

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

Monday, November 8, 2021

6:00 PM

Waunakee Community School District
905 Bethel Circle
Waunakee, WI 53597

Members of the public may attend Board of Education meetings in-person. Members of the public who choose to access the meeting via live stream video may do so at: <https://www.waunakee.k12.wi.us/district/Agendas.cfm>

Public comments will be limited to 3 minutes. The Board will allow 1 hour for public comments.

Public comments may be sent to Rebecca McDonough at district_administrator@waunakee.k12.wi.us up to one hour before the start of the Board meeting. All comments will be reviewed by the Board members. Emailed comments will be reviewed by the board but not read out loud. Emailed comments sent during any part of the board meeting (Board Development, Closed session, Open session) will be forwarded to the board but may not be reviewed by the board until after the board adjourns. Comments must include the commentator's name, address, and must identify their connection to the District (if any) and any group they are representing in order to be considered by the Board.

If you would like to address the Board in-person during the public comments section of the meeting, you will be asked to check in with District personnel when you arrive so that you can be recognized and address the Board when your name is called.

A recording of the meeting will be posted on the District webpage within 24 hours of the meeting time.

Closed Session Starts at 6:00PM

Open Session Starts at 7:00 PM

AGENDA

I. CALL TO ORDER

II. ROLL CALL

III. CLOSED SESSION - ADJOURN TO CLOSED SESSION PER WISCONSIN

STATUTES 19.85 (1) (c), (e),(f) and (g)

- A. Review Closed Session Minutes for 10/11/21 regular meeting
- B. Review Individual Teacher Contract Recommendations, Resignations and Retirements
- C. Review Individual Co-Curricular Contract Recommendations
- D. Review Individual Support Staff/Custodial Staff Recommendations, Resignations and Retirements
- E. Review and Take Action on Student Discipline/Expulsion Recommendations
- F. Review a Draft Memorandum of Understanding between the Village of Waunakee and the School District Regarding the Reversionary Language in the Deed for the Previous Library Site at 710 South Street.
- G. Discuss with the School Board, Matters Involving Individual Student Behaviors and

District Response

IV. RETURN TO OPEN SESSION

V. BOARD DEVELOPMENT WORKSHOP

If time, the Board may discuss school board operational matters.

VI. APPROVAL OF MINUTES

A. Review Open Session Minutes for 10/11/21 regular meeting and 10/25/21 Special meetings. 8

B. Review Updated May 10, 2021 Regular Meeting Minutes 17

VII. APPROVAL OF AGENDA AND ADDITIONS

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

VIII. PUBLIC COMMENTS 26

Individuals may use this time to comment on any school district related items. A copy of Board Policy 187 —Public Participation at Board Meetings is enclosed for your reference. Past practice has allowed 30 minutes for this section of the agenda.

IX. TEACHING STAFF, STUDENT,

& BOARD REPORTS/RECOMMENDATIONS/ACTION ITEMS

A. Student Report

Marrissa Loether and Isabelle Hahn are the high school student representatives this year who will provide an update to the Board on events from the high school.

B. Teacher's Update

Representatives from the Waunakee Teachers Association will provide an update on some of the work they are doing in the district.

C. Board Reports/Action Items

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

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

2. Spring Board Election

a. Notice of School Board Election 29

Attached is the Notice of the April 2022 School Board Election. Dave Boetcher(Village of Waunakee) , Judy Engebretson(Town of Dane/Springfield), and Jack Heinemann (Village of Waunakee) seats are on the ballot this spring.

b. Notification of Non-Candidacy 30

Attached is the Notification of Non-Candidacy should an incumbent choose not to run for reelection this spring. The deadline for an incumbent to file the non-candidacy form is December 24, 2021 at 5:00 p.m.

