPOSED LANGUAGE:

1. START DATE - All staff start on the 1st of the month following employment start date unless start date is first workday of the month
2. DEDUCTIONS - Health and Dental premiums will be taken out of each check throughout the year (except “extra” 2 checks when applicable)
3. END DATE - All school year staff that work to the end of the school year will continue insurance through August 31st regardless of notice date
4. NEW HIRE PREMIUM - No additional premium will be applied to any employee groups. New staff will pay the same as comparable veteran staff

# Time Off Modifications

CURRENT LANGUAGE:

1. Time off is earned and then can be used the next year
2. Personal Leave can only be used for specific reasons (not illness or vacation)
3. Sick Leave allocations are broken into Sick leave, dependent care and immediate family member

PROPOSED LANGUAGE:

1. Time off will be given up front upon hire for the year (prorated if needed). Anything used but not earned if someone leaves mid-year will be docked on final payroll
2. Personal Leave can be used for any reason that a person feels they need it
3. Sick Leave will be one bank and reasons can be any of the three prior categories

# ADDITIONAL HANDBOOK CHANGES

- “HOUSEKEEPING” CHANGES
  - Dates updated
  - Contact names and positions updated
  - Procedure updates such as “Snow Days” and “Exchange Days” to reflect current practice
  - 2021-22 School Calendar updated
  - Incorporate legally required edits such as notices for FMLA or Unemployment
  - Update policy links to ensure everything works appropriately
  - Reflect movement to True Time electronic time card procedures rather than paper references
- CURRICULUM PAY RATE ADJUSTMENT
  - Moving from $18/hr to $24/hr based on a review of area comparable rates

# Questions/Discussion?

# Staff Survey Results

## Wausau School District



Spring 2021

SCHOOL PERCEPTIONS
Measuring what matters

# SCHOOL PERCEPTIONS

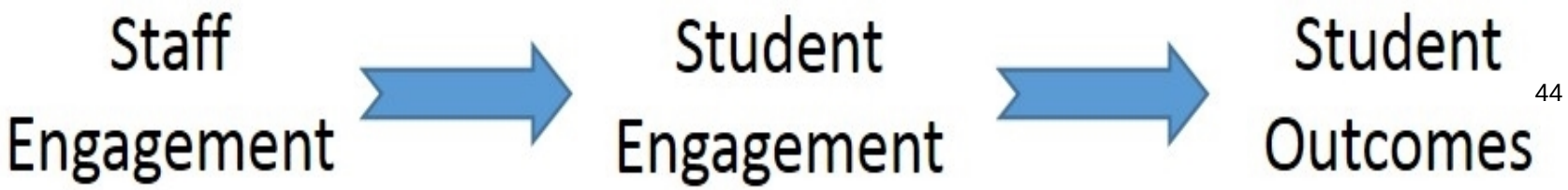
**Our mission is to help educational leaders gather, organize and use data to make strategic decisions.**

- Founded in 2002 to provide independent and unbiased research
- Conducted over 10,000 staff, parent, and student, and community surveys for school improvement
- Helped more than 700 districts navigate the strategic planning and referendum planning process



SCHOOL PERCEPTIONS
Measuring what matters

# What We Know:






SCHOOL PERCEPTIONS
Measuring what matters

# Survey Summary

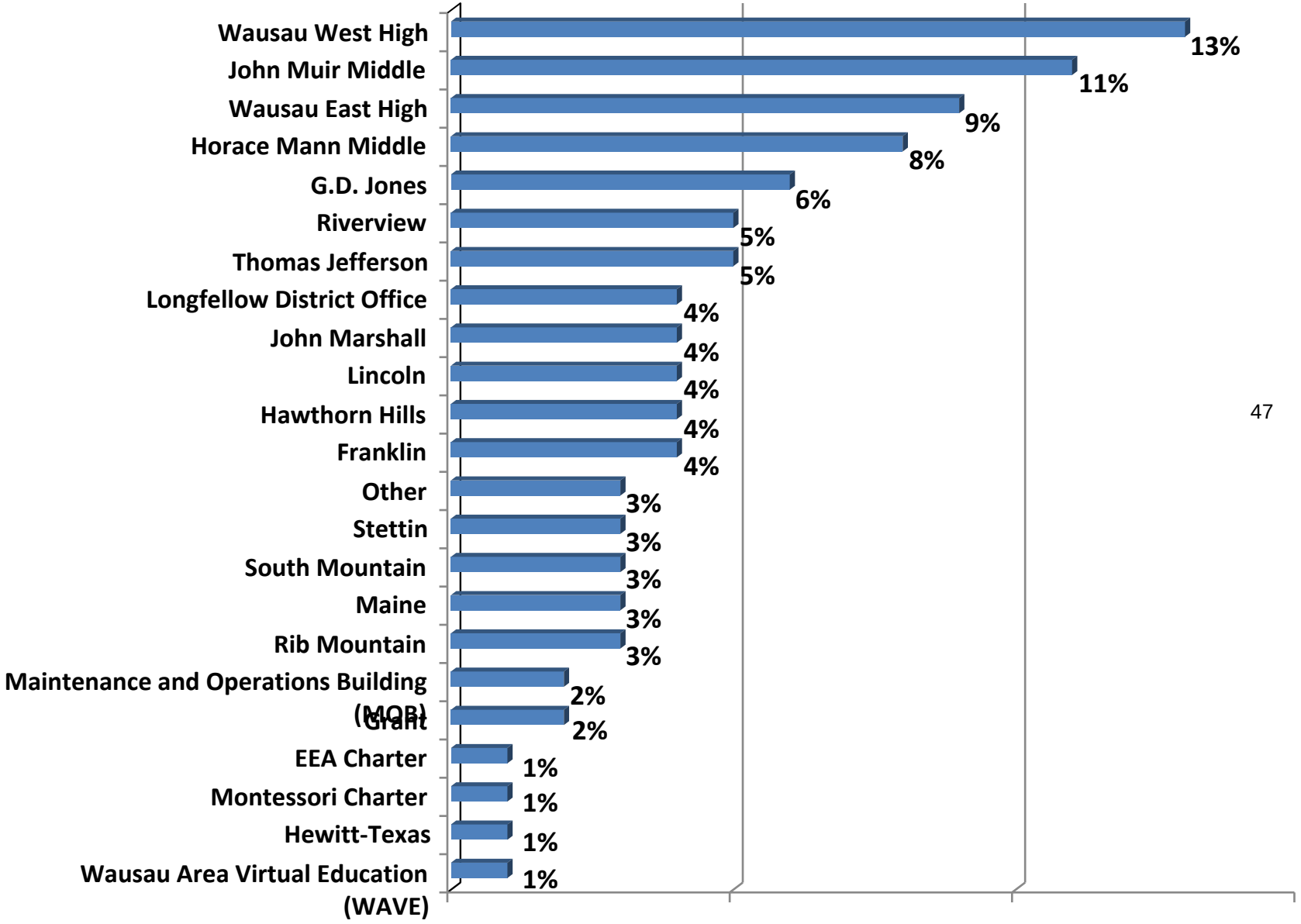
- The Staff Survey was conducted in late April through early May 2021.
- All staff members received a survey invitation via email, which contained a unique access code. Each access code could only be used once to take the survey.
- Number of responses: 865
- Participation rate: 67%



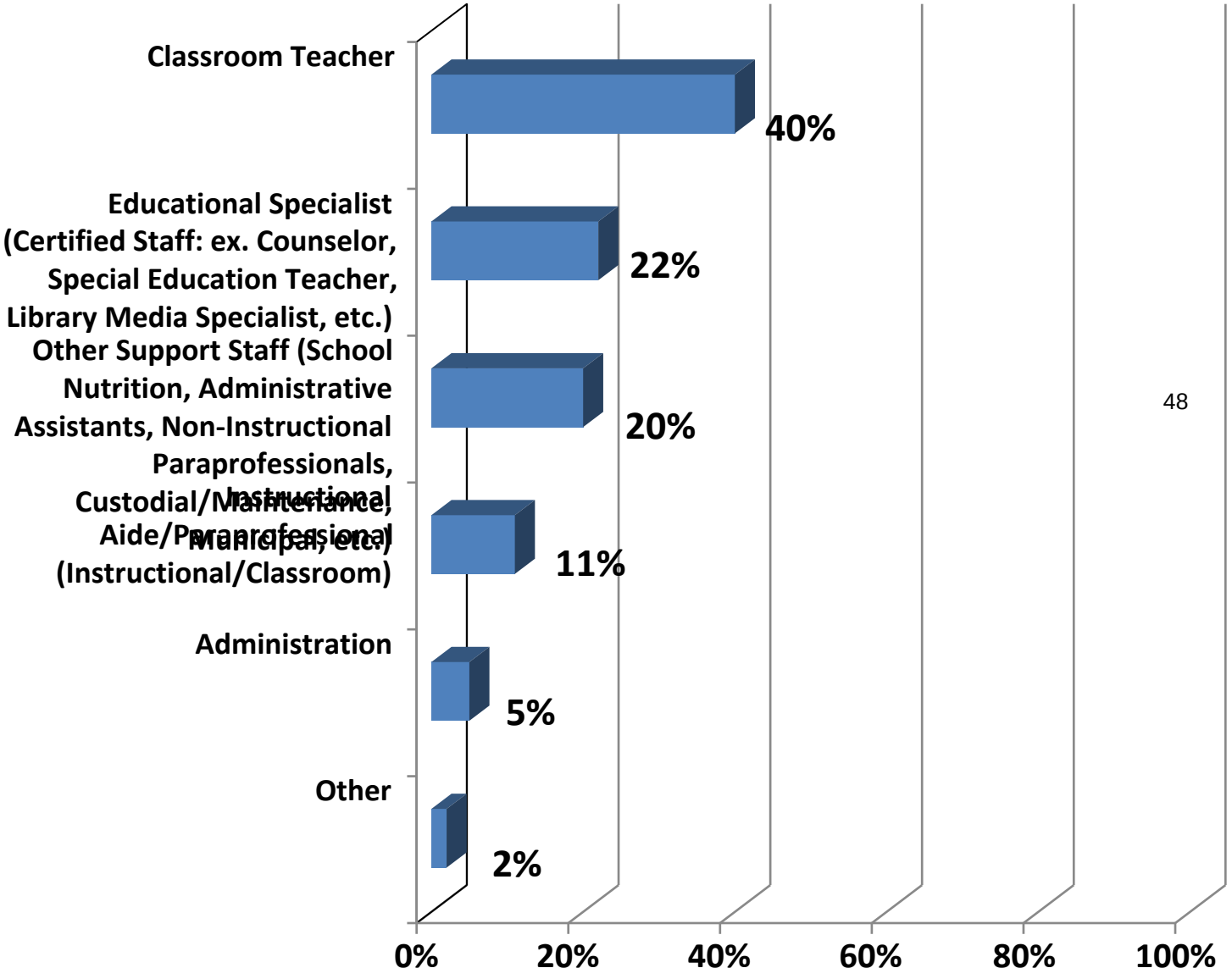
SCHOOL PERCEPTIONS
Measuring what matters

# Respondent Information

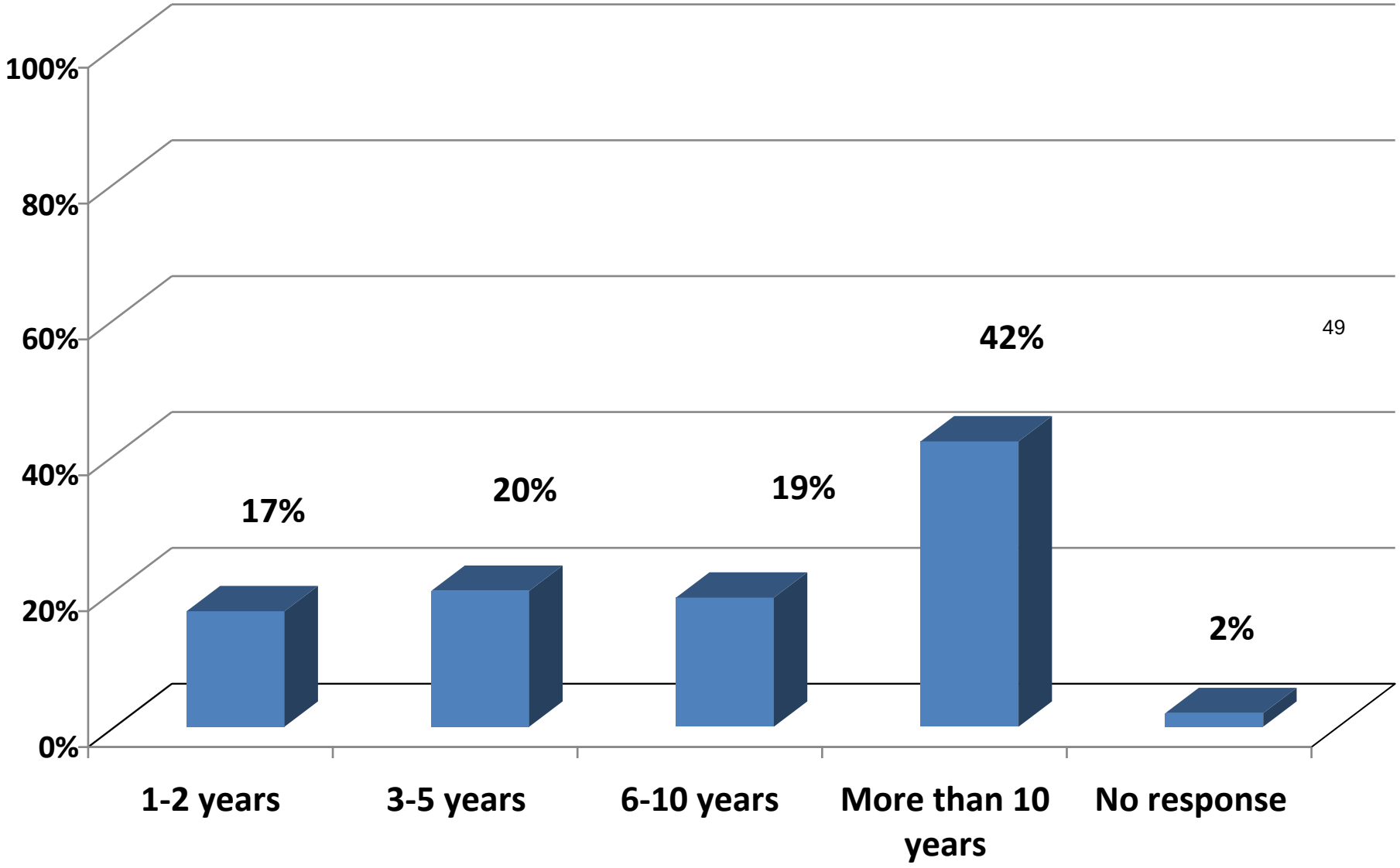
# At which location do you spend the most time?



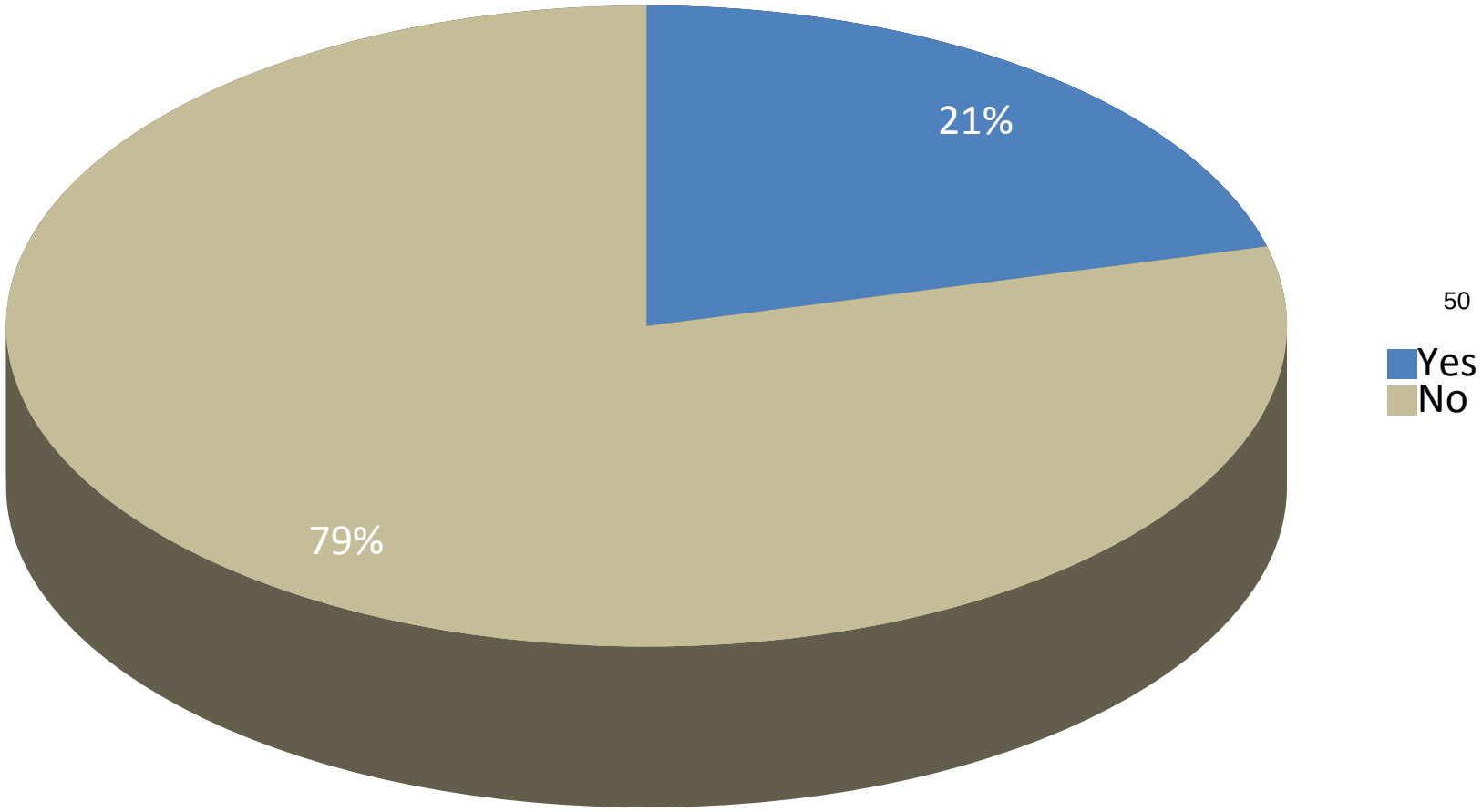
# What best describes your position?



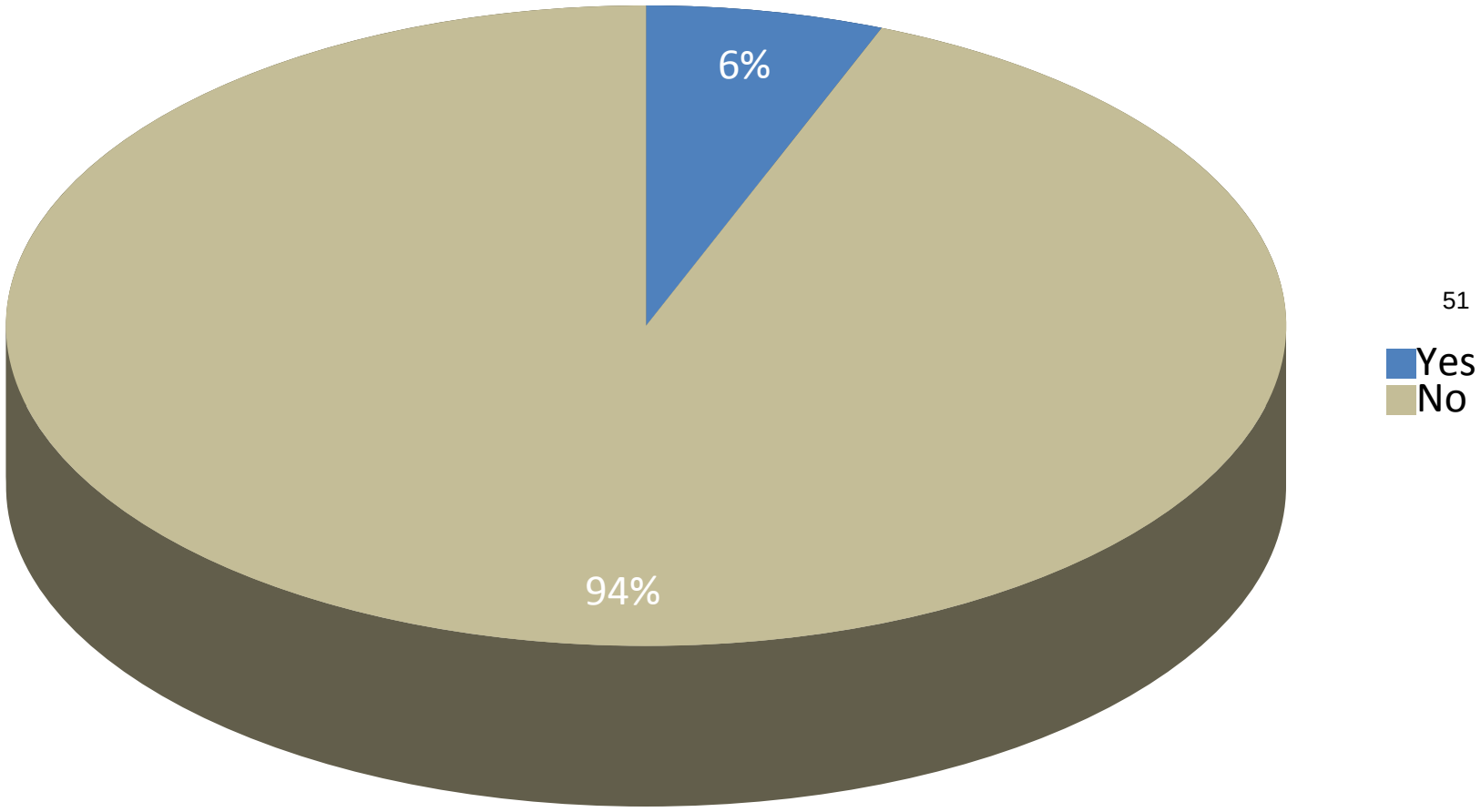
# Including the current year, how many years have you worked for this District?



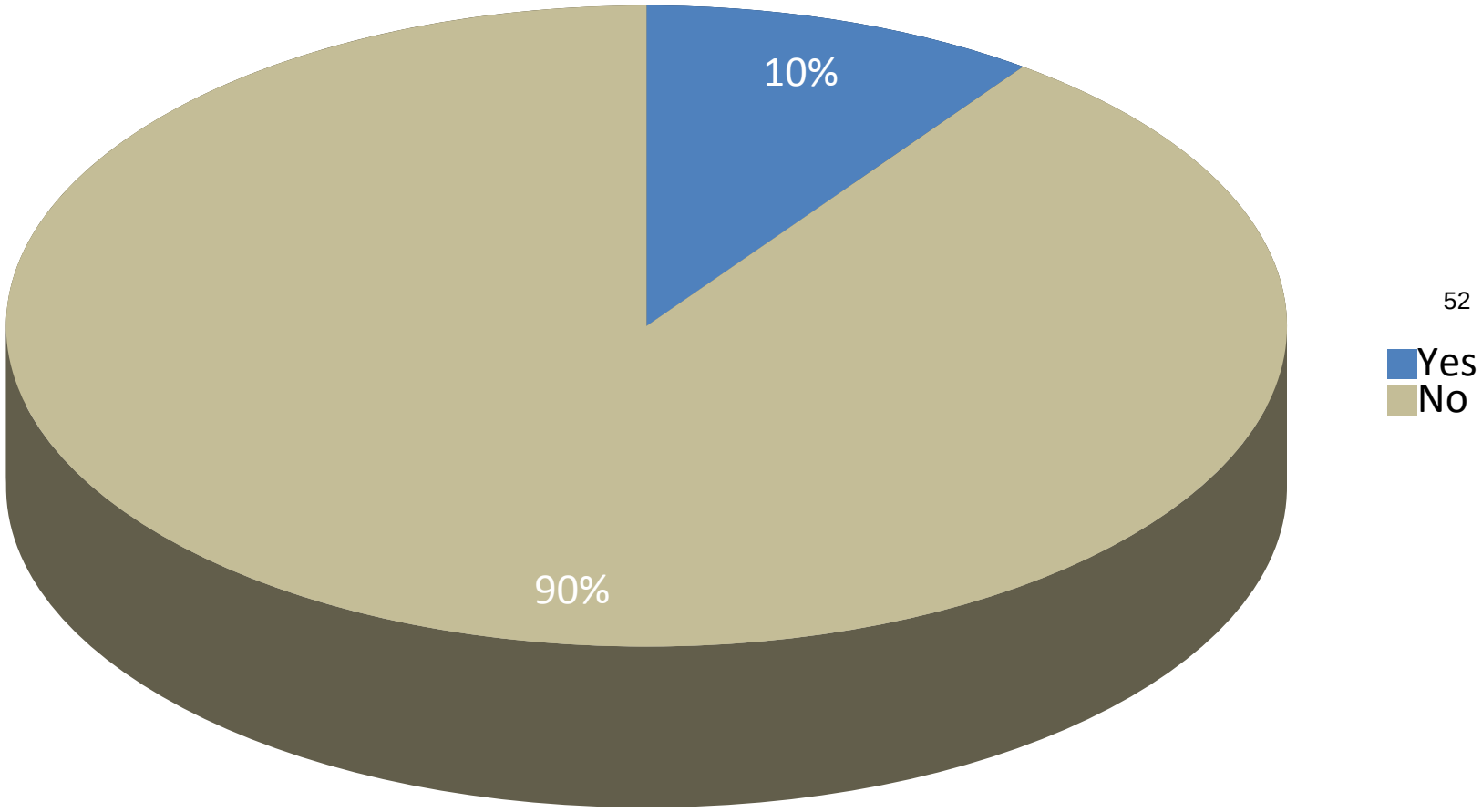
# Do you work in Special Education?



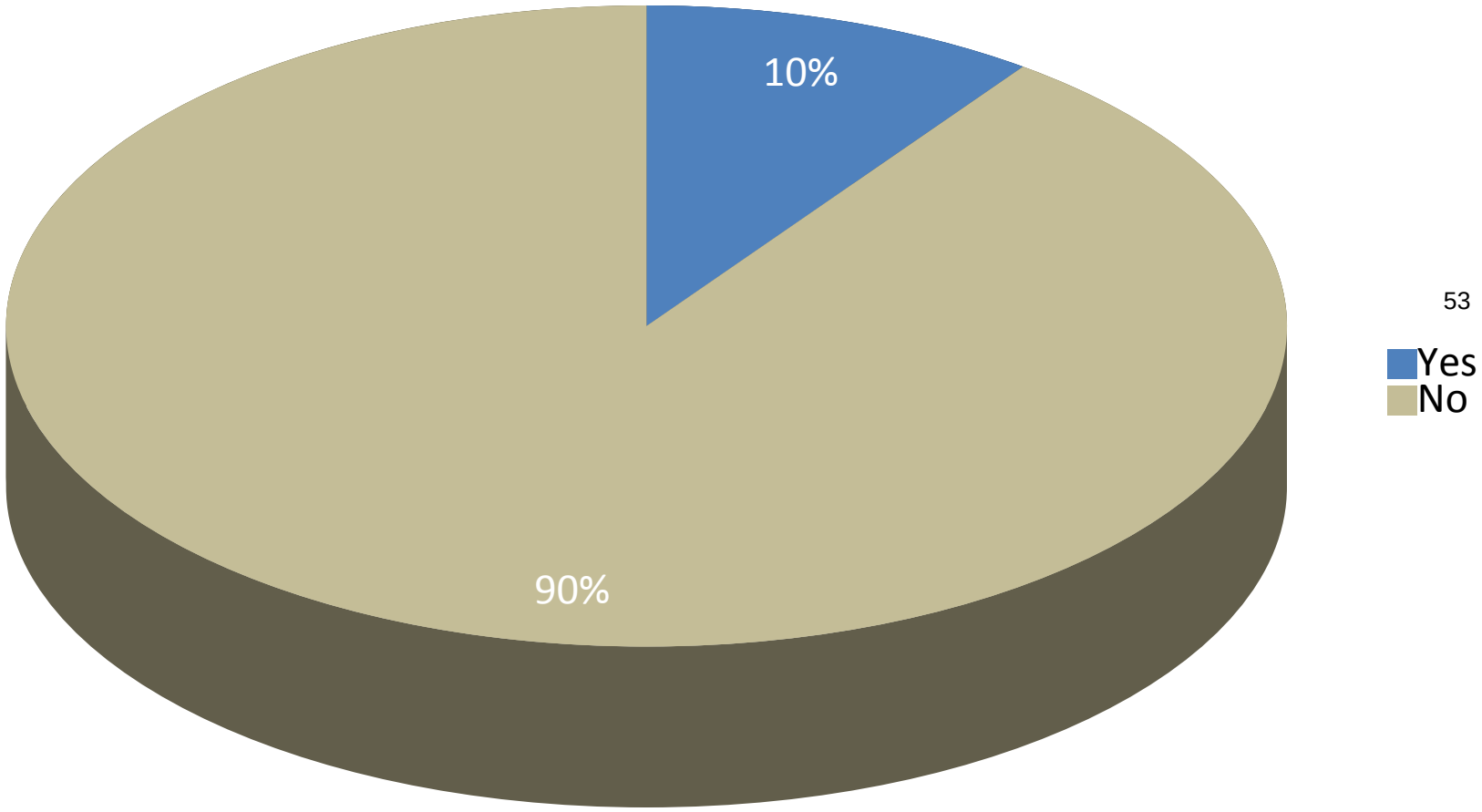
# Do you work in the Pupil Services Department?



# Are you a traveling teacher?

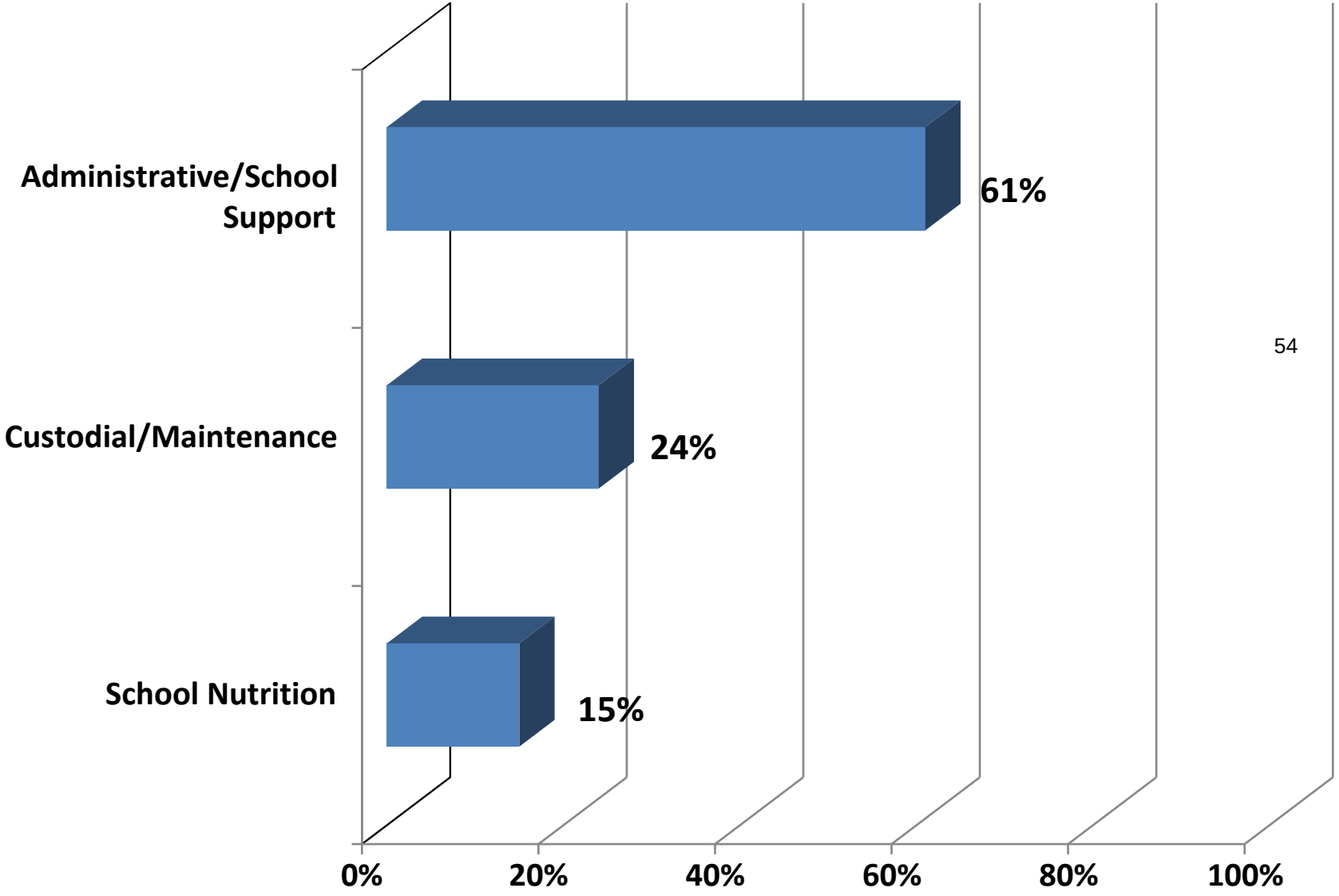


# Are you teaching in the fully virtual learning model this year?



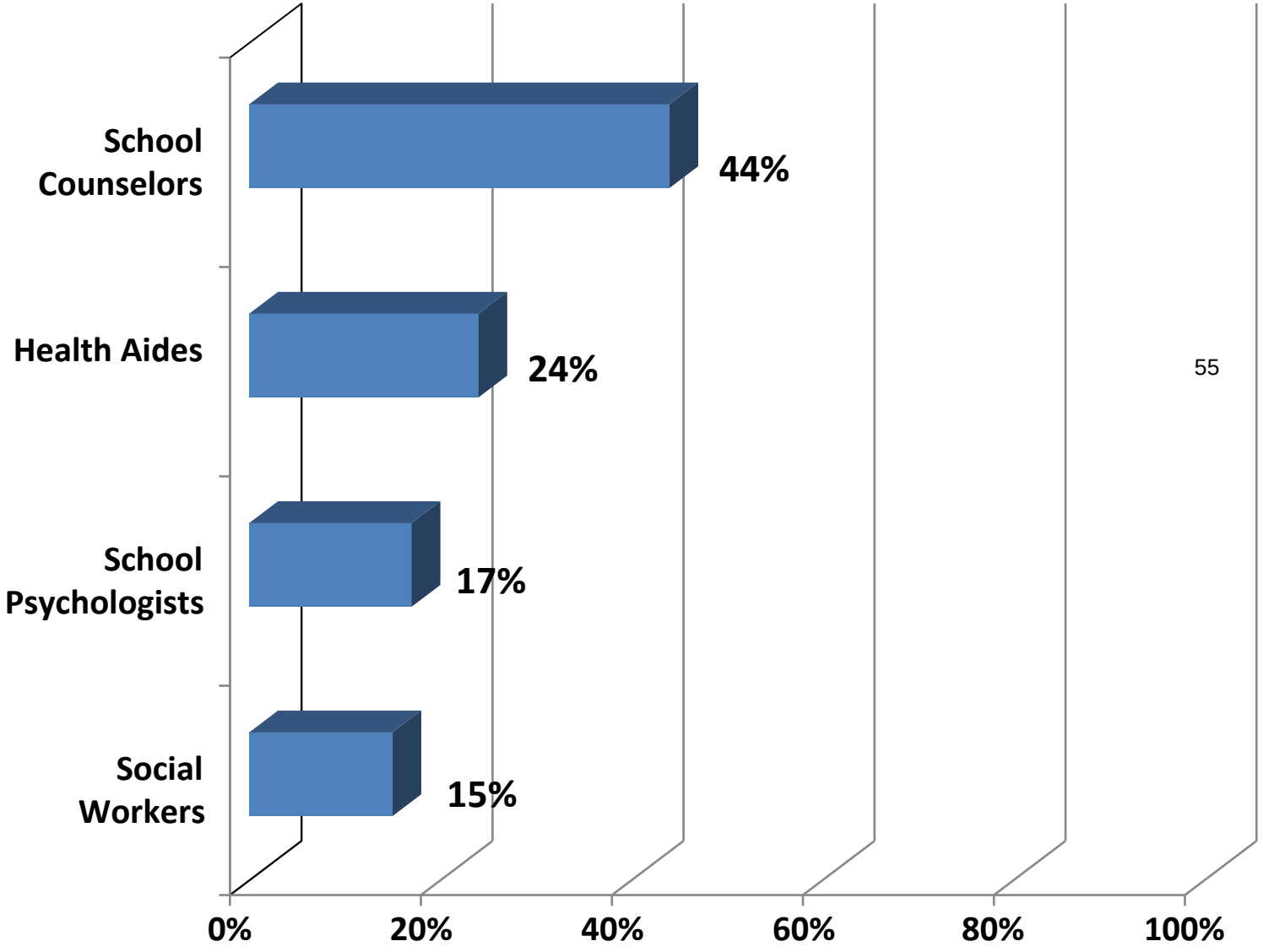
# Support Staff

I work in:



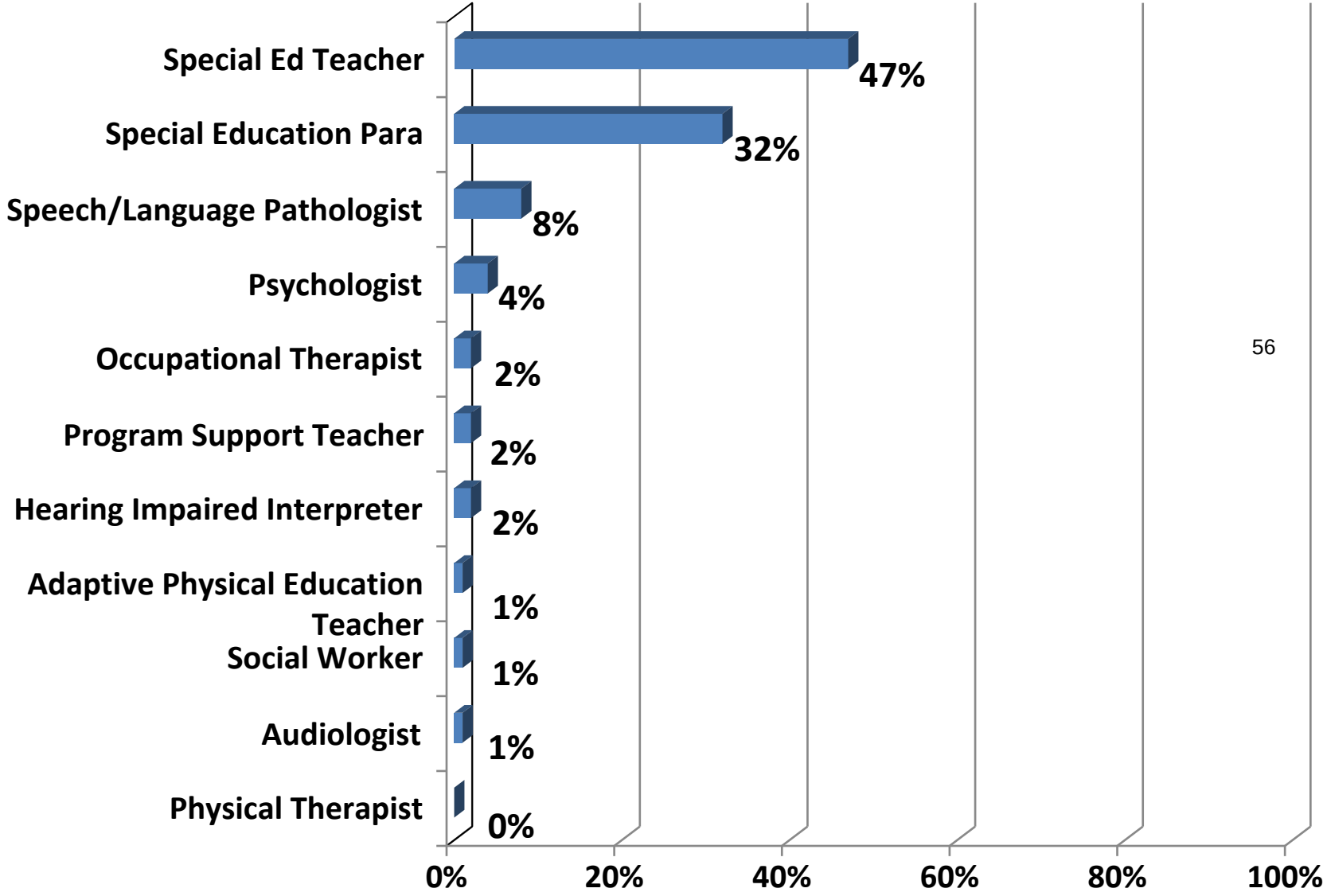
# Pupil Services

## What is your position?



# Special Education Staff

## What is your position?



# Survey Responses

# Planning

To provide a quality education for all students, please check a maximum of five of your highest priorities:

| Item | % Yes |
|---|---|
| Provide additional intervention/support services for struggling students | 69% |
| Better prepare students for life after high school—whether this be college or career | 56% |
| Provide additional counseling, psychologist and social work services (pupil services) | 46% |
| Develop innovative programs to improve student learning | 44% |
| Increase the number of hands-on/project-based learning opportunities | 37% |
| Receive training/development opportunities to enhance staff skills | 32% |
| Expand services to students with special needs | 29% |
| Increase parent/guardian and community communications | 29% |
| Improve school safety and security | 25% |
| Increase STEM (Science, Technology, Engineering and Math) opportunities | 20% |
| Increase co-curricular and extra-curricular programs (e.g. music, arts, athletics, etc.) | 19% |
| Develop additional community/business partnerships | 13% |
| Expand students and staff technology access | 11% |
| Increase the number of AP (Advanced Placement)/honors courses/IB (International Baccalaureate) | 5% |

# Change Readiness

*Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)*

| Item | % Strongly agree/ Agree | Average (n) | Percentile |
|---|---|---|---|
| There is a process for evaluating the effectiveness of new initiatives. | 60% | 3.13 (626) | 49 |
| Our District strives to achieve consensus on areas that need improvement. | 65% | 3.28 (750) | 43 |
| Our District is committed to making needed improvements as they are identified. | 73% | 3.49 (771) | 38 |
| Our District has a culture of open dialogue. | 65% | 3.26 (785) | 25 |