3. Discuss Board Policy Matters Related to Public Comment Periods During Board/Committee Meetings. 31
Attached please find the associated school board policies related to public comments at board and committee meetings.
4. Review, Provide Feedback, and Consider a Draft Agenda for the November 29, 2021 Community Engagement Meeting on Student Achievement 37
Attached please find a draft agenda for the next Community Engagement Meeting: Student Achievement. The administration will share additional details on a vision for what information may be most important to share at this meeting, and will be seeking school board member feedback.
5. Follow Up on Presentation Regarding the Wisconsin Public Education Network
At a previous school board meeting, David Boetcher spoke to and invited a representative from the Wisconsin Public Education Network (WPEN) to address the Board. The purpose of this agenda item is for the Board to have the opportunity to follow up on the previous discussions regarding membership in the Wisconsin Public Education Network, and provide direction regarding the request to join this organization.
6. Consider Recognition of Native American History Month 38
Dave Boetcher has requested an agenda item related to recognition of Native American History Month, and he will present a proposal to the Board on Monday requesting that the District fly a representative flag at each school building this month.

X. REVIEW CURRENT COVID-19 DASHBOARD DATA, PROTOCOLS, AND PUBLIC HEALTH ORDERS 39

The current COVID dashboard data will be brought to and presented at Monday's school board meeting to reflect the most up-to-date information regarding incident rates and quarantines in the school district over the last week, and since we last presented data to the Board last month.

Additionally, please find attached Order #4 from Public Health Madison and Dane County that extends the masking mandate through November 27th, at which time they have communicated they will not issue another Order.

Also, attached please find a summary of the School Board Meeting Minutes from August 9, 2021 which outlines the decision of the Board regarding masking, which was determined prior to PHMDC issuing their initial Orders in August. In the absence of a PHMDC Order, the decision of the Board from August is still in effect until a different action is voted upon by the Board.

This agenda item allows the Board latitude to consider the protocols that are in place, including decisions related to masking.

XI. COMMITTEE REPORTS/RECOMMENDATIONS/ACTION ITEMS

A. Curriculum Committee

1. Review October 14, 2021 and 11/4/21 Meeting Minutes 46

2. New Course Proposals at the High School 88

New course proposals will be attached to BoardBook following their consideration by the Curriculum Committee on Thursday evening.

3. Initial Report on Student Results for AP, ACT, Aspire, and Forward Tests 124

Attached please find the presentation on student achievement that was presented to the Curriculum Committee on Thursday, November 4th.

B. Human Resources Committee

1. Review October 20, 2021 Meeting Minutes 322

The minutes for this meeting will be available at the meeting.

C. Board Sub-Committee For Planning DEI

1. Review Minutes of 11/1/21 Meeting. 324

2. Report from the Sub-Committee on DEI Planning and Next Steps

The sub-committee discussed conducting community engagement meetings with parents/community, staff, administration, and students. They would like to meet with several clubs/organizations at the high school to gain further student perspective. Dates and times TBD.

The committee also requested that the administration review the audit recommendations from the DEI Ad Hoc Committee to determine which existing Board Committees best align with items outlined in the audit. Additionally, the administration will describe what has taken place or is planned to occur for items identified in the audit. This review will be presented to the committee at their next meeting on November 15th.

XII. ADMINISTRATIVE REPORTS/RECOMMENDATIONS/ACTION ITEMS

A. Administrative Reports/Action Items

1. Consider Additional Staff Recommendations Based on Student Needs 326

Attached please find a staffing request for four additional para-educator positions based off of 1:1 IEP needs. The Board will be updated in Closed Session on some of the specific needs that precipitated this staffing request.

2. Review and Consider a Draft Memorandum of Understanding between the Village of Waunakee and the School District Regarding the Reversionary Language in the Deed for the Previous Library Site at 710 South Street.

A revised MOU is in process with the Village of Waunakee. If the MOU is agreed upon by Monday's meeting time, then we will present it for consideration. If it is not ready for presentation, then this agenda item will be carried over to next month.

3. Review and Consider School Calendar Changes Related to High School Sports Teams That Compete in the State Finals on School Days Related to the Availability of Buses and Bus Drivers

The administration will present options to the Board for impacts on the school day and/or school calendar should the football team continue to progress through the playoffs and qualify for the State Finals game at Camp Randall on November 19th. Given the shortage of bus drivers, we are being very proactive in our planning as a trip to the State Game for football requires 11-13 buses for the team, band, cheerleaders, dance team, and fan buses.