# Student Achievement

*Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)*

| Item | % Strongly agree/ Agree | Average (n) | Percentile |
|---|---|---|---|
| Students have access to additional support when needed. | 72% | 3.53 (577) | 66 |
| The social and emotional needs of students are being met. | 55% | 3.10 (573) | 62 |
| Learning targets and curriculum objectives for my job assignment are clear. | 90% | 3.96 (567) | 46 |
| I have been provided the resources to achieve District learning targets and curriculum objectives. | 78% | 3.66 (555) | 41 |
| Overall, the school offers a high quality academic program. | 90% | 3.95 (575) | 38 |
| The academic needs of students are being met. | 73% | 3.49 (581) | 25 |
| The school's curriculum represents the diverse backgrounds of my students. | 67% | 3.38 (545) | 24 |

# Engagement

*Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)*

| Item | % Strongly agree/ Agree | Average (n) | Percentile |
|---|---|---|---|
| The amount of work I am asked to do is reasonable. | 72% | 3.52 (791) | 58 |
| My job is personally satisfying. | 93% | 4.14 (789) | 34 |
| I would recommend this District to others seeking employment. | 77% | 3.68 (739) | 25 |
| It would take a lot to get me to leave this District. | 65% | 3.40 (729) | 23 |
| I enjoy being involved in District affiliated activities outside of the normal school day. | 73% | 3.57 (642) | 17 |
| I am proud of our District. | 79% | 3.68 (754) | 15 |
| My work contributes to the success of our District. | 97% | 4.24 (776) | N/A |

# Communication

*Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)*

| Item | % Strongly agree/ Agree | Average (n) | Percentile |
|---|---|---|---|
| School board policies and procedures affecting me are available and clearly communicated. | 81% | 3.72 (760) | 55 |
| School/department information is communicated effectively to me. | 79% | 3.69 (775) | 62<br>46 |
| I am kept informed about matters important to my work. | 79% | 3.64 (776) | 41 |
| I feel comfortable sharing my ideas and opinions. | 70% | 3.46 (769) | 41 |
| The District clearly communicates with me about important issues. | 75% | 3.56 (776) | 25 |
| I have a good understanding of the goals of the District. | 78% | 3.67 (768) | 21 |

# How would you rate the communication from:

*Great (4), Good (3), Fair (2), Poor (1)*

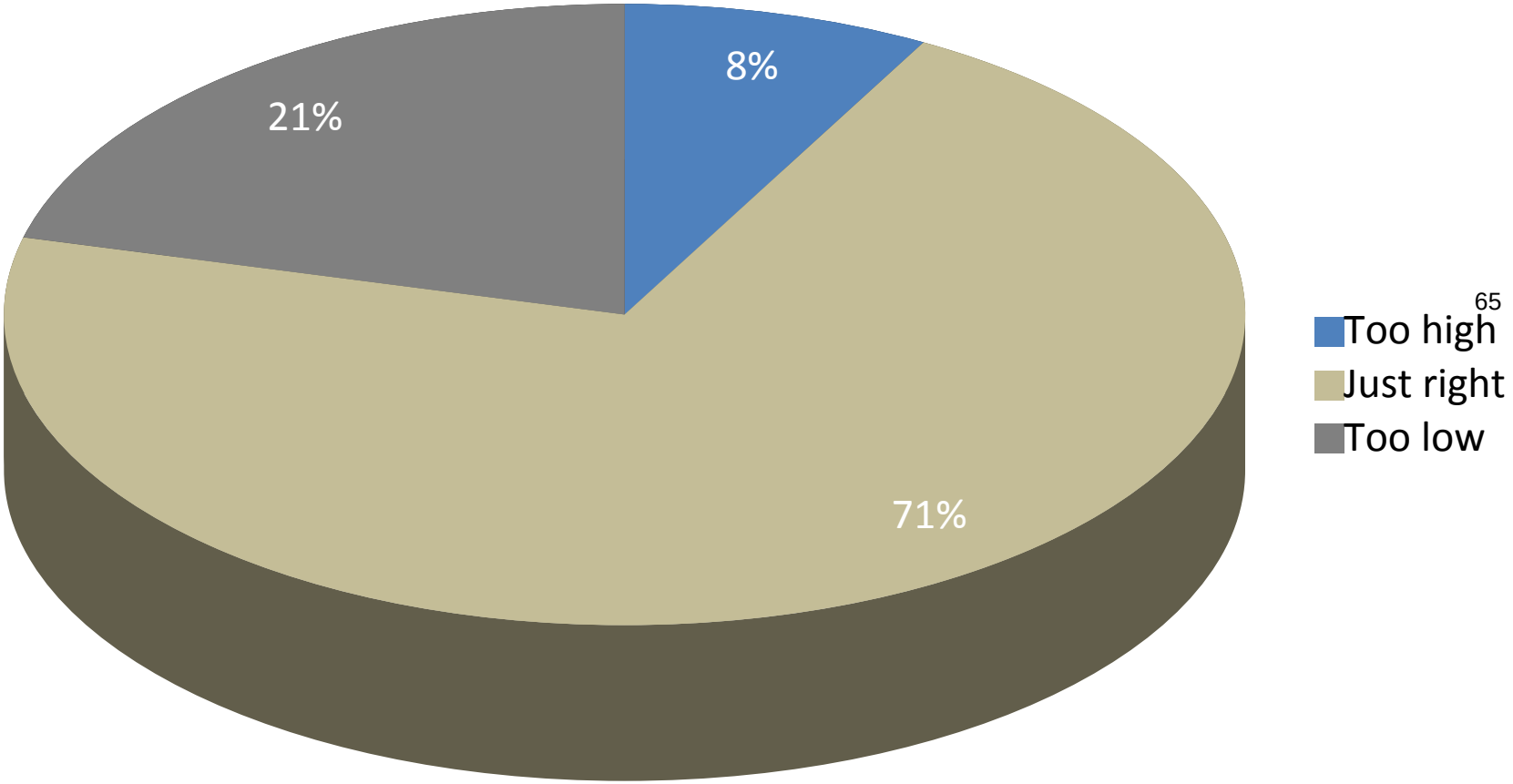
| Item | % Great/ Good | Average (n) | Percentile |
|---|---|---|---|
| Technology Services | 85% | 3.12 (734) | 53 |
| Custodians/Maintenance | 84% | 3.13 (703) | 63<br>35 |
| District Administration | 60% | 2.62 (739) | 22 |
| Principal/Building Administration | 76% | 3.08 (737) | 20 |
| School Board | 51% | 2.44 (721) | 7 |
| School Nutrition | 79% | 3.01 (640) | N/A |

# Culture

*Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)*

| Item | % Strongly agree/ Agree | Average (n) | Percentile |
|---|---|---|---|
| My co-workers are willing to help me when I have a heavy workload. | 94% | 4.31 (761) | 78 |
| I have adequate opportunities to participate in decisions that affect me. | 74% | 3.62 (759) | 64<br>59 |
| Our school/department operates as a team. | 84% | 3.93 (768) | 57 |
| I can bring about change in my school/department. | 82% | 3.84 (754) | 54 |
| Our school/department works hard to find ways to improve. | 89% | 4.05 (769) | 34 |
| Our school/department is effective at assimilating new employees. | 76% | 3.64 (740) | 32 |

# The academic expectations of our students are:



# **Work Environment** (Slide 1/2)

*Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)*

| Item | % Strongly agree/ Agree | Average (n) | Percentile |
|---|---|---|---|
| I have enough time to do my job effectively. | 72% | 3.57 (771) | 99 |
| Based on my interactions with students, I feel safe at work. | 95% | 4.20 (742) | 93 |
| Student discipline is handled in a consistent manner by all staff. | 54% | 3.04 (695) | 88 |
| Our classrooms, building and grounds are well maintained. | 93% | 4.22 (773) | 83 |
| I am satisfied with the technology support available to me. | 95% | 4.19 (765) | 66 |
| I receive the training I need to do my job effectively. | 85% | 3.87 (768) | 62 |

# **Work Environment** (Slide 2/2)

*Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)*

| Item | % Strongly agree/ Agree | Average (n) | Percentile |
|---|---|---|---|
| I have the flexibility to do my job the way that I think is most effective. | 85% | 3.96 (764) | 60 |
| Based on my interactions with other adults, I feel safe at work. | 98% | 4.38 (773) | 67<br>52 |
| I am satisfied with the technology available to me. | 89% | 4.04 (767) | 49 |
| I feel supported by leadership when I make a decision. | 86% | 3.92 (749) | 46 |
| I have the materials and supplies I need to do my job effectively. | 86% | 3.93 (772) | 36 |
| I feel valued by our community. | 59% | 3.19 (718) | 4 |

# Health and Wellness

*Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)*

| Item | % Strongly agree/ Agree | Average (n) | Percentile |
|---|---|---|---|
| The pace of implementing new initiatives is appropriate. | 74% | 3.51 (686) | 82 |
| I am able to sustain a healthy work-life balance. | 76% | 3.61 (760) | 75 |
| I manage my stress well. | 82% | 3.76 (756) | 70 |
| I get enough sleep. | 70% | 3.48 (757) | 58 |
| I engage in healthy nutritional practices. | 89% | 3.95 (752) | 54 |
| I engage in 30 or more minutes of physical activity 3 or more times per week. | 78% | 3.79 (757) | 54 |
| Our District's wellness program is effective. | 78% | 3.63 (582) | N/A |

# Development and Recognition

*Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)*

| Item | % Strongly agree/ Agree | Average (n) | Percentile |
|---|---|---|---|
| I have adequate opportunities for training/professional development. | 72% | 3.48 (704) | 62 |
| The District's professional learning days are organized and well-planned. | 65% | 3.33 (592) | 52 |
| I receive credit and recognition when I do a good job. | 69% | 3.43 (737) | 43 |
| I receive meaningful and timely feedback that helps me improve my performance. | 73% | 3.52 (709) | 41 |

# Compensation and Benefits

*Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)*

| Item | % Strongly agree/ Agree | Average (n) | Percentile |
|---|---|---|---|
| Pay practices are administered consistently for all employees. | 63% | 3.26 (595) | 72<br>70 |
| My pay is fair in relation to my job responsibilities. | 49% | 2.89 (752) | 55 |
| I am satisfied with my benefits. | 78% | 3.64 (723) | 46 |
| I am satisfied with my pay. | 52% | 2.98 (762) | 39 |
| My benefits are competitive with similar jobs I might find elsewhere. | 72% | 3.48 (665) | 18 |

# Building Leadership

*Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)*

| Item | % Strongly agree/ Agree | Average (n) | Percentile |
|---|---|---|---|
| Building leadership is consistent when administering policies concerning employees. | 81% | 3.90 (624) | 71<br>40 |
| My principal is an effective leader. | 84% | 4.05 (638) | 38 |
| I trust the leadership in my building. | 83% | 3.96 (659) | 36 |

# District Administration

*Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)*

| Item | % Strongly agree/ Agree | Average (n) | Percentile |
|---|---|---|---|
| District administration is consistent when administering policies concerning employees. | 73% | 3.51 (618) | 49 72 |
| District administration is responsive to major concerns of employees. | 65% | 3.34 (638) | 43 |
| I trust the District's leadership. | 68% | 3.40 (703) | 36 |
| District administration is doing what it takes to make our District successful. | 71% | 3.50 (666) | 32 |
| The Superintendent/District Administrator presents a positive image to our community. | 82% | 3.81 (714) | 28 |

# Department Leadership

*Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)*

| Item | % Strongly agree/ Agree | Average (n) | Percentile |
|---|---|---|---|
| I trust the leadership in my department. | 90% | 4.18 (145) | 73<br>N/A |
| My department supervisor is an effective leader. | 89% | 4.18 (142) | N/A |
| Department leadership is consistent when administering policies concerning employees. | 91% | 4.15 (129) | N/A |

# School Board

*Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)*

| Item | % Strongly agree/ Agree | Average (n) | Percentile |
|---|---|---|---|
| The School Board appropriately balances the mission of the District with fiscal responsibility. | 75% | 3.49 (630) | 74<br>5 |
| The School Board is doing what it takes to make our District successful. | 59% | 3.13 (651) | 5 |
| The School Board presents a positive image to our community. | 44% | 2.77 (668) | 5 |

# **Collaboration** (Slide 1/2)

*Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)*

| Item | % Strongly agree/Agree | Average (n) | Percentile |
|---|---|---|---|
| Time is provided to facilitate collaborative work. | 87% | 3.89 (461) | 99 |
| School staff work together and apply new knowledge to solve problems. | 93% | 4.04 (460) | 86 |
| The staff plan and work together to search for solutions to create an optimal learning environment. | 92% | 3.98 (459) | 86 75 |
| Respectful relationships exist among staff that reflect commitment to school improvement efforts. | 93% | 4.01 (457) | 61 |
| Individuals and teams have the opportunity to apply learning and share the results of their practices. | 86% | 3.82 (449) | 61 |
| A variety of opportunities and structures exist for collaboration and open dialogue. | 82% | 3.74 (451) | 61 |
| The school schedule promotes collective learning and shared practice. | 81% | 3.73 (449) | 61 |
| A collaborative process exists for developing shared goals among staff. | 82% | 3.72 (443) | 61 |
| Communication systems promote a flow of information among staff. | 81% | 3.67 (457) | 61 |

# **Collaboration** (Slide 2/2)

*Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)*

| Item | % Strongly agree/Agree | Average (n) | Percentile |
|---|---|---|---|
| Opportunities exist for common planning between buildings. | 48% | 2.92 (428) | 61 |
| The proximity of grade level and department personnel allows for ease in collaborating with colleagues. | 82% | 3.74 (443) | 49 |
| My yearly evaluation/observation process provides me with valuable feedback. | 75% | 3.54 (402) | 49 |
| Decision-making takes place through committees and communication across grade and subject areas. | 76% | 3.57 (440) | 36 |
| Opportunities are provided for staff to initiate change. | 72% | 3.46 (443) | 36 |
| Opportunities exist for staff to observe peers and offer encouragement. | 60% | 3.20 (438) | 24 |
| The staff informally share ideas and suggestions for improving student learning. | 93% | 4.08 (466) | 11 |
| Opportunities exist for coaching and mentoring. | 76% | 3.56 (442) | 11 |

# Job Satisfaction

Please check up to four of your most important job satisfaction factors:

| Item | % Yes |
|---|---|
| Compensation/Salary | 61% |
| Meaningful work | 49% |
| Good leadership | 48% |
| Benefits | 44% |
| Healthy culture/working conditions | 42% |
| Support from co-workers | 35% |
| Job security | 23% |
| Effective communications | 21% |
| Support from supervisors | 19% |
| Personal growth | 17% |
| Feeling safe in the workplace | 15% |
| Job training/professional development | 8% |
| Recognition | 5% |

# Equity

*Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)*

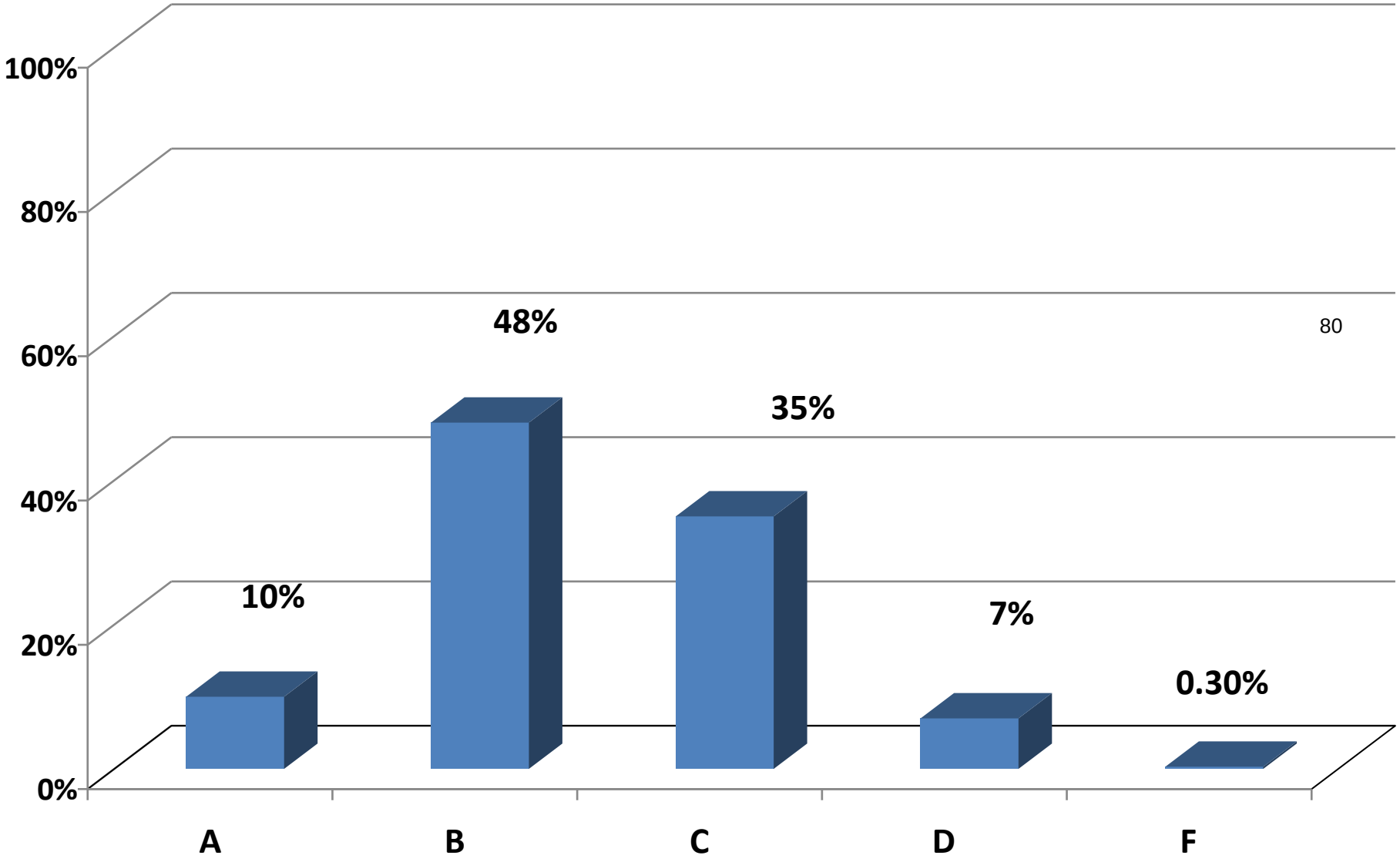
| Item | % Strongly agree/Agree | Average (n) | Percentile |
|---|---|---|---|
| All students in our school are treated fairly when disciplined. | 80% | 3.76 (639) | 74 |
| All students in our school are accepted for their values and beliefs. | 92% | 4.12 (697) | 70 |
| All students in our school are treated with respect. | 91% | 4.10 (710) | 70 |
| All students in our school are given equitable opportunities to learn and experience success. | 86% | 3.97 (707) | 70 |
| Our school works to honor and celebrate the culture and background of our students. | 86% | 3.92 (681) | 70 |
| I have the training I need to understand the background and culture of the students with whom I work. | 80% | 3.77 (682) | 42 |
| Our school has a process to ensure every student has a connection with at least one adult in the school. | 84% | 3.93 (631) | 13 |

# Overall Satisfaction

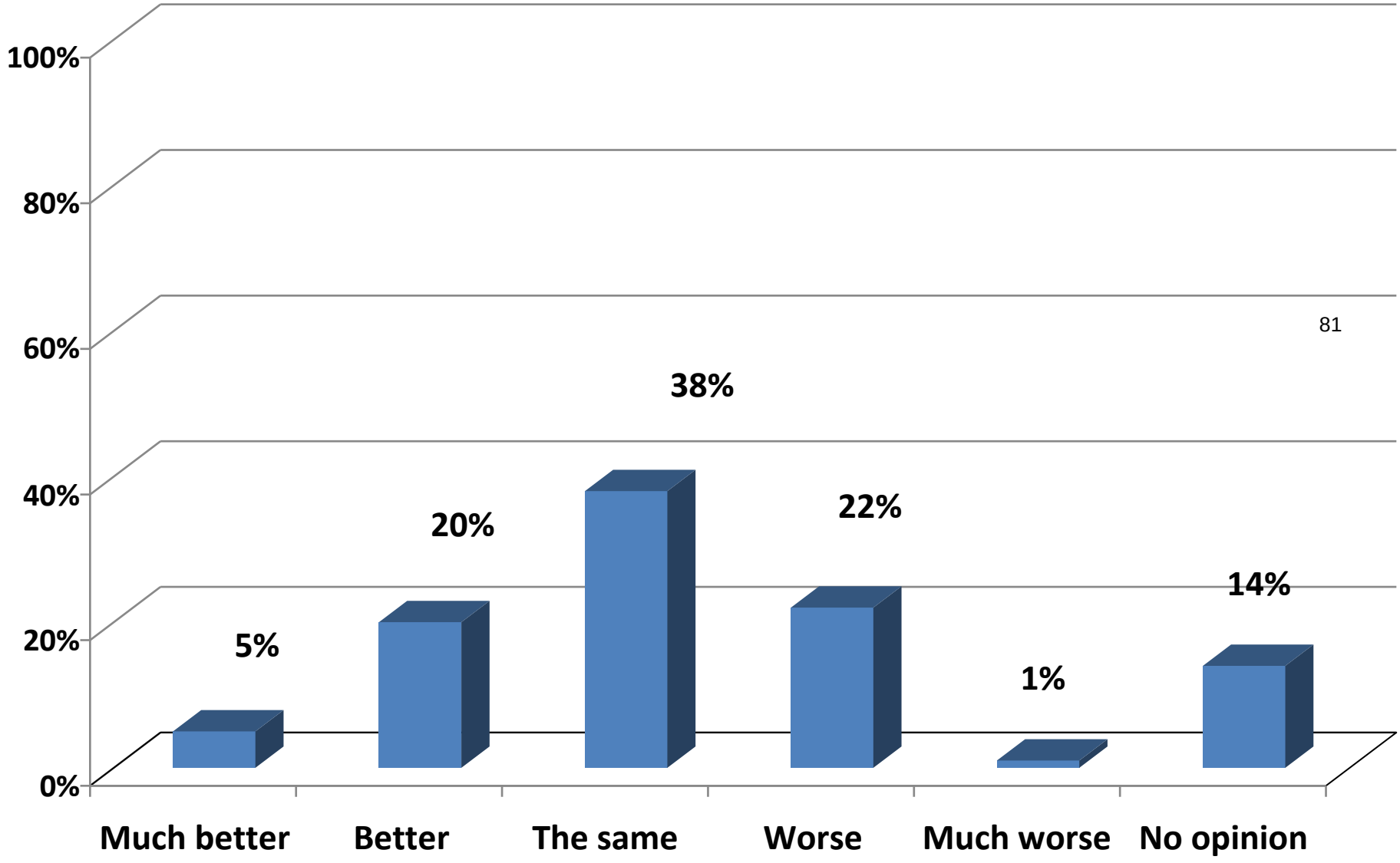
*Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)*

| Item | % Strongly agree/ Agree | Average (n) | Percentile |
|---|---|---|---|
| I am satisfied with the financial management of the District. | 74% | 3.53 (611) | 32<br>79 |
| All things considered, this District is a good place to work. | 87% | 3.86 (706) | 20 |
| The District has improved in the past year. | 50% | 2.96 (614) | 10 |
| Our community supports education. | 57% | 3.11 (677) | 5 |

# What grade would you give us?



# How would you rate the District compared to neighboring public school districts?



# School Perceptions
# Staff Engagement Indexes



There are 13 indexes of staff engagement. The Staff Engagement Survey has key questions that feed each one, thus, producing an index score. The score is the average of the responses from these key questions.

# 13 Indexes of Staff Engagement

**People**

- ✓ Control over your work environment
- ✓ Health/Stress management/Wellness
- ✓ Workload
- ✓ Affirmation

**Place**

- ✓ Equipped
- ✓ Collaboration/Teamwork
- ✓ Culture of educational excellence
- ✓ Trust in building leadership

**Process**

- ✓ Public/Parent support/trust
- ✓ Planning/Improvement process
- ✓ Trust in District leadership
- ✓ Communications
- ✓ Equity

# People

- Control over your work environment

  I can control the variables that determine success

- Health/Stress Management/Wellness

  My stress level is sustainable



- Workload

  My workload/life balance is sustainable

- Affirmation

  I am valued, including compensation, recognition from leadership and supported by our community

# Place

- Equipped
  I have the tools and training to be successful
- Collaboration/Teamwork
  I have the support of my coworkers and healthy working relationships
- Culture of educational excellence
  We have high expectations and pride in our work
- Trust in building leadership
  I trust our building leadership

# Process

- Public/Parent Support/Trust

  We are supported and trusted by our parents/community

- Planning/Improvement Process

  We have an effective planning process with continuous feedback, review and adjustment



- Trust in District leadership

  I trust our District Administration and School Board

- Communications

  Information is shared with me in a timely and effective manner

- Equity

  All students and families are treated with respect, accepted for their values and beliefs, and provided what they need to learn

# How do your index scores compare to similarly sized schools?

*Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)*

| Index | Average (n) | Comparison | Percentile |
|---|---|---|---|
| Equity | 3.99 (710) | 3.91 | 71 |
| Workload | 3.71 (791) | 3.57 | 67 |
| Health/Stress management/Wellness | 3.58 (757) | 3.54 | 57 |
| Control over your work environment | 3.84 (830) | 3.82 | 56 |
| Collaboration/Teamwork | 3.93 (839) | 3.94 | 54 |
| Equipped | 3.65 (772) | 3.67 | 53 |
| Trust in building leadership | 3.88 (730) | 3.87 | 51 |
| Culture of educational excellence | 3.52 (581) | 3.55 | 48 |
| Planning/Improvement process | 3.29 (785) | 3.38 | 39 |
| Communications | 3.65 (776) | 3.73 | 36 |
| Affirmation | 3.31 (762) | 3.53 | 33 |
| Trust in District leadership | 3.41 (666) | 3.74 | 23 |
| Public/Parent support/trust | 3.30 (714) | 3.92 | 18 |

# Thank you!

Parent Surveys - Staff Surveys - Student Surveys - Community Surveys

www.schoolperceptions.com

(262) 644-4300

# Parent Survey Results

## Wausau School District



Spring 2021

SCHOOL PERCEPTIONS
Measuring what matters

# SCHOOL PERCEPTIONS

**Our mission is to help educational leaders gather, organize and use data to make strategic decisions.**

- Founded in 2002 to provide independent and unbiased research
- Conducted over 10,000 parent, staff, student, and community surveys for school improvement
- Helped more than 700 districts navigate the strategic planning and referendum planning process



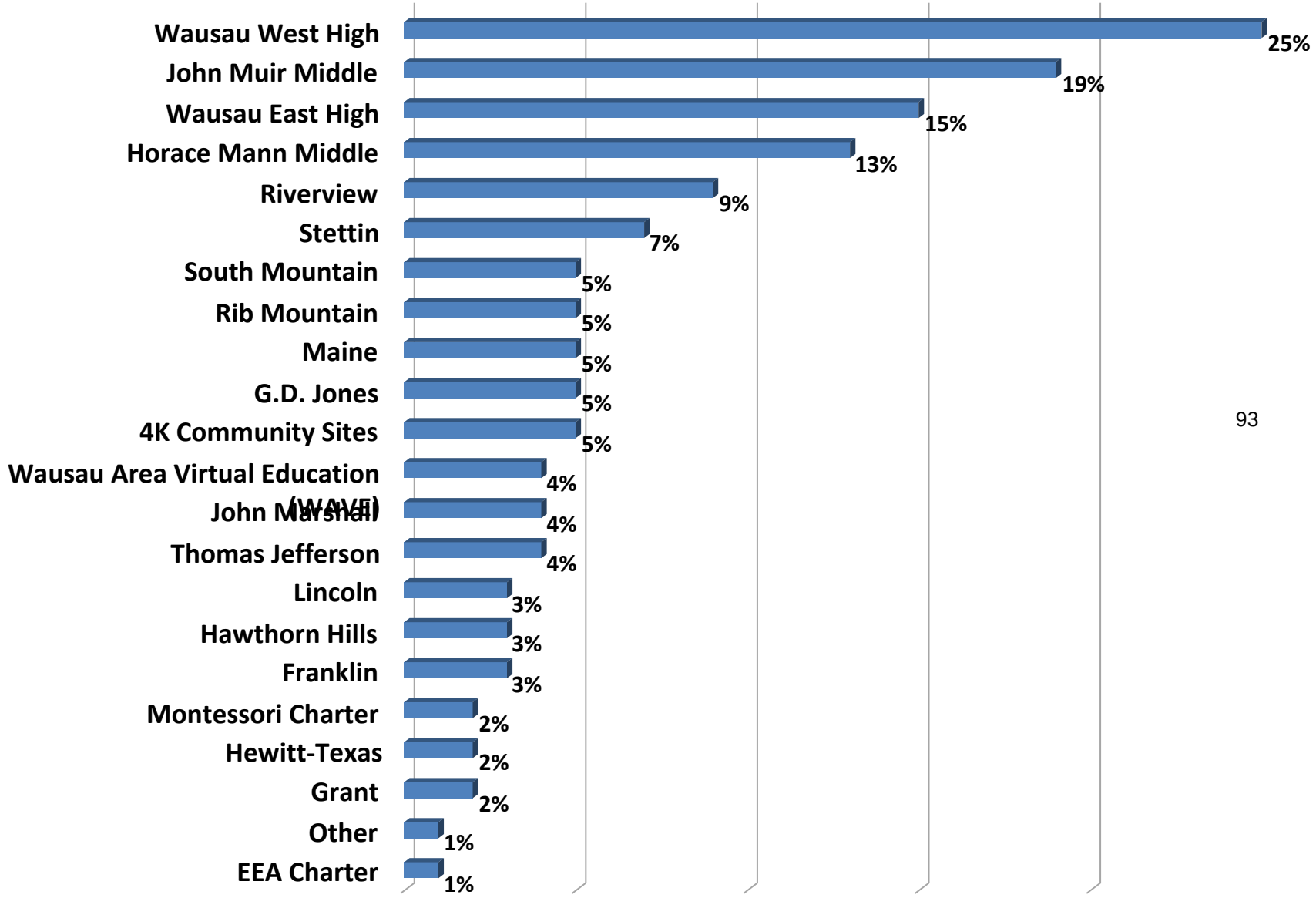
SCHOOL PERCEPTIONS

# Survey Summary

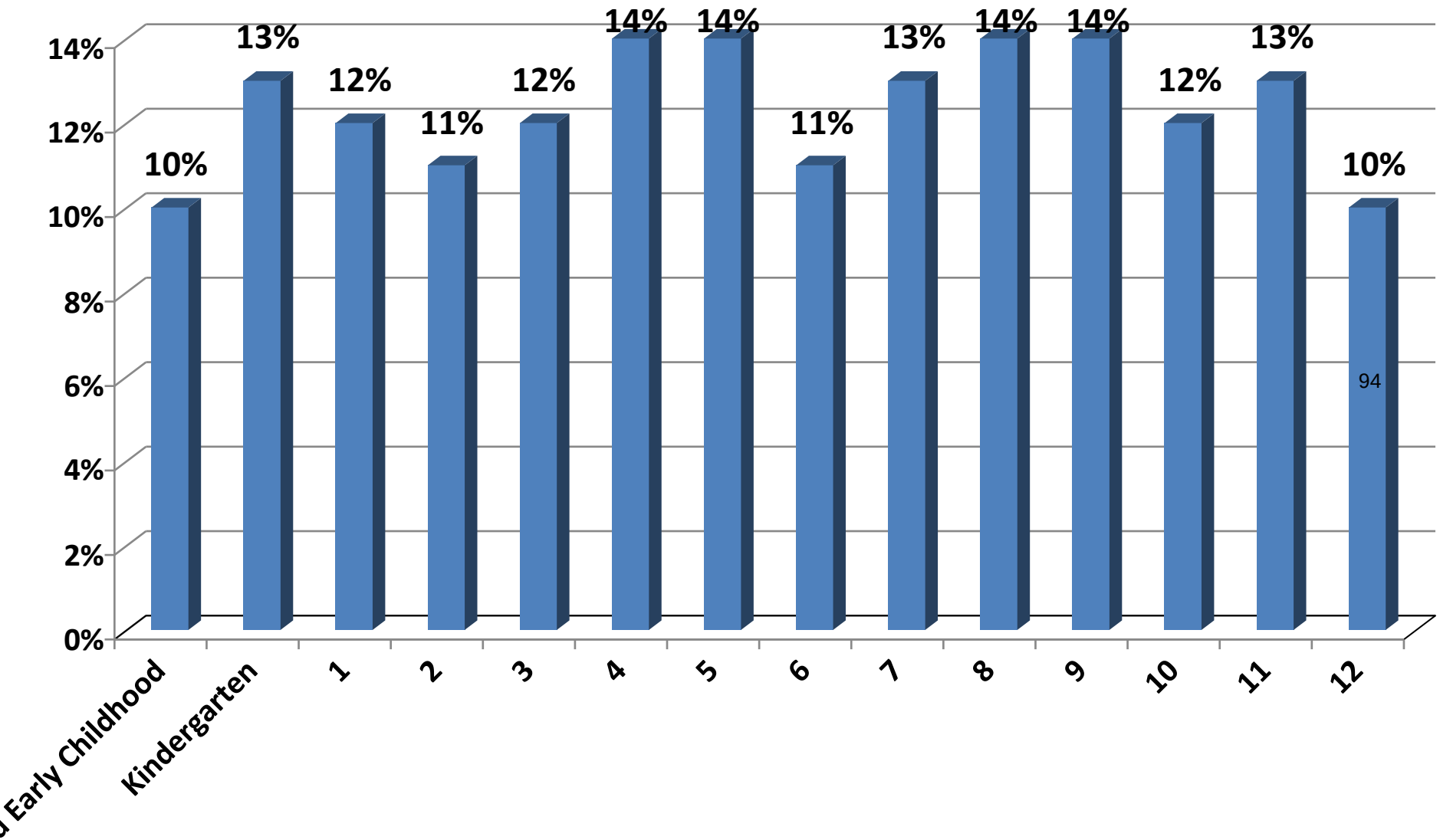
- The Parent Survey was conducted in late April – early May of 2021.
- All parents were sent an email invitation to take the survey online. Each email contained a unique survey access code that could only be used once.
- Total responses = 1,450

# Respondent Information

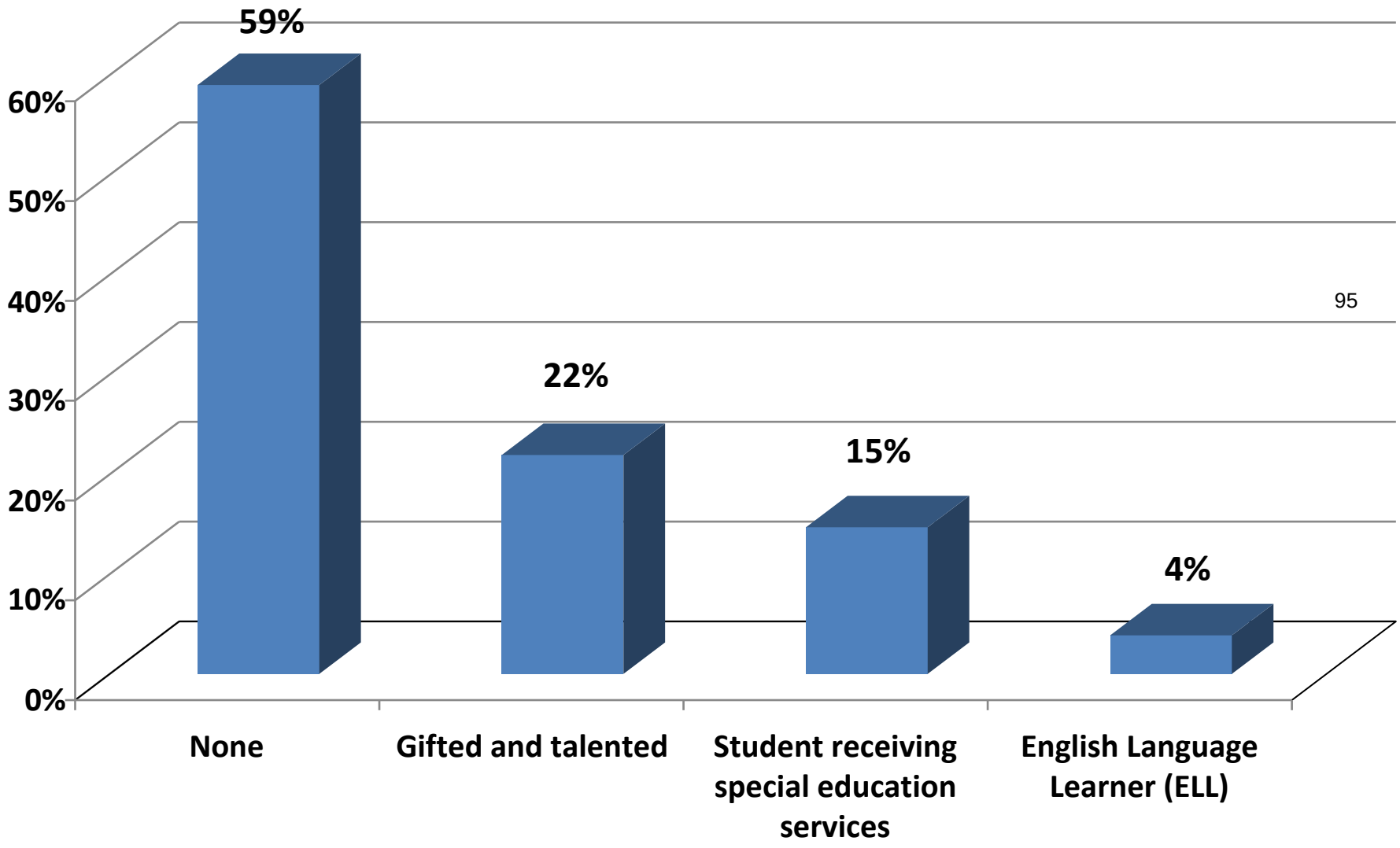
# Which schools do your children attend?



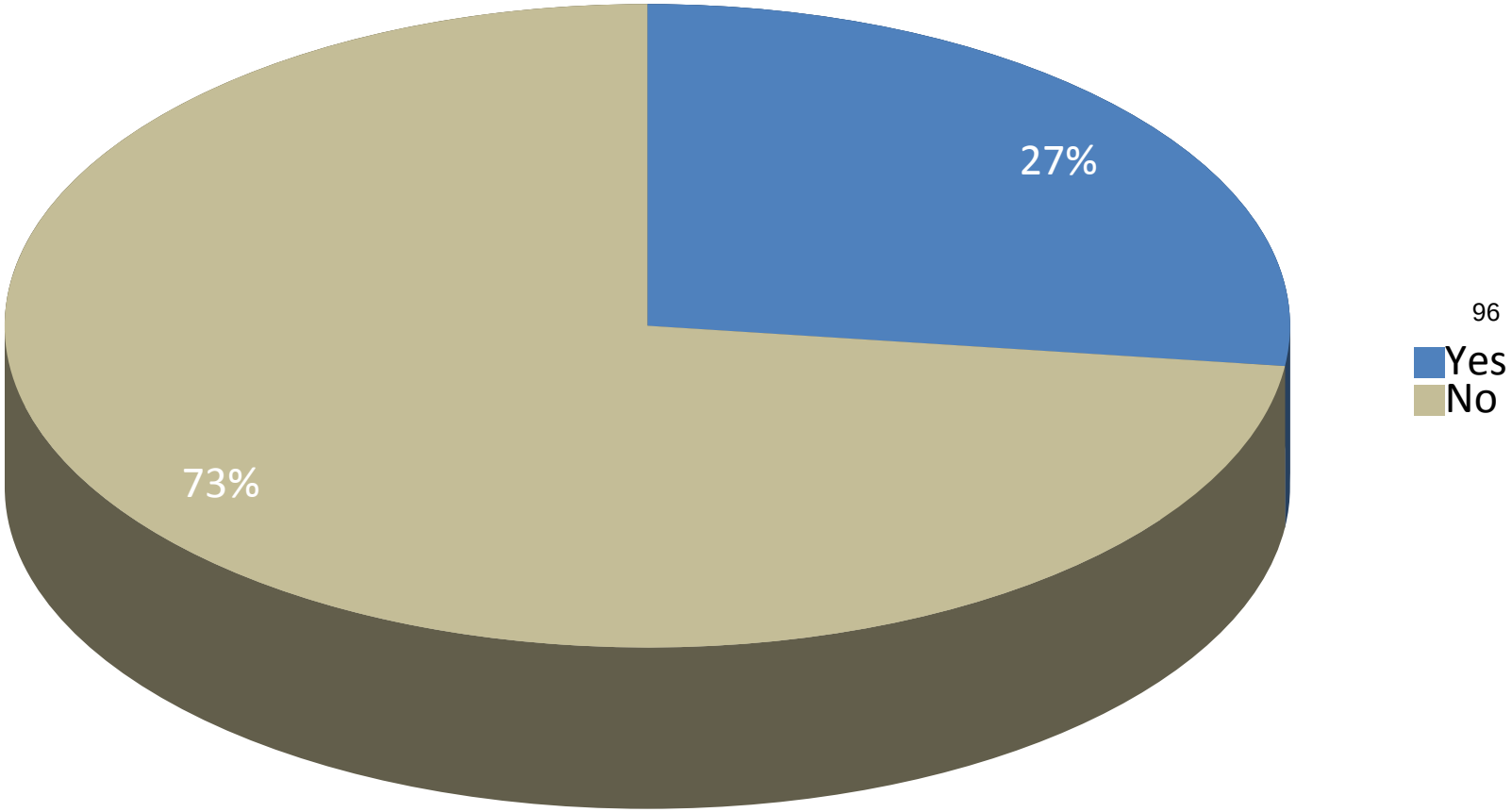
# Grade level of your child(ren):