4. Announcements

XIII. CONSENT AGENDA

A. Approval of Checks

Attached in the "extras" section of BoardBook, please find a list of the accounts payable payments issued during the month of October 2021.

B. Finance

1. Monthly Finance Reports 328

Attached you will find the 2021-22 Budget Status report as of October 31st, 2021, and the Cash Reconciliation report for September 2021. Please note that we are still working on some audit entries that affect the cash reconciliation for one account in July.

Also attached please find the Dean/SSM wellness clinic report for September and a district financial report for the Wellness Clinic for your review. This report tracks expenditures over time, beginning with the first month of the clinic.

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

C. School Violence Evaluation Reports 356

D. Gifts and Field Trips

1. Gifts

a. Health Office Supplies - District Wide - \$500 363

b. Donation from Nord Gear to Arboretum Curriculum Enhancement 364

2. Field Trips

a. Choir/Drama New York Trip - 2022 365

E. Approve Individual Teacher, Co-curricular, Support Staff & Custodial 369

Recommendations, Resignations, Leaves & Retirements

XIV. BOARD BUSINESS

A. Conventions/Workshops

371

The State Education Convention is January 19-21, 2022. You may view details on WASB website

at https://wasb.org/meeting-and-events/convention/?utm_source=HL&utm_medium=MarketingAutomation&utm_campaign=WisconsinAssociationofSchoolBoards&_zs=59LDm&_zl=IpX32

Participants need to register. Early Bird registration is December 15th. School District's and CESA's will be provided a rebate if they register 5 or more board members & administrators.

We have hotel rooms reserved at the Hilton Milwaukee City Center

If you are interested in attending , please let Rebecca know by the December board meeting. Rebecca will register you and arrange a hotel room for you.

If you have any questions, please feel free to contact Rebecca.

B. Legislative Update

C. Coorespondence

XV. FUTURE AGENDAS AND MEETINGS

A. Agenda Items for Next Meeting

B. Special Meeting

C. Budget Committee

D. Co-Curricular Committee

E. Curriculum Committee

F. Facility Committee

G. Human Resources Committee

H. Policy Committee

I. Goals Committee

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

XVII. RETURN TO OPEN SESSION

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

XIX. ADJOURN

“Any person who has a qualifying disability as defined by the Americans with Disabilities Act who requires assistance with access or materials should contact the Waunakee Community School District Office at 849-2000, 905 Bethel Circle Drive Waunakee, WI 53597, at least twenty-four hours prior to the commencement of the meeting so that necessary arrangements can be made to accommodate the request.”

Minutes of Regular Meeting - Open

The Board of Education Waunakee Community School District

A Regular Meeting of the Board of Education of Waunakee Community School District was held Monday, October 11, 2021, beginning at 5:30 PM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

President Ensign called the meeting to order. A motion was made by Engebretson, second by Hoefler, to adjourn to closed session pursuant to Wisconsin Statutes 19.85 (1)(c) and (f) to review individual teacher contract recommendations, resignations and retirements, review individual co-curricular contract recommendations, review individual support staff/custodial staff recommendations, resignations, and retirements, and review student requests. Motion carried 6-0 (Boetcher late) on a roll call vote. Time 6:00PM

II. ROLL CALL

Boetcher- Yes, Engebretson – Yes(Virtually), Ensign- Yes, Frey - Yes Heinemann – No (arrived at 5:45pm), Hetzel- Yes (Virtually), Hoefler- Yes
Also Present: Randy Guttenberg, Brian Grabarski

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

- A. Review Minutes of 9/13/21 Meeting
- B. Review a Public Complaint About School Personnel
- C. Review Individual Teacher Contract Recommendations, Resignations and Retirements
- D. Review Individual Co-Curricular Contract Recommendations
- E. Review Individual Support Staff/Custodial Staff Recommendations, Resignations and Retirements
- F. Review a Draft Memorandum of Understanding between the Village of Waunakee and the School District Regarding the Reversionary Language in the Deed for the Previous Public Library Site at 710 South Street.