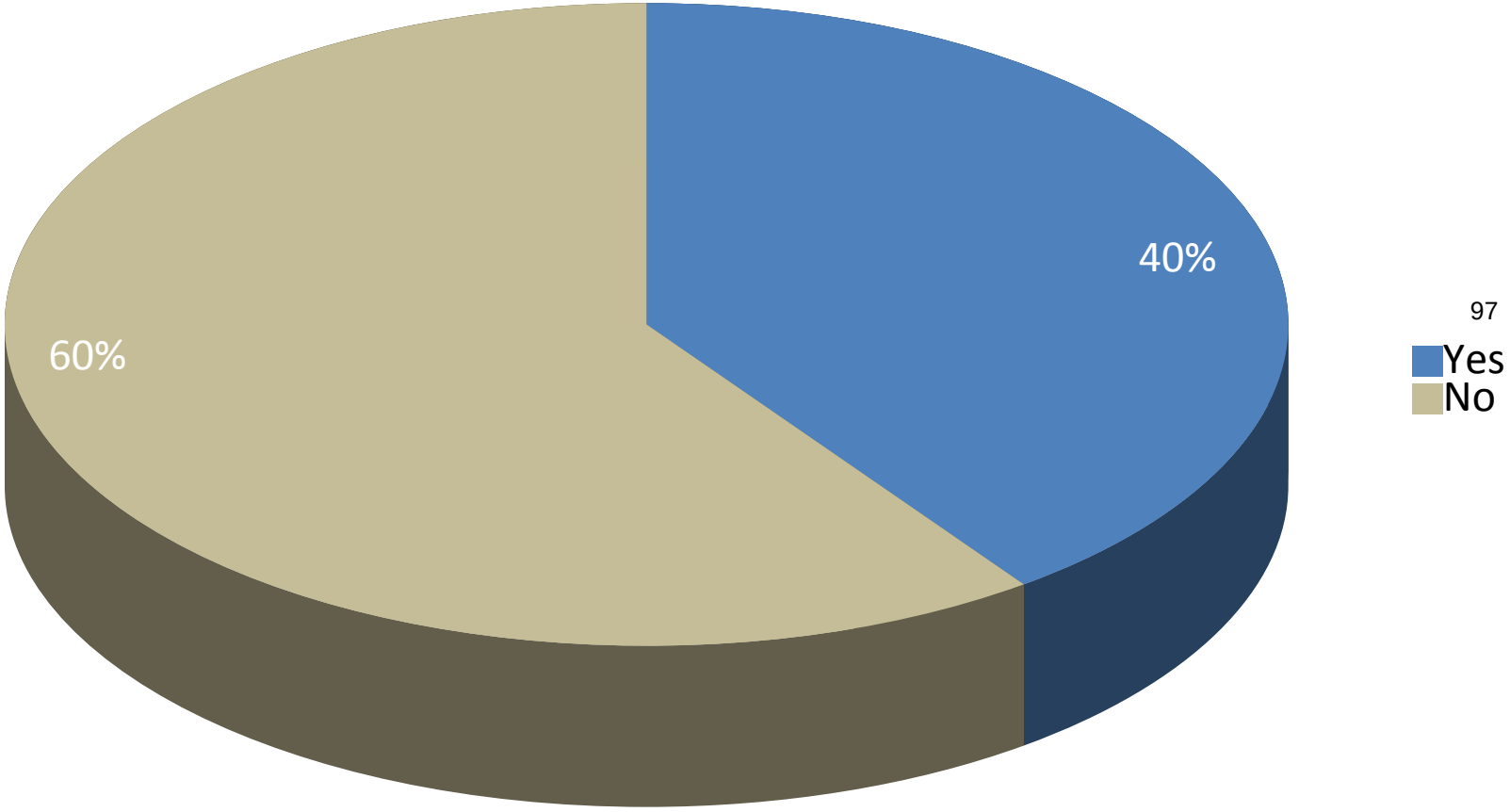
# One or more of my children are identified as:



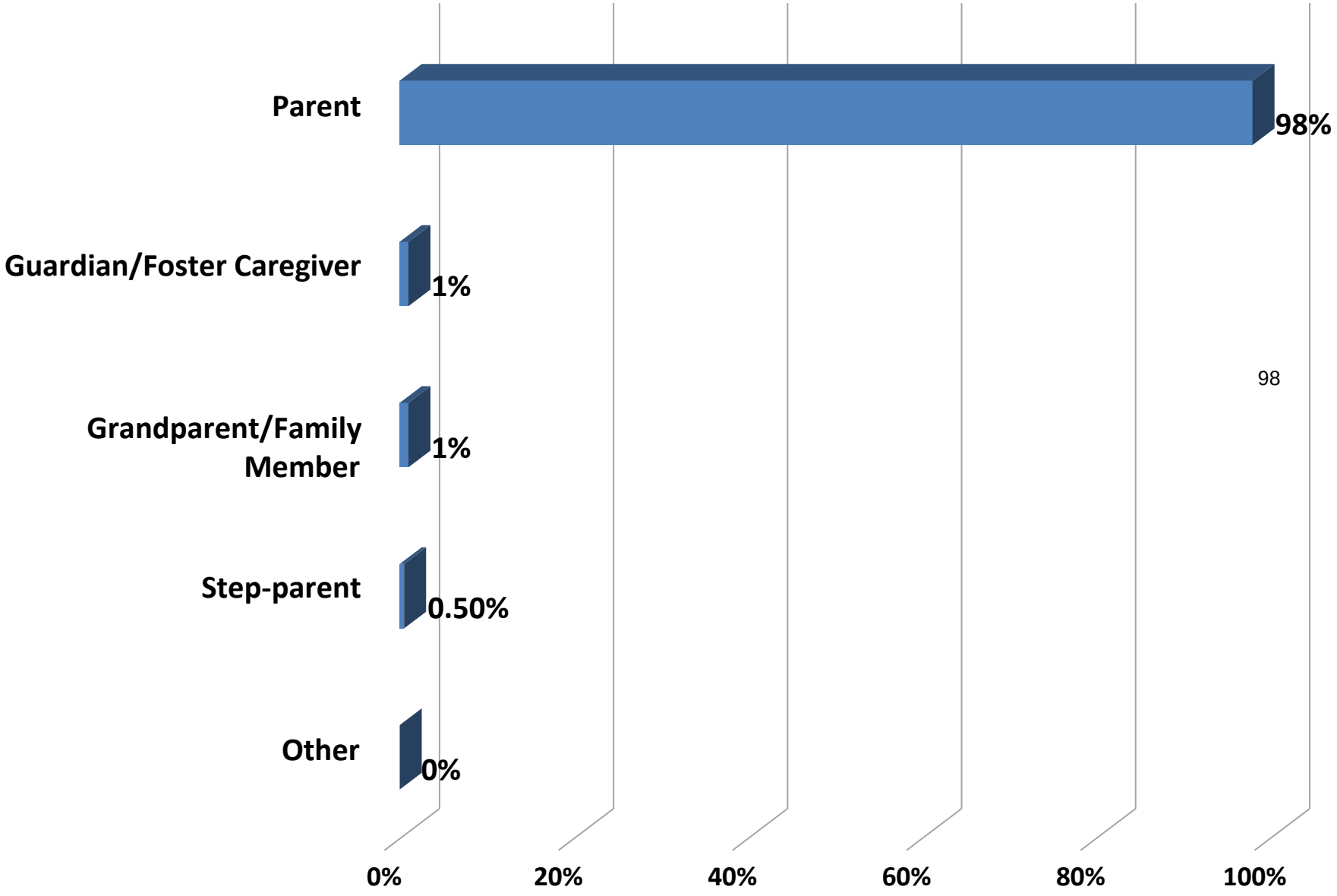
# Is your child enrolled in the fully virtual learning option this year?



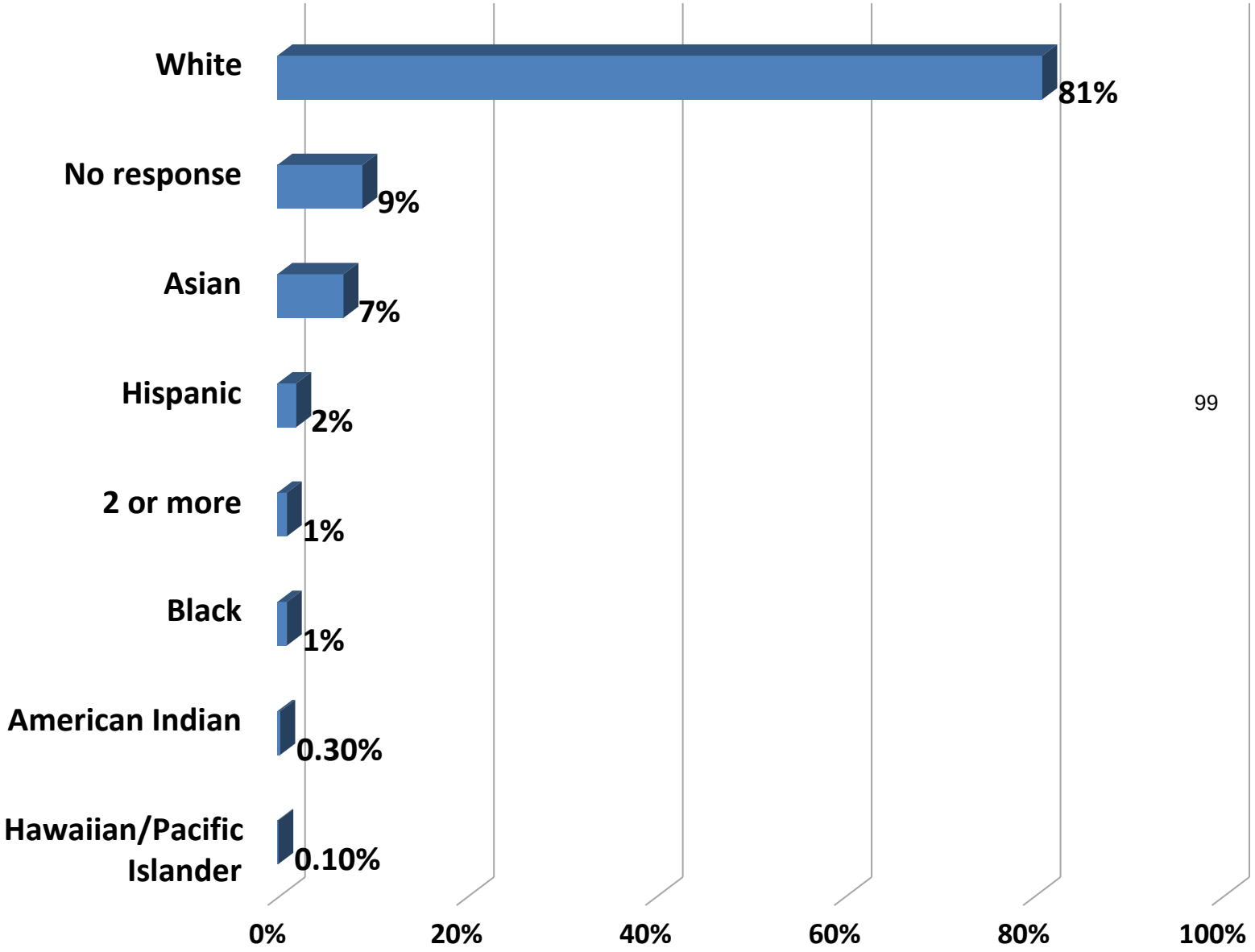
# Does your child(ren) currently participate in <u>any</u> school-sponsored sports and/or extra-curricular activities?



# I am responding as a:



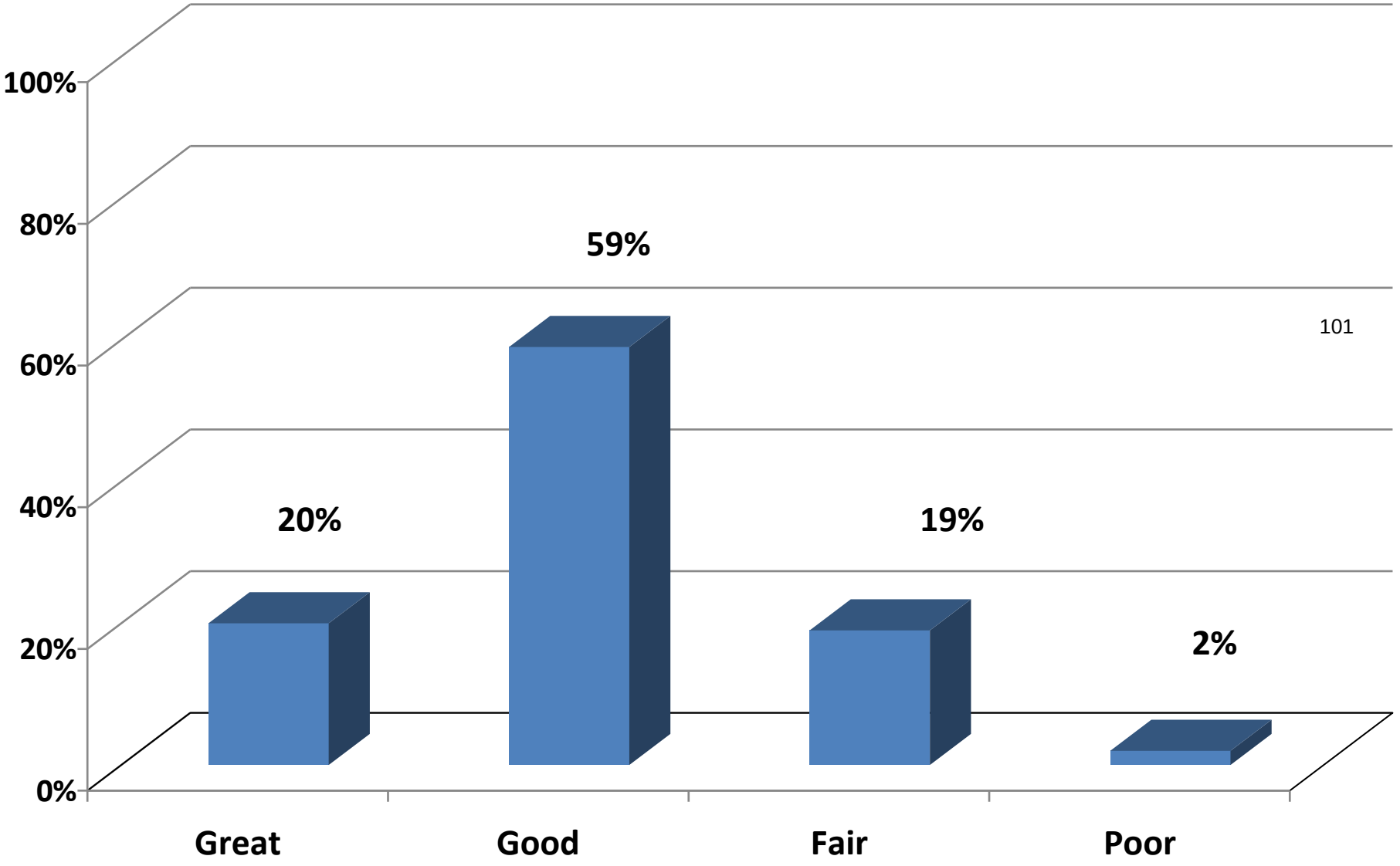
# I identify my ethnicity as:



# Check In

This section is designed to gather feedback on how your family is doing in regards to the COVID-19 pandemic.

# Overall, how is your family dealing with the challenges presented by the COVID-19 pandemic?



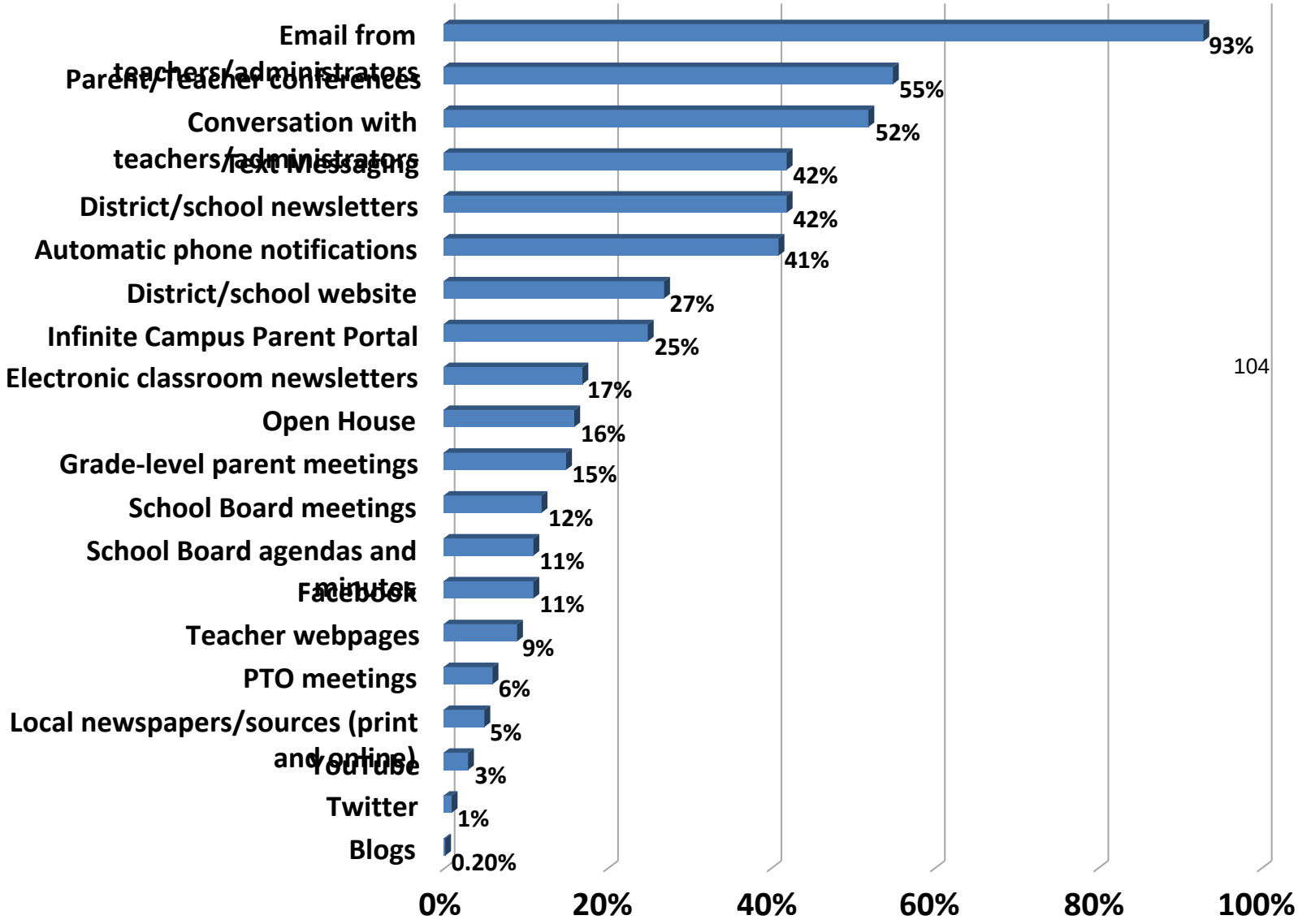
# Please indicate your level of agreement.

*Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)*

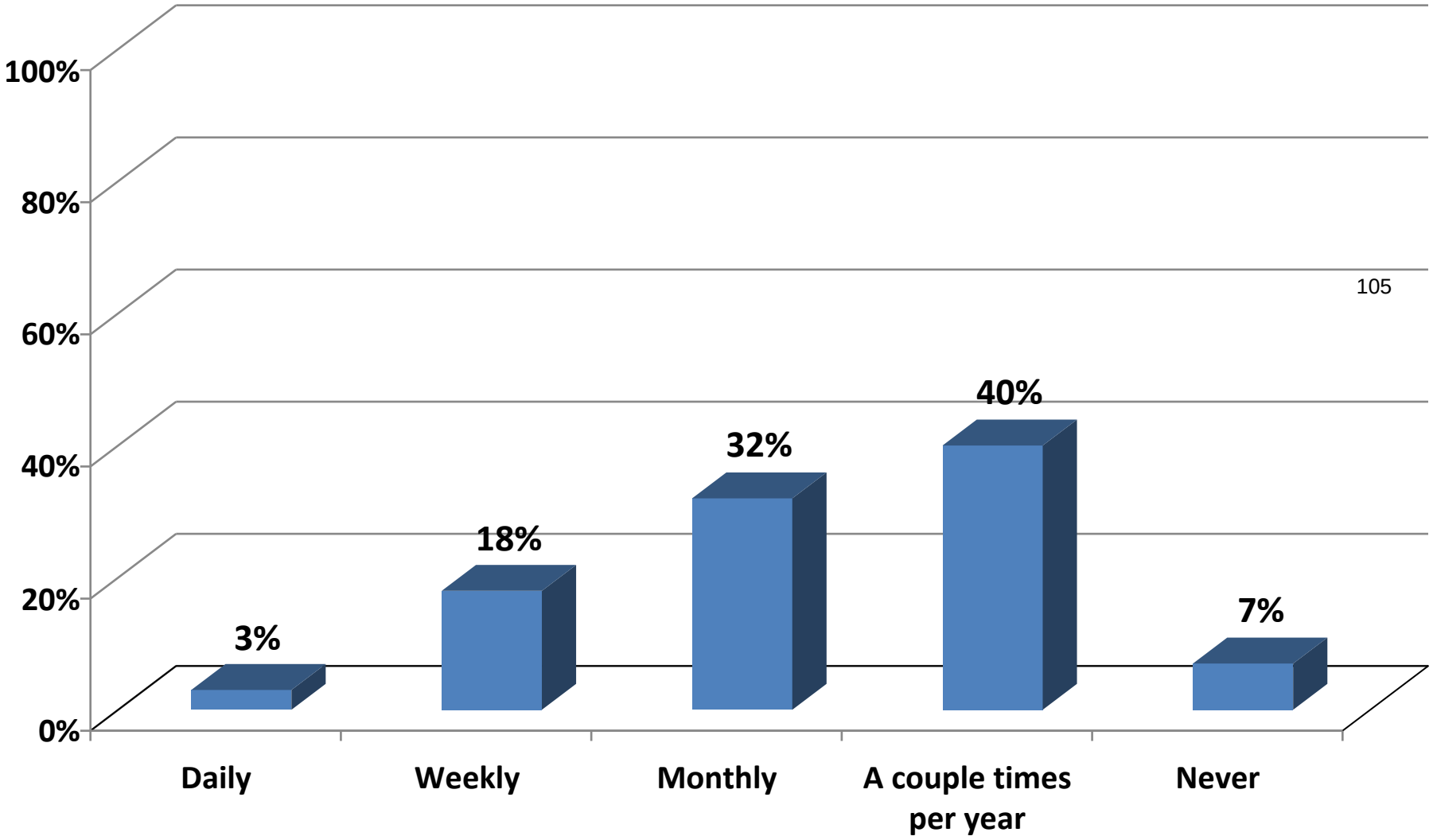
| Item | % Strongly agree/ Agree | Average (n) |
|---|---|---|
| My family has access to enough computers/devices to meet our learning needs. | 93% | 4.25 (1373) |
| My family has reliable internet access at home. | 88% | 4.11 (1380) |
| I feel that my child(ren) are safe in their learning environment based on the District's existing Covid-19 mitigation policies and procedures. | 91% | 4.10 (1279) |
| My family has been able to support my child(ren)'s learning this school year. | 85% | 3.92 (1359) |
| The District's website is a helpful place for my family to learn about how the District is handling COVID-19. | 84% | 3.76 (1062) |
| I receive the information I need about COVID-19 from the District to make decisions for my family. | 80% | 3.67 (1233) |
| The school has been able to support my child(ren)'s needs during the COVID-19 pandemic. | 71% | 3.48 (1354) |

# Communication

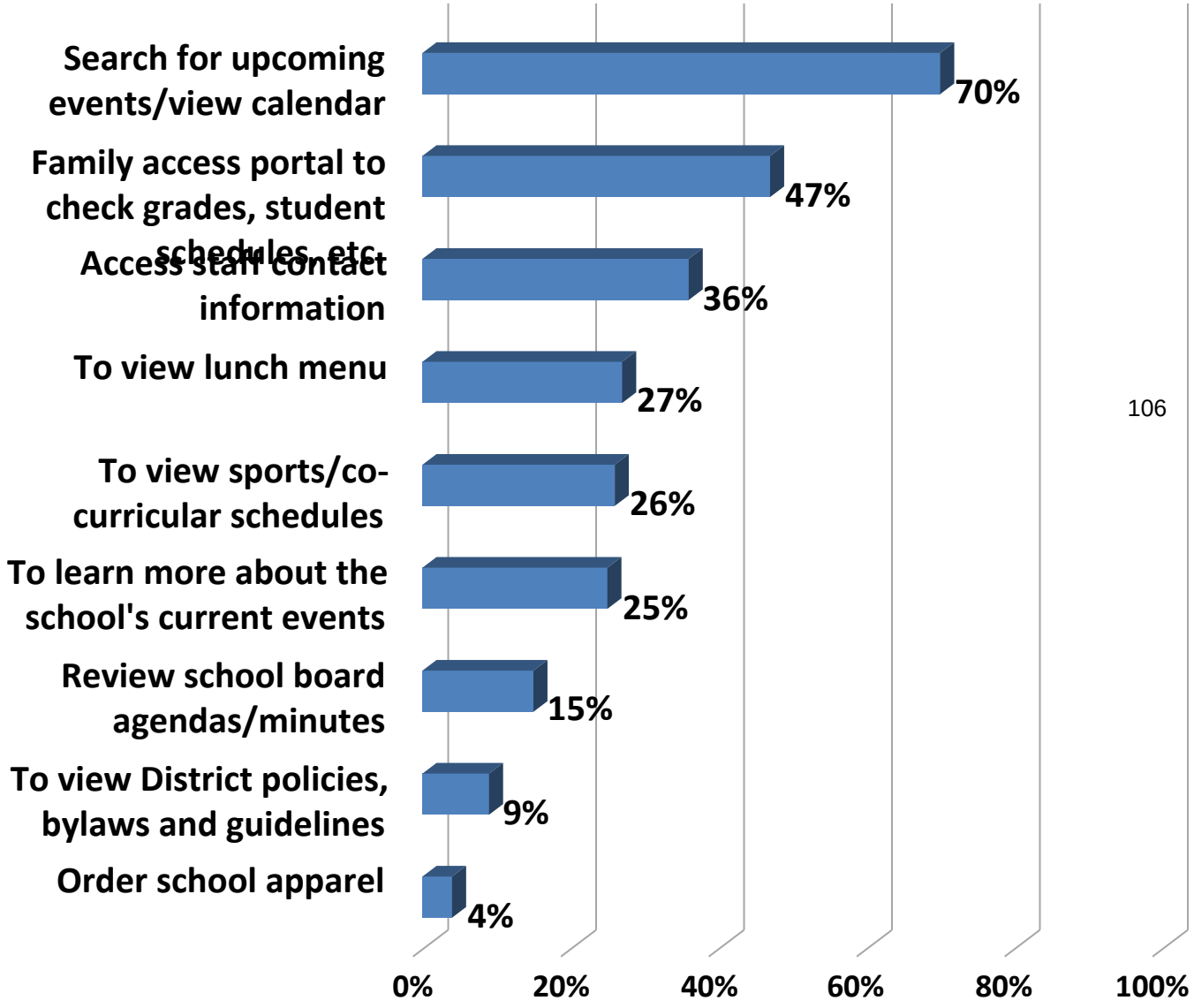
# How would you like to receive school information?



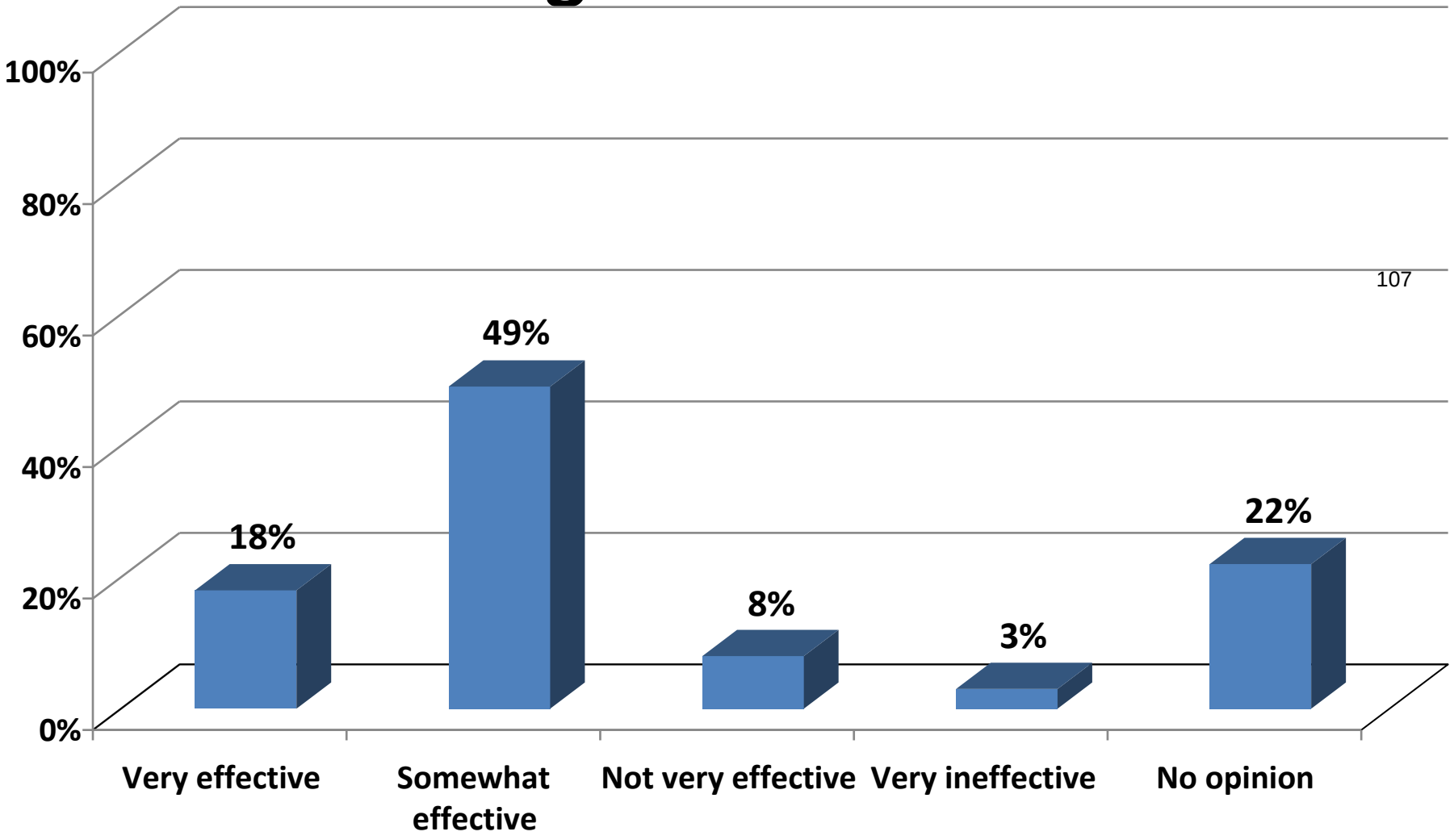
# How often do you visit the school/District's website?



# Why do you visit the school/District's website?



# How effective is the school/District's website in providing timely and meaningful information?



# Programs and Services

# **How important is this item to the success of our students?** (Slide 1/3)

*Very important (4), Important (3), Somewhat important (2), Not important (1)*

| Item | Average |
|---|---|
| Critical thinking & problem solving | 3.78 |
| Preparing students for life after high school | 3.73 |
| Reading/Literature/Vocabulary | 3.69 [109] |
| Preparing students for college and career | 3.66 |
| Writing/Grammar | 3.66 |
| Computer and technology skills | 3.65 |
| Math | 3.60 |
| Personal finance | 3.59 |
| Programming for children with disabilities | 3.58 |

# **How important is this item to the success of our students?** (Slide 2/3)

*Very important (4), Important (3), Somewhat important (2), Not important (1)*

| Item | Average |
|---|---|
| Science | 3.51 |
| Programming for struggling students/at-risk of not graduating | 3.49 |
| School counseling | 3.42 |
| Programming for English Language Learners (ELL) | 3.34 |
| Social Studies | 3.34 |
| Health education | 3.30 |
| Programming for gifted & talented students | 3.26 |
| Business, Marketing & Entrepreneurship | 3.23 |

# **How important is this item to the success of our students?** (Slide 3/3)

*Very important (4), Important (3), Somewhat important (2), Not important (1)*

| Item | Average |
|---|---|
| Advanced Placement (AP)/honors classes/International Baccalaureate (IB) | 3.22 |
| Physical education | 3.21 |
| Family & Consumer Science | 3.15 |
| Art | 3.08 |
| Athletics | 3.00 |
| Library media services | 2.96 |
| Music | 2.96 |
| Foreign language | 2.76 |

# **How are we doing?** (Slide 1/3)

*Great (4), Good (3), Fair (2), Poor (1)*

| Item | Average |
|---|---|
| Math | 3.03 |
| Science | 2.99 |
| Advanced Placement (AP)/honors classes/International Baccalaureate (IB) | 2.98 [112] |
| Art | 2.98 |
| Library media services | 2.95 |
| Reading/Literature/Vocabulary | 2.95 |
| Computer and technology skills | 2.95 |
| Music | 2.93 |
| Social Studies | 2.92 |

# **How are we doing?** (Slide 2/3)

*Great (4), Good (3), Fair (2), Poor (1)*

| Item | Average |
|---|---|
| Physical education | 2.91 |
| Writing/Grammar | 2.90 |
| Business, Marketing & Entrepreneurship | 2.88 |
| Programming for English Language Learners (ELL) | 2.87 |
| Health education | 2.86 |
| Programming for children with disabilities | 2.82 |
| Family & Consumer Science | 2.82 |
| Athletics | 2.79 |

# **How are we doing?** (Slide 3/3)

*Great (4), Good (3), Fair (2), Poor (1)*

| Item | Average |
|---|---|
| Programming for gifted & talented students | 2.78 |
| Foreign language | 2.77 |
| School counseling | 2.74 |
| Critical thinking & problem solving | 2.74 |
| Preparing students for college and career | 2.59 |
| Programming for struggling students/at-risk of not graduating | 2.52 |
| Personal finance | 2.51 |
| Preparing students for life after high school | 2.44 |

# **Gap Analysis** (Slide 1/3)

**Importance:** *Very important (4), Important (3), Somewhat important (2), Not important (1)*
**Performance:** *Great (4), Good (3), Fair (2), Poor (1)*

| Item | Importance | Performance | Gap |
|---|---|---|---|
| Foreign language | 2.76 | 2.77 | 0.01 |
| Library media services | 2.96 | 2.95 | -0.01 |
| Music | 2.96 | 2.93 | -0.03 |
| Art | 3.08 | 2.98 | -0.10 |
| Athletics | 3.00 | 2.79 | -0.21 |
| Advanced Placement (AP)/honors classes/International Baccalaureate (IB) | 3.22 | 2.98 | -0.24 |
| Physical education | 3.21 | 2.91 | -0.30 |
| Family & Consumer Science | 3.15 | 2.82 | -0.33 |
| Business, Marketing & Entrepreneurship | 3.23 | 2.88 | -0.35 |

# **Gap Analysis** (Slide 2/3)

**Importance:** *Very important (4), Important (3), Somewhat important (2), Not important (1)*
**Performance:** *Great (4), Good (3), Fair (2), Poor (1)*

| Item | Importance | Performance | Gap |
|---|---|---|---|
| Social Studies | 3.34 | 2.92 | -0.42 |
| Health education | 3.30 | 2.86 | -0.44 |
| Programming for English Language Learners (ELL) | 3.34 | 2.87 | -0.47 |
| Programming for gifted & talented students | 3.26 | 2.78 | -0.48 |
| Science | 3.51 | 2.99 | -0.52 |
| Math | 3.60 | 3.03 | -0.57 |
| School counseling | 3.42 | 2.74 | -0.68 |
| Computer and technology skills | 3.65 | 2.95 | -0.70 |

# **Gap Analysis** (Slide 3/3)

**Importance:** *Very important (4), Important (3), Somewhat important (2), Not important (1)*
**Performance:** *Great (4), Good (3), Fair (2), Poor (1)*

| Item | Importance | Performance | Gap |
|---|---|---|---|
| Reading/Literature/Vocabulary | 3.69 | 2.95 | -0.74 |
| Programming for children with disabilities | 3.58 | 2.82 | -0.76 |
| Writing/Grammar | 3.66 | 2.90 | -0.76 |
| Programming for struggling students/at-risk of not graduating | 3.49 | 2.52 | -0.97 |
| Critical thinking & problem solving | 3.78 | 2.74 | -1.04 |
| Preparing students for college and career | 3.66 | 2.59 | -1.07 |
| Personal finance | 3.59 | 2.51 | -1.08 |
| Preparing students for life after high school | 3.73 | 2.44 | -1.29 |

# All Schools Feedback (Combined)

# All Schools

*Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)*

(Slide 1/3)

| Item | % Strongly agree/ Agree | Average (n) | Percentile |
|---|---|---|---|
| School facilities are clean and well-kept. | 98% | 4.38 (1491) | 74 |
| Parent/teacher conferences provide productive communication. | 89% | 4.10 (1592) | 66 |
| If my child breaks a rule at school, they are treated fairly. | 92% | 4.08 (1152) | 66 |
| The amount of homework given to my child is appropriate. | 85% | 3.89 (1564) | 66 |
| I feel comfortable sharing ideas with staff. | 83% | 3.88 (1478) | 63 |
| My child feels safe at school. | 94% | 4.22 (1578) | 61 |
| I am comfortable contacting the principal. | 88% | 4.07 (1532) | 59 |
| I have at least one school staff member I feel comfortable contacting when I have an idea or concern. | 88% | 4.16 (1619) | 56 |
| Teachers personalize instruction to meet my child's needs. | 76% | 3.72 (1513) | 56 |
| I am satisfied with how our school responds to reported incidents of bullying. | 78% | 3.76 (970) | 55 |

# All Schools

*Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)*

(Slide 2/3)

| Item | % Strongly agree/ Agree | Average (n) | Percentile |
|---|---|---|---|
| There is a healthy culture at our school. | 89% | 4.06 (1479) | 49 |
| I receive enough information to understand my child's progress. | 85% | 3.94 (1653) | 49 |
| When my child has a problem at school, he/she knows how to get help. | 84% | 3.90 (1546) | 46 |
| I would recommend my child's school to a friend. | 90% | 4.12 (1560) | 43 |
| Even though I may not always agree with decisions, the principal is doing what it takes to make our school successful. | 91% | 4.13 (1477) | 42 |
| The school employs high-quality teachers. | 93% | 4.18 (1559) | 41 |
| The school has a culture of high expectations. | 84% | 3.90 (1473) | 41 |
| I believe the school staff inspires my child's best efforts. | 87% | 4.05 (1619) | 37 |
| I am satisfied with the communication that comes from the school. | 84% | 3.91 (1660) | 36 |
| School staff treats everyone with dignity and respect. | 90% | 4.12 (1514) | 32 |

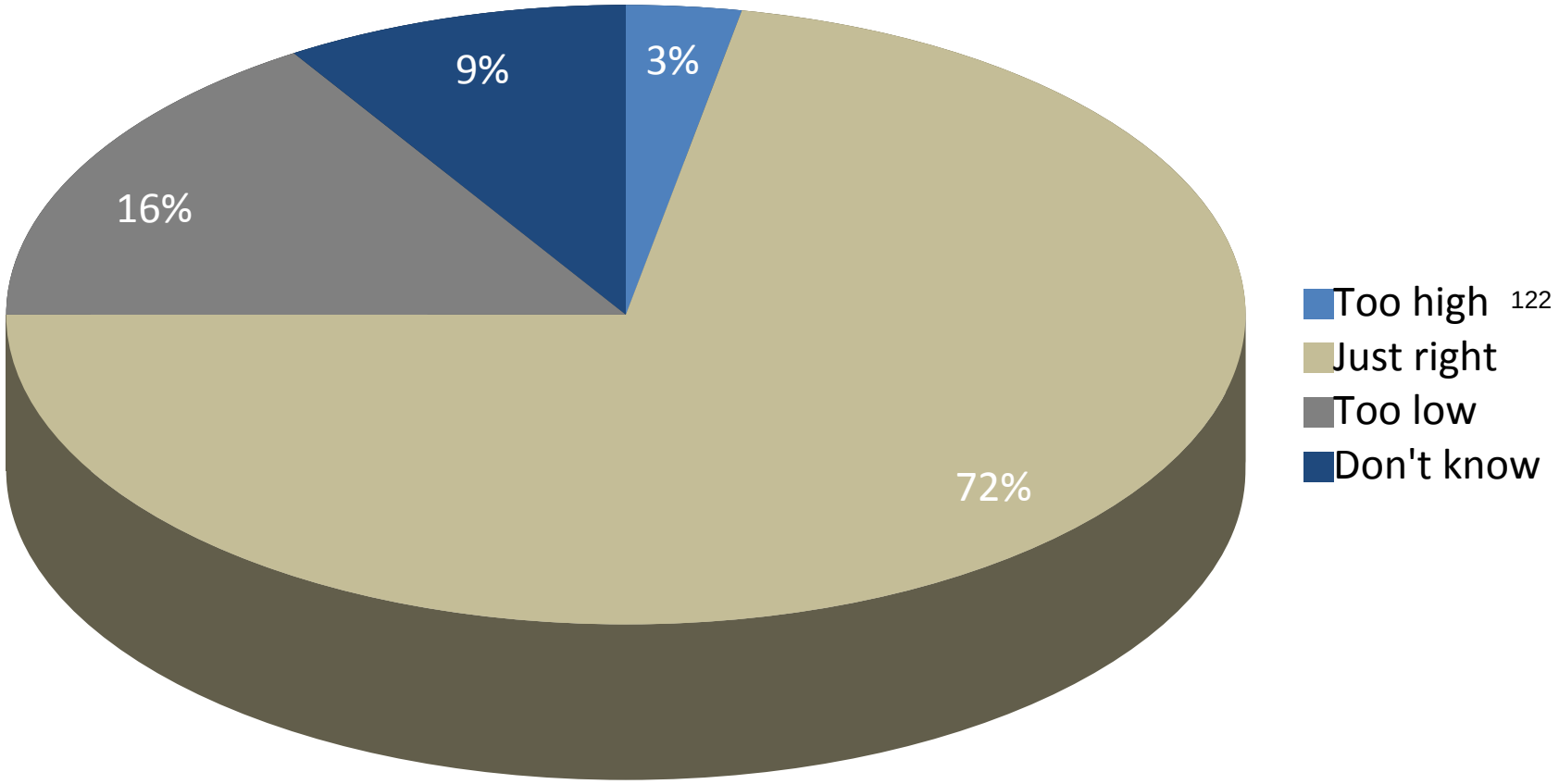
# All Schools

*Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)*

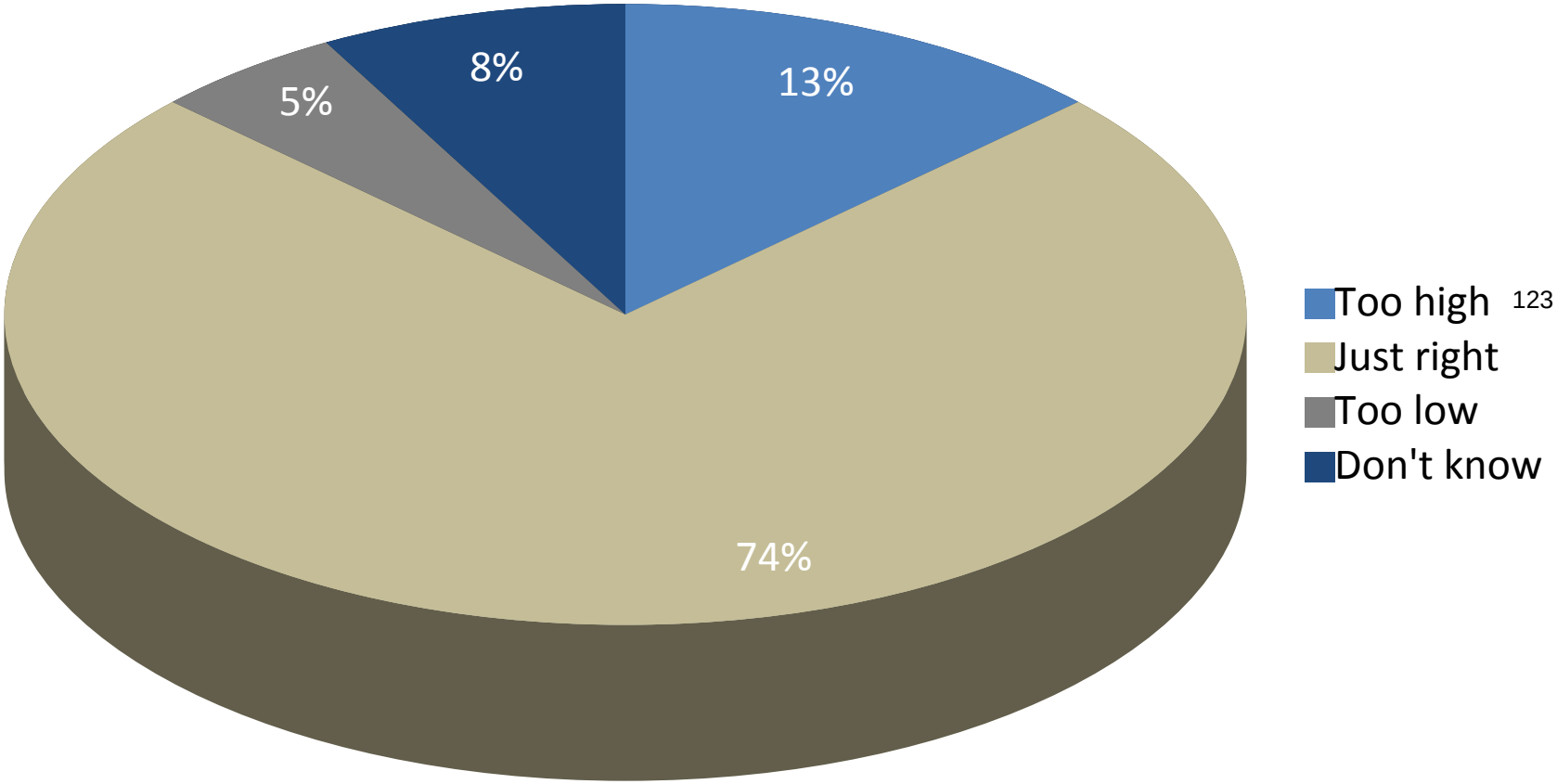
(Slide 3/3)

| Item | % Strongly agree/ Agree | Average (n) | Percentile |
|---|---|---|---|
| I'm proud of our school. | 91% | 4.13 (1591) | 30 |
| A climate of openness and trust exists between school administration and parents. | 84% | 3.90 (1498) | 30 |
| My child is adequately prepared for the next grade level or college/career/life after high school. | 82% | 3.82 (1541) | 30 |
| Technology is used effectively to support teaching and learning. | 89% | 4.03 (1578) | 26 |
| My child enjoys going to school. | 85% | 3.98 (1635) | 26 |
| I feel welcomed at my child's school. | 88% | 4.07 (1569) | 19 |
| I feel my opinions are taken into consideration when it comes to school policy decisions. | 63% | 3.31 (1128) | 19 |
| I feel my culture and beliefs are represented in my child's school. | 83% | 3.87 (1328) | 16 |
| My school provides appropriate opportunities for parental involvement. | 82% | 3.84 (1527) | 14 |
| My child has a positive relationship with at least one adult at school. | 96% | 4.36 (1615) | 11 |

# Academic expectations at the District are:

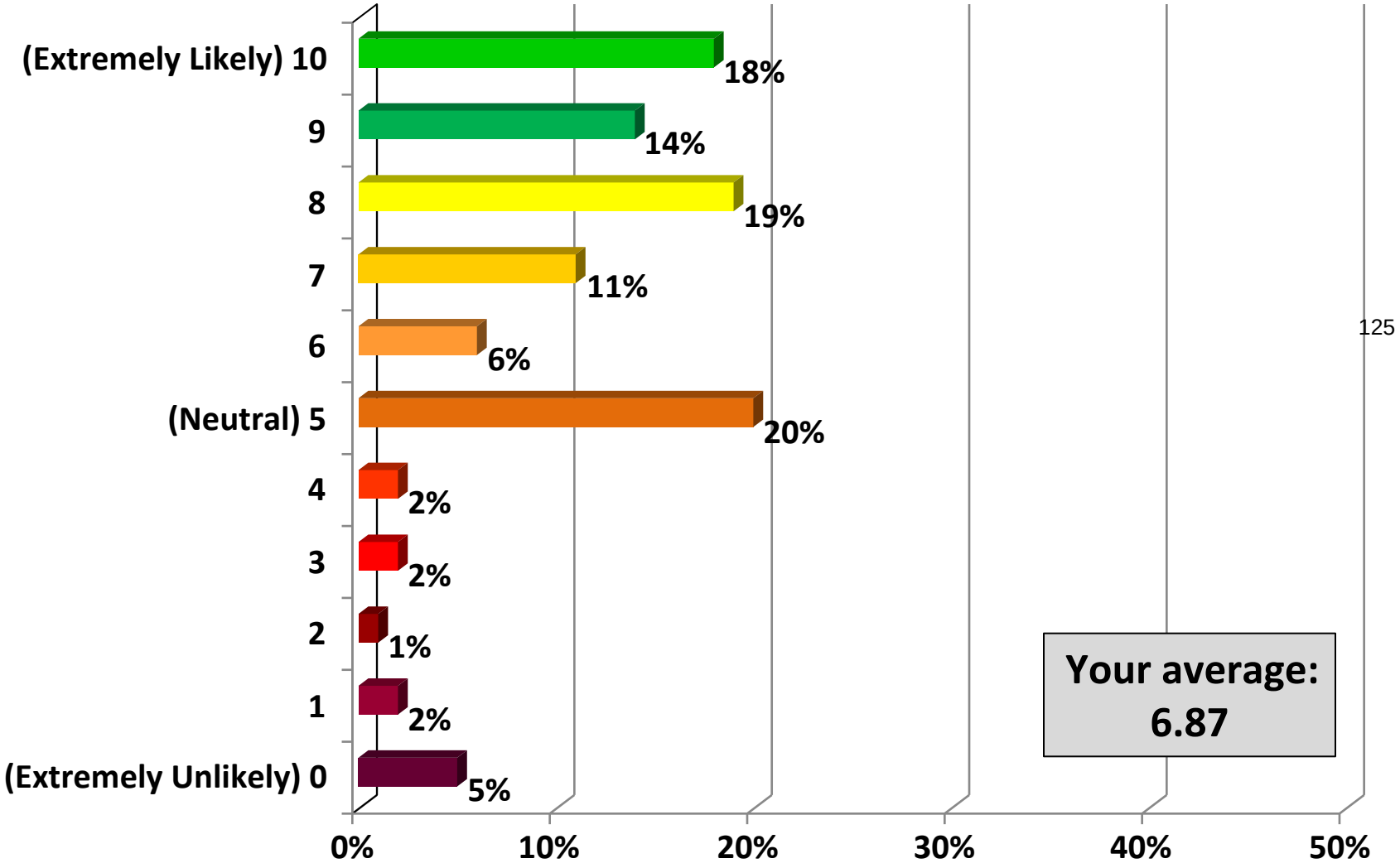


# The overall use of technology at the District is:



# Overall District Satisfaction

# How likely would you be to recommend the District to a friend or family member?



# Please indicate your level of agreement for each item.

*Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)*

| Item | % Strongly agree/ Agree | Average (n) | Percentile |
|---|---|---|---|
| The District has effective financial management. | 68% | 3.38 (808) | 19 |
| The District is heading in the right direction. | 67% | 3.36 (953) | 16 |
| I am satisfied with the communication that comes from the District. | 80% | 3.70 (1151) | 14 |
| The District is run effectively. | 64% | 3.28 (1053) | 6 |
| The District forms effective partnerships with businesses and community organizations. | 79% | 3.63 (709) | 5 |

# School Perceptions
# Parent Engagement Indexes



There are 6 indexes of parent engagement. The Parent Engagement Survey has key questions that feed each one, thus, producing an index score. The score is the average of the responses from these key questions.

# 6 Indexes of Parent Engagement

1. **Culture of Educational Excellence:**
   a. Academic Expectations
   b. Rigor
   c. High Standards
   d. Relevance
2. **Effective Teaching:**
   a. Effective instructional techniques
   b. Individual attention to students
   c. Appropriate use of homework
   d. Collaborative/great teachers
3. **Safe and Healthy Schools:**
   a. Safe, supportive and healthy learning environment (no bullying)
   b. Appropriate balance between school stress and life balance
   c. Facilities
   d. Diversity
4. **Leadership:**
   a. Clear vision/mission
   b. Effective communication
   c. Good planning
   d. Well organized
5. **Sense of Community:**
   a. Pride/unity
   b. Strong student morale
   c. Opportunities for families prove input/feedback
   d. Family Involvement
6. **Equity:**
   a. Families and students treated with respect
   b. All values and beliefs are accepted
   c. Needed resources provided to all students
   d. Experiences and opportunities to grow provided to all students

# How do your index scores compare to similarly sized schools?

*Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)*

| Index | Average (n) | Comparison | Percentile |
|---|---|---|---|
| Effective teaching | 3.93 (1653) | 3.91 | 53 |
| Safe and Healthy Schools | 4.27 (1615) | 4.25 | 129<br>45 |
| Leadership | 3.96 (1660) | 3.96 | 43 |
| Equity | 4.05 (1619) | 4.09 | 41 |
| Culture of Educational Excellence | 3.97 (1619) | 4.01 | 38 |
| Sense of Community | 4.05 (1619) | 4.13 | 30 |

# Thank you!

Parent Surveys - Staff Surveys - Student Surveys - Community Surveys
www.schoolperceptions.com
(262) 644-4300

# WSD STAFF AND PARENT SURVEYS

How we will use this feedback to improve our practices

# 2020-21 STAFF ENGAGEMENT SURVEY

The feedback reflects the challenges of this year.

# Staff Survey Feedback- High Quality Education

- The top five priorities identified by staff to support the highest quality education for our students include:
- 69% of staff suggest we provide additional intervention/support services for struggling students
- 56% of staff suggest we better prepare students for life after high school—whether this be college or career.
- 46% suggest we provide additional counseling, psychologist and social work services (pupil services)
- 44% of staff suggest we develop more innovative programs to improve student learning
- 37% of staff suggest we increase the number of hands-on/project-based learning opportunities.

# Staff Survey Feedback- Job Satisfaction

- The top 5 factors reported by staff that determine their level of job satisfaction include:
- 61% of staff reported that compensation is a top priority
- 49% reported that meaningful work is a top priority for job satisfaction
- 48% of staff reported that good leadership is a top priority for job satisfaction
- 44% of staff reported that high quality benefits is a top priority for job satisfaction.
- 42% of staff reported that a healthy culture/working conditions is a top priority for job satisfaction.

# Staff Survey Feedback- Celebrations

- 97% of staff believe their work contributes to the success of the District.
- 97% of staff report that, based on their interactions with staff and students, they feel "safe" at school.
- 95% of staff report being satisfied with the technology support they receive.
- 94% of staff report their co-workers are willing to help when they have a heavy workload.
- 93% of staff feel that the classrooms, buildings and grounds are well maintained.
- 91% of staff report that all students are treated with respect.
- 87% of Staff report the WSD is a good place to work.
- 86% of staff report feeling supported by leaders when they make decisions.

# Staff Survey Feedback- Concerns

- 59% of staff feel valued by our community.
- 55% of staff feel the social and emotional needs of the students are being met.
- 50% of staff are satisfied  with their pay.
- 50% of staff feel the district has improved over the last year.
- 48% of staff feel there are opportunities for planning across buildings.
- 44% of staff feel the school board presents a positive image to the community.

# Compare Highest Staff Engagement Index Scores From 19-20 to 20-21

**2019-2020**

| Rated Area | Peer Comparison |
|---|---|
| Trust in school/department leadership | 91% |
| Collaboration and Teamwork | 96% |
| Workload | 93% |
| Communications | 93% |
| Health and Wellness | 92% |

**2020-2021**

| Rated Area | Peer Comparison |
|---|---|
| Workload | 67% |
| Health and Wellness | 57% |
| Control Over Your Work Environment | 56% |
| Collaboration and Teamwork | 54% |
| Equipped | 53% |

# Compare Lowest Staff Engagement Index Scores From 19-20 to 20-21

**2019-2020**

| Rated Area | Peer Comparison |
|---|---|
| Public/Parent Support and Trust | 69% |
| Trust in District Leadership | 70% |
| Culture of Educational Excellence | 71% |
| Equipped | 72% |
| Affirmation | 76% |

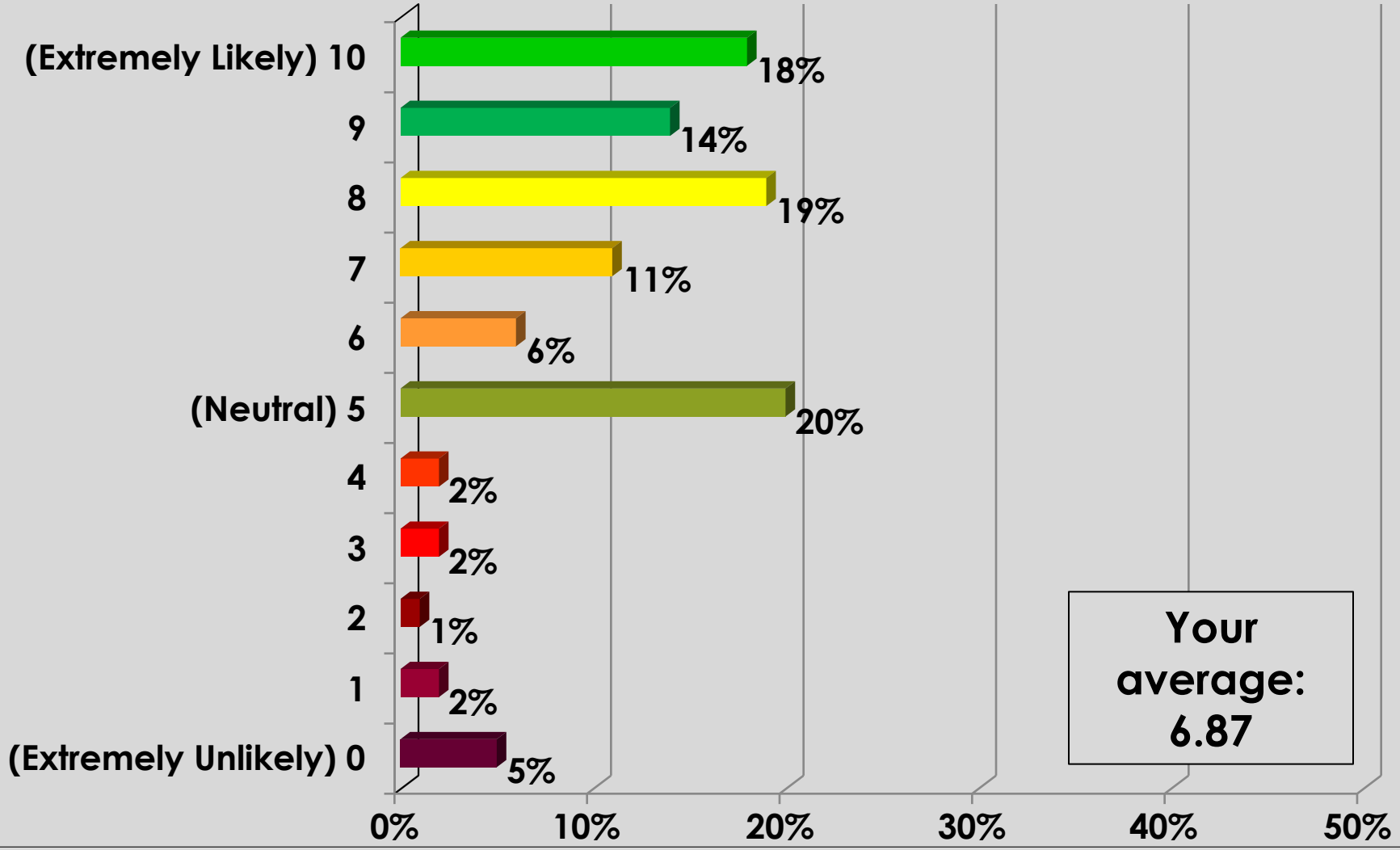
**2020-2021**

| Rated Area | Peer Comparison |
|---|---|
| Public/Parent Support and Trust | 18% |
| Trust in District Leadership | 23% |
| Affirmation | 33% |
| Communications | 36% |
| Planning and Improvement Processes | 39% |

# 2020-21 PARENT SATISFACTION SURVEY

This feedback also reflects the challenges of this year.

# How likely would you be to recommend the District to a friend or family member?



# Compare the 2021 and 2021 Parent Engagement Indices

## 2019-2020

| Index | Average (n) | Comparison | Percentile |
|---|---|---|---|
| Safe and Healthy Schools | 4.35 (1894) | 4.28 | 90 |
| Equity | 4.17 (1881) | 4.10 | 90 |
| Culture of Educational Excellence | 4.13 (1881) | 4.01 | 90 |
| Effective Teaching | 4.01 (1913) | 3.90 | 83 |
| Leadership | 4.05 (1922) | 3.93 | 73 |
| Sense of Community | 4.20 (1880) | 4.14 | 70 |

## 2020-2021

| Index | Average (n) | Comparison | Percentile |
|---|---|---|---|
| Effective Teaching | 3.93 (1653) | 3.91 | 53 |
| Safe and Healthy Schools | 4.27 (1615) | 4.25 | 45 |
| Leadership | 3.96 (1660) | 3.96 | 43 |
| Equity | 4.05 (1619) | 4.09 | 41 |
| Culture of Educational Excellence | 3.97 (1619) | 4.01 | 38 |
| Sense of Community | 4.05 (1619) | 4.13 | 30 |

# Gap Analysis

| Item | Importance | Performance | Gap |
|---|---|---|---|
| Programming for struggling students/at-risk of not graduating | 3.49 | 2.52 | -0.97 |
| Critical thinking & problem solving | 3.78 | 2.74 | -1.04 |
| Preparing students for college and career | 3.66 | 2.59 | -1.07 |
| Personal finance | 3.59 | 2.51 | -1.08 |
| Preparing students for life after high school | 3.73 | 2.44 | -1.29 |

# HOW WILL THE FEEDBACK INFORM PRACTICES?

# Strategies to Address Concerns

- To address the **mutual staff and parent interests around preparing students for life after their PK-12 experience**, WIPPS is conducting a qualitative interview study to better understand parent, employer and student expectations around "preparation for post high school"
- To address concerns related to **trust with district administration**, communication and school level involvement strategies will be implemented as well as engaging in a more robust shared leadership model.
- To address concerns related to the **school board**:
  - School Board engaged in recreating team norms and redefining roles.
  - School Board is exploring high impact positive projects.
- To address **compensation** concerns,
  - the teacher compensation model is currently in transition.
  - Human Resources is
    - proposing support staff salary structure changes and
    - will engage in a salary study for other employment groups.

# Strategies to Address Concerns-Continued

- District leaders will engage staff and community in better understanding the results of these surveys through **in-person listening sessions** in the Summer and Fall of 2021.
- To address concerns around **community and parent trust and support**, the District will engage parents initially, and the broader community later, in developing mutual understanding and use of the Seven Habits of Highly Effective People as described in the Leader in Me program.
- To address concerns around **support for struggling students**, the District is thankful for the opportunity through the last referendum and through ESSER funds to hire additional staff including:
- School Counselors
- School Social Workers
- School Psychologists
- Behavior Interventionists
- Accelerated Learning Recovery staff

**Wausau School District**
**415 Seymour Street**
**P.O. Box 359**
**Wausau WI 54402-0359**
**715-261-0500**

**www.wausauschools.org**

Facebook.com/WausauSchDist

Twitter.com/WausauSchDist

Instagram.com/WausauSchDist

**Our Mission . . . To advance student learning, achievement, and success.**

## School Board Positive Impact Project

The Wausau School Board is continually seeking more and better ways to make the WSD more successful. Further, the Board is working to repair their reputation held by the staff, students, families and the greater Wausau community after the challenging 2020-21 school year. We saw a significant decrease in the average score from staff related to the public image of our school board. From the 2019-20 staff engagement survey to the 2020-21 survey, the average response to the statement “The school boards presents a positive image to our community” dropped from 4.01 out of 5 to a 2.77. While the parent survey does not ask specific questions about the school board, we heard from many parents and community members about concerns related to the school board during the 2020-21 school year. To these ends, we would like to hold conversations among the Board members about how to better engage with the community for the benefit of our students.

One possible type of project in which the Board could engage would be to get involved in fundraising efforts for high impact projects. There are many potential areas that can use support including: athletics, fine arts, the school forest, and curricular programming among others. If the Board agrees to engage in this work, it will be important to be mindful of the important work of our Wausau School Foundation partners. We do not want to compete with or confuse their efforts.

# District Public Forum Policies and Practices

The First Amendment creates important protections that school boards must recognize before establishing policies that regulate expressive activities of students, employees, and community members. "Speech" protected by the First Amendment encompasses more than just verbal expression; it may impact expressive activities that take place in connection with a variety of activities and events occurring on school property or subject to school district control.

The recent United States Supreme Court ruling in *Reed v. Town of Gilbert*[1] reiterated and, in some circumstances, expanded the protection that the First Amendment provides against content-based regulations of speech. The Supreme Court held that if a governmental body makes distinctions based upon the subject matter or content of speech, those distinctions will be subject to the highest level of court scrutiny. This ruling has important implications for districts. This *Legal Comment* will examine the Reed decision and what boards need to consider as a result of it.

## First Amendment Forum Analysis

The review of legal issues related to free speech under the First Amendment often requires what has been traditionally referred to as "forum analysis." Forum analysis involves making an initial determination as to the "forum" in which expressive activities take place. For example, expressive activities may take place with respect to such forums as school hallways, school facility rentals, morning announcements, school bulletin boards, faculty mailboxes, school newspapers, or the distribution of materials to students. *Reed* has significant implications for what the courts have previously referred to as "limited public forums." Limited public forums involve forums for expressive activities that are opened by a district for only certain kinds, or categories, of expressive activities. *Reed* specifically addresses the rules by which board policies and district practices are to be judged when establishing the categories of expressive activities that relate to a limited public forum.

Prior to *Reed*, it was clear that a district could create a limited public forum by, for example, permitting only youth organizations located within a district to rent school facilities. Previous court decisions had indicated that this type of category was permissible as a neutral (nondiscriminatory) category, as long as a district did not discriminate against individuals or organizations within a designated category based on the viewpoint.[2] In light of *Reed*, however, a school board must now take greater care when defining categories in connection with board policies or district practices that create limited public forums.

### *Reed v. Town of Gilbert*

The Town of Gilbert, Arizona, passed an ordinance that prohibited the display of outdoor signs without a permit unless a sign fell within at least one of 23 exceptions. For example, temporary signs directing the public to a church or other qualifying event could be displayed no more than 12 hours before the qualifying event. A local church that held services at various temporary locations frequently posted directional signs around the town early on Saturday and removed them mid-day Sunday. The town cited the church for displaying the signs for longer than 12 hours. The church and its pastor subsequently sued the town, claiming that the ordinance violated their right to freedom of speech.

The Supreme Court held that the sign ordinance violated the First Amendment. The court explained that the government, including a municipality, has no power to restrict speech based on content unless the government can prove that the restriction passes "strict scrutiny." In order to pass strict scrutiny, a government policy or practice must be narrowly tailored to serve a compelling governmental interest. Within the context of First Amendment forum analysis, this means that the definition of categories

Districts now appear to have less discretion when establishing limited public forums for expressive activities.

of allowable expressive activities must satisfy the strict scrutiny standard. The court found that the sign ordinance regulated speech based on content because the law applied to particular categories of speech based on the topic addressed, or the idea or message expressed, in a sign.

The court stated that, when determining the constitutionality of regulation of speech, courts are to first review the regulation of speech "on its face" to determine if it draws distinctions based on the message the speaker conveys. The court provided four examples of regulations of speech that make such content-based distinctions: 1) regulations that make a distinction based on the subject matter of the speech; 2) regulations that make distinctions based on the speech's function or purpose; 3) regulations that cannot be justified without reference to the content of the speech; and, 4) speech that is regulated because of the government's disagreement with the message.

The court found that the Town of Gilbert's sign ordinance was content-based on its face because it created categories based on the "communicative content" of the sign, and then treated each category differently. In other words, the Town's ordinance treated the church's signs differently than signs addressing other subject matters or ideas. This approach, in the court's view, constituted a content-based regulation of speech. The motive of the government and its justification for the regulation are irrelevant to the determination of whether a regulation of speech is content-based on its face, the court noted. Only after a court finds that a regulation of speech is content-neutral, as opposed to content-based, should a court look to the government's motive or justification for the regulation.

Once a court determines that a regulation of speech is content-based, the Supreme Court ruled, the government must demonstrate that the content-based distinction is "necessary to serve a compelling state interest and is narrowly drawn to achieve that end." Applying this standard, the court determined that the town could not justify its limits on temporary directional signs based on stated aesthetic concerns because the town allowed unlimited numbers of signs that conveyed a message or idea, even though those signs had negative aesthetic impacts. The town could not justify its regulation based on traffic safety concerns because it failed to regulate other signs that would distract drivers in a similar or more dangerous manner. Because the content-based distinction was not necessary to serve a compelling state interest and narrowly drawn to achieve that end, the Court held that the ordinance did not meet strict scrutiny and was unconstitutional.

## Application of *Reed* by other courts

The Supreme Court's expanded application of strict scrutiny to all instances of content-based regulation has already had a significant impact on lower court decisions. The Seventh Circuit Court of Appeals, the federal appellate court with a jurisdiction that includes Wisconsin, recently held that a panhandling ordinance was unconstitutional because it regulated speech by discriminating between immediate requests for money and future requests for money.[3] The Court of Appeals noted that *Reed* "effectively abolishes any distinction between content regulation and subject-matter regulation. Any law distinguishing one kind of speech from another by reference to its meaning now requires a compelling justification."[4]

Another federal court of appeals recently cited *Reed* to declare South Carolina's anti-robocall statute unconstitutional.[5] The statute was content-based on its face, the court ruled, because the statute applied only to calls involving a consumer or political message. The court found that less restrictive means, including time-of-day limitations and do-not-call lists, were available as a means of regulation. Additionally, the law permitted an unlimited amount of potentially disruptive robocalls that did not contain consumer or political messages. Thus, the statute did not survive strict scrutiny because the law was not narrowly tailored to achieve the government's compelling interest of protecting residential privacy and tranquility.

A federal district court in New Hampshire recently applied *Reed* to strike down a state law that prohibited a voter from taking a picture of his ballot and sharing it on social media.[6] The court determined that the law was a content-based regulation because it restricted speech based on the subject matter of the speech. The law only regulated pictures of ballots that revealed how a voter had voted, and not images of unmarked ballots or facsimile ballots. The state could not claim that the law served the compelling government interest of preventing vote buying because the state could produce no evidence of vote buying in the state since 1976. Additionally, the court determined that the law was not narrowly tailored because the law would prevent expression by many citizens who were innocent of vote buying or other wrongdoing. The court observed that some voters who broadcast their votes on social media do so for entirely legitimate reasons.

## Implications for school districts

Wisconsin school officials should be aware that the ruling in *Reed* may impact existing school board policies and district practices. Since at least the early 1990s, districts have not been allowed to engage in viewpoint discrimination when establishing limited public forums for expressive activities. For example, if a district allows community groups to show films in the school auditorium, a district may not disallow a community group from using its school auditorium based on the fact that a movie includes religious content.[7] Similarly, if students are allowed to distribute valentines during the school day, a district may generally not prohibit the distribution of valen-

tines solely based on the inclusion of a religious message. Earlier cases have also made it clear that the category definitions of a limited public forum must be nondiscriminatory with respect to expressive activities. Accordingly, it would be unconstitutional to open a high school gym for use by non-religious non-profit groups while prohibiting religious organizations from such use.

*Reed*, however, goes further by addressing more than viewpoint discrimination. The Supreme Court has now ruled that when any distinction is made based upon the "communicative content" associated with an activity or event, a court is to review a board's policy or district practice under a strict scrutiny standard. Districts will now often be subject to strict scrutiny when establishing limited public forums through policy and practice, even though the categories of a limited public forum do not appear to be discriminatory with respect to an individual's or organization's viewpoint.

Thus, for example, it has been clear in the past that a district could not allow one political group to use school facilities for the purpose of a meeting while denying another political group access to school facilities due to a disfavored point of view. However, many commentators previously believed that a district was allowed to exclude political activities generally under a facility use policy (subject to any requirements or limitations under state law). In light of the ruling in *Reed*, it is now unclear whether a district will be allowed to exclude political activities as a category under a policy, while allowing other types of expressive activities. At the least, such a policy will be given strict scrutiny by a court.

As illustrated by the discussion of the cases above, it can be very difficult for government officials to satisfy the requirements of strict scrutiny. Consequently, districts now appear to have less discretion when establishing limited public forums for expressive activities. Indeed, some commentators are now questioning whether school boards or other governmental bodies can make distinctions between activities based upon whether the activities involve commercial or non-commercial speech, a category of speech usually (and historically) afforded less constitutional protection.

Though not exhaustive, the following actions should be considered in light of *Reed*:

- A review of facility use policies to determine whether any of the categories of use constitute content-based restrictions.
- A review of the pricing structure established for rental of school facilities if the district distinguishes payment for use of district facilities based upon the nature of the expressive activities that take place at an event.
- A review of policies or practices governing the posting of information by non-school entities or individuals in designated areas, such as bulletin boards, to determine whether the categories of allowable postings comport with *Reed*.
- A review of policies or practices governing announcements during the school day to ensure that, if non-school sponsored activities and events are included in announcements, content-based restrictions are not utilized to determine the inclusion or exclusion of announcements, unless such distinctions can meet the requirements of strict scrutiny.
- A review of whether policies or practices which permit outside organizations to distribute information to students in the classroom opens the district to the prospect of having to accommodate other requests by outside groups for similar access during the school day.
- A review any polices or practices which allow access to staff mailboxes by non-school organizations.

## Conclusion

School boards retain some discretion when establishing limited public forums for expressive activities by students, employees, and community members. However, *Reed* appears to restrict that discretion and imposes a higher standard against which board policies and district practices will be measured. As a result of the ruling in *Reed*, Wisconsin school districts should begin the review of policies and practices discussed above, as well as other policies and practices affecting expressive activities protected by the First Amendment's free speech clause. ■

*For additional information on related topics, see* Wisconsin School News, *"Third Party Access to School Resources and Facilities" (March 2009); "Revisiting Community-Use Policies: Creating the Limited Public Forum" (September 2001); "Supreme Court Ruling on Equal Access Act Opens Pandora's Box" (July 1990).*

## Endnotes

1. 135 S. Ct. 2218 (2015).
2. *See, e.g., Good News Club v. Milford Cent. Sch.*, 533 U.S. 98 (2001) (holding that school districts could not discriminate against a group that speaks on an otherwise permissible subject just because the group had a religious viewpoint on the subject).
3. *Norton v. City of Springfield*, No. 13-3581, 2015 U.S. App. LEXIS 13861 (7th Cir. Aug. 7, 2015).
4. *Id.*, at 4.
5. *Cahaly v Larosa*, No. 14-1651, No. 14-1680, 2015 U.S. App. LEXIS 13736 (4th Cir., August, 6, 2015).
6. Rideout v. Gardner, No. 14-cv-489-PB, 2015 U.S. Dist. LEXIS 105194 (D. N.H. August 11, 2015).
7. *Lamb's Chapel v. Center Moriches Union Free School District*, 508 U.S. 384 (1993).

*This Legal Comment was written by Michael J. Julka, Frank C. Sutherland, and Steven C. Zach of Boardman & Clark LLP, WASB Legal Counsel.*

*Legal Comment is designed to provide authoritative general information, with commentary, as a service to WASB members. It should not be relied upon as legal advice. If required, legal advice regarding this topic should be obtained from district legal counsel.*

| | |
|---|---|
| Book | Policy Manual |
| Section | 7000 Property |
| Title | Copy of USE OF DISTRICT FACILITIES |
| Code | po7510 |
| Status | |
| Adopted | December 9, 2019 |

7510 - **USE OF DISTRICT FACILITIES**

The Board of Education believes that the school facilities of this District should be made available for lawful non-school purposes, provided that such use does not interfere with use for school purposes, by school related groups, or for school-related functions. No non-school related group or entity may promote an activity to occur on school grounds under this policy in any manner that conveys the impression that the School District supports, endorses, or is a partner with the group or individual's cause.
**Any advertising/notice of event must contain this disclaimer clause; This event is not endorsed by the Wausau School District, nor does it necessarily represent the views of Wausau School District.**
**It must be printed on any item of promotional material and it must be spoken on any promotion that has an audio component.**

The Board will permit the use of school facilities when such permission has been requested in writing by a responsible, individual, organization or a group of citizens and has been approved by the District Administrator.

The use of District grounds and facilities shall not be granted for any purpose which is prohibited by law.

The use of District grounds and facilities shall be considered with the following factors:

**The Wausau School District retains the right to alter the fee or cancel any event if evidence is presented that shows a discrepancy in the event holder's description of the event and the actual event.**

A. The proposed use of school facilities will interfere with the educational mission or extracurricular programs or activities of the schools.

B. The proposed use of school facilities poses an unreasonable risk of physical injury to school-age attendees and/or other participants (example: combat sports/boxing ).

C. The proposed use of school facilities poses a substantial risk to school security.

D. The proposed use of school facilities poses an imminent risk of illegal activities.

E. The proposed activity involves subject matter that is legally obscene, determined by reference to any activity's intended audience or participants.

F. The proposed use of school facilities will result in unusual wear, damage, or depreciation of school facilities or property.

G. The individual or organization requesting access to school facilities has not been a responsible caretaker of school facilities and property when using school facilities or property in the past.

**Recreational Activity**

Any non-school sponsored group requesting to use District facilities must complete an online application form prior to such usage.

Should all or any part of the District's community be struck by a disaster, the Board shall make District grounds and/or facilities available, at no charge, for the housing, feeding, and care of victims or potential victims when requested by local, State, or Federal authorities. The District Administrator should meet with the representatives from the impacted local governing body to establish a disaster preparedness plan in order to ensure that proper procedures are established to minimize confusion, inefficiency, and disruption of the educational program.

The District Administrator shall develop administrative guidelines for the granting of permission to use District facilities by non-school sponsored groups or for non-school sponsored activities, including a schedule of fees. Such guidelines are to include the following:

A. Each user may be required to present evidence of the purchase of organizational liability insurance to the limit prescribed by District administrative guidelines.

B. Use of school equipment in conjunction with the use of school facilities must be requested specifically in writing, and may be granted by the procedure by which permission to use facilities is granted. The users of school equipment must accept liability for any damage or loss to such equipment that occurs while it is in their use. Where rules so specify, no item of equipment may be used except by a qualified operator.

C. Users shall be liable financially for damage to the facilities and for proper chaperonage.

No liability shall attach to this District, any employee, officer, or member of this District specifically as a consequence of permitting access to these facilities.

**© Neola 2015**

Legal 120.13(17), Wis. Stats.

895.523, Wis. Stats.

# Wausau School District Facility Use Fee Schedule

## Factors Determining Tier Placement

| | Tier 1 | Tier 2 | Tier 3 |
|---|---|---|---|
| **Resources** | Low need for or use of district-provided/owned resources such as electricity, bathroom products, equipment, etc... | Moderate need for or use of district-provided/owned resources such as electricity, bathroom products, equipment, etc | High need for or use of district-provided/owned resources such as electricity, bathroom products, equipment, etc.. |
| **Staffing** | No custodian is needed to open up/close up or be on-site during the event. | A custodian is needed to open up/close up and potentially be on-site during the event. | District personnel, including but not limited to custodians and/or kitchen staff, are needed to open/close and be on-site during the event. |
| **Facilities** | A single-site, low maintenance area such as a classroom or an outdoor field /gymnasium for practice use, etc. | A single site or multiple sites, moderate maintenance area such as an auditorium, commons or gym etc.. where an event is being hosted | A single site or multiple sites, higher maintenance area such as an auditorium, commons or gym etc.. where a larger event is being hosted |
| **Purpose** | The purpose of the event/usage is to benefit a significant majority of Wausau School District students. | The purpose of the event/usage is to benefit both Wausau School District Students and the hosting organization. | The purpose of the event/usage is to benefit the hosting organization |

## Notes

**(1) Tier placement is for estimating purposes only. Final determination of minimum fees will be communicated when the reservation is fully approved.**

**(2) A preponderance of need and purpose will be used to determine the final tier placement and cost for use of the facility.**

**(3) The Requestor will be provided a minimum cost for their request. The actual cost may vary due to increased hours, damage, misinformation, etc.**

**(4) All non-District users must provide proof of liability insurance prior to using the facilities.**

**(5) Use of District pool(s) requires additional permission and requirements. Contact Wausau School District Buildings and Grounds office for details.**

**(6) Use of fields does not include supplies, i.e. chalk, balls or grooming equipment.**

**(7) District will have the final determination if Custodial support is required and in what amount due to the nature of the event and set-up / tear-down time.**

| | | Cost per hour | | |
|---|---|---|---|---|
| **SCHOOLS/AREA** | **Sq.Ft./capacity (approx.)** | **Tier 1** | **Tier 2** | **Tier 3** |
| Classroom | 900-1100 | No Cost | $20 | $125 |
| Fieldhouse (High Schools) | West: 29,000<br>East: 32,000 | No Cost | $40 | $250 |
| Gymnasium (Middle and Elementary Schools) | 15,000 | No Cost | $30 | $200 |
| Practice Fields or outdoor venues | Varies | No Cost | $10 | $75 |
| Varsity Fields or outdoor venues | Varies | No Cost | $20 | $100 |
| Auditorium (Requires District A/V specialist) | West: 748 seats<br>East: 900 seats | No Cost | $30 | $200 |
| Cafeteria/Commons (High Schools only) | 2,500 | No Cost | $30 | $200 |
| Pool (Additional requirements, call for details) | | No Cost | $40 | $250 |
| Parking Lots | Varies | No Cost | $10 | $75 |
| School Forest | Varies | No Cost | $40 | $200 |
| **Ancillary items** | | **Cost per unit** | | |
| Custodian<br>(Outside normally staffed time, 6am - 11pm weekdays and non-holidays) | | $25/hr weekday<br>$35/hr weekend | $25/hr weekday<br>$35/hr weekend | $25/hr weekday<br>$35/hr weekend |
| Kitchen Staff (required for kitchen use) | | $25/hr weekday<br>$35/hr weekend | $25/hr weekday<br>$35/hr weekend | $25/hr weekday<br>$35/hr weekend |
| District A/V Specialist | | $35/hr weekday<br>$45/hr weekend | $35/hr weekday<br>$45/hr weekend | $35/hr weekday<br>$45/hr weekend |
| Computer Technician | | $35/hr weekday<br>$45/hr weekend | $35/hr weekday<br>$45/hr weekend | $35/hr weekday<br>$45/hr weekend |
| Snow Removal (if required beyond normal frequency) | | Actual cost | Actual cost | Actual cost |

| | |
|---|---|
| Book | Policy Manual |
| Section | 7000 Property |
| Title | Neola template of USE OF DISTRICT FACILITIES |
| Code | po7510 |
| Status | |

7510 - **USE OF DISTRICT FACILITIES**

The Board of Education believes that the school facilities of this District should be made available for lawful non-school purposes, provided that such use does not interfere with use for school purposes, by school related groups, or for school-related functions. No non-school related group or entity may promote an activity to occur on school grounds under this policy in any manner that conveys the impression that the School District supports, endorses, or is a partner with the group or individual's cause.

The Board will permit the use of school facilities when such permission has been requested in writing by a responsible, individual, organization or a group of citizens and has been approved by the

**( )** District Administrator.

**( )** Board.

**( )** Building and Grounds Committee.

The use of District grounds and facilities shall not be granted for:

1. **( )** private social functions;
2. **( )** any purpose which is prohibited by law.
3. **( )** _____.

**Recreational Activity**

Any non-school sponsored group requesting to use District facilities for recreational activity must complete Form 7510 F3 prior to such usage. **( )** The District does permit to outside groups the use of the following equipment:

1. **( )** swimming pools
2. **( )** weight rooms
3. **( )** gymnastics equipment

"Recreational activity" includes any indoor or outdoor physical activity, sport, team sport, or game, whether organized or unorganized, undertaken for the purpose of exercise, relaxation, diversion, education, or pleasure.

"Outdoor activity" includes hunting, fishing, trapping, camping, picnicking, exploring caves, nature study, bicycling, horseback riding, bird-watching, motorcycling, operating an all-terrain vehicle, ballooning, hang gliding, hiking, tobogganing, sledding, sleigh riding, snowmobiling, skiing, skating, water sports, sight-seeing, rock-climbing, cutting or removing wood, climbing observation towers, animal training, harvesting products of nature, sport shooting, or similar outdoor game, sport, or educational activity.

Should all or any part of the District's community be struck by a disaster, the Board shall make District grounds and/or facilities available, at no charge, for the housing, feeding, and care of victims or potential victims when requested by local, State, or Federal authorities. The District Administrator should meet with the _____ **[local governing**

**body]** to establish a disaster preparedness plan in order to ensure that proper procedures are established to minimize confusion, inefficiency, and disruption of the educational program.

The District Administrator shall develop administrative guidelines for the granting of permission to use District facilities by non-school sponsored groups or for non-school sponsored activities, including a schedule of fees. Such guidelines are to include the following:

1. **( )** Each user

   **( )** shall

   **( )** may be required to

   present evidence of the purchase of organizational liability insurance to the limit prescribed by District administrative guidelines.

2. **( )** Use of school equipment in conjunction with the use of school facilities must be requested specifically in writing and may be granted by the procedure by which permission to use facilities is granted. The users of school equipment must accept liability for any damage or loss to such equipment that occurs while it is in their use. Where rules so specify, no item of equipment may be used except by a qualified operator.

3. **( )** Users shall be liable financially for damage to the facilities and for proper chaperonage.

No liability shall attach to this District, any employee, officer, or member of this District specifically as a consequence of permitting access to these facilities.

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Legal References
120.13(17), Wis. Stats.
895.523, Wis. Stats.