IV. RETURN TO OPEN SESSION

A motion was made by Hoefler, second by Heinemann, to adjourn closed session, reconvene in open session, Time: 7:05PM Motion Carried 7-0 Board reconvened in open session at 7:09PM.

V. BOARD DEVELOPMENT WORKSHOP

There was not time for board development at this meeting.

VI. APPROVAL OF MINUTES

- A. Review Minutes from 9/13/21

A motion was made by Hoefler, second by Frey, to approve the September 13, 2021 regular meeting minutes as posted. Motion carried 7-0.

VII. APPROVAL OF AGENDA AND ADDITIONS

A request was made to move the budget committee items to after the facility planning presentation. A motion was made by Hetzel, second by Heinemann, to approve the agenda as posted with the requested change. Motion carried 7-0.

VIII. STUDENT REPORTS

High School Student Council Representatives, Marissa Loether and Isabelle Hahn, shared an update. They gave an update on: All the homecoming activities. The success of the Miracle Minute, Coats for Kids, and Operation Vet 22 student/community events. Girl's golf going to state. The PSATs and the Fall Break coming up. Marissa shared the process of being on quarantine from a HS student's point of view. She informed the board and administration that while the initial contact with the nurse's office and follow up on testing was good, the communication with the teaching staff regarding any missed work could improve. The Board and Administration were happy for this insight.

IX. PUBLIC COMMENTS

Public Comments sent via email are posted in the Extras area of the agenda for this meeting. All emailed public comments have been shared and reviewed by the full board.

Public Comments sent via email are from:

Jennifer Grosh
Derek & Allison Johnson
AnnMarie Malich
Brian Malich
Jon Nitti
Caeli Rice

Public Comments in person were made by:

Dan Feldmeier – In Opposition of DEI Ad Hoc Committee
Greg Gentz – Information regarding DEI Committee
Laura Haak - DEI Committee – compare existing policies, Opposed to WI Public Ed. Network, Consider Mask Optional at Nov. BOE mtg.
Zack Jensen – Opposition to Mask Mandate
Julie Larsen - Opposition to DEI
Nicole Madonia – Opposition to Mask Mandate
Robert McPherson – In Favor of DEI committee
Jon Nitti – Opposition to DEI
Erik Pearce – Information regarding DEI committee
Bethany Pottinger – In Favor of DEI committee
Cass Punsel – Trust regarding DEI committee. Bring concerns to teacher, Administration, Board instead of Facebook.
Linde Schwarz – In Favor of DEI committee
Gabrielle Stanley – Mask, DEI committee, Library book lists.

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

Teacher Update

A. Teacher Update

Ashley Taylor and Gina Pagel provided an update to the Board. They updated on the following: Parent Teacher conferences, Indigenous People's day and the fact that the Waunakee Community has recognized it is on Ho Chunk property, recognized the Community Engagement meeting regarding equity and future Community Engagement meetings.

B. Board Reports/Action Items

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

Heinemann and Ensign attended the homecoming parade. It was great to see this parade back and the Student and community participation.

XI. COVID-19 UPDATE AND CURRENT DASHBOARD DATA

Randy Guttenberg shared the most recent COVID -19 data as well as the PHMDC order that is in effect through November 5, 2021. Guttenberg explained that our goal is to keep kids in school and we have done a great job of this. The hope is to get back to where we were this summer. The board asked to see how Dane County compares to other mask optional areas.

XII. COMMITTEE REPORTS/RECOMMENDATIONS/ACTION ITEMS

A. Diversity, Equity, Inclusion Ad Hoc Committee

The 09/21/21 Meeting Minutes were reviewed.

1. Discuss the Future Direction of the Diversity, Equity, and Inclusion Ad Hoc Committee

The School Board discussed the future of and/or next steps for the Diversity, Equity, and Inclusion Ad Hoc Committee, including any future charge to the committee and membership on the committee.

Every board member had the opportunity to speak toward this committee and discussing various options. The board thanked the committee for all the work they had done to complete the equity audit and find areas that the district needs to focus on. This work and focus areas are a great guideline for continued work in this area. The board decided that there will be a DEI committee that will be board of education and administrative led. This committee will also have a community and student voice. The assigned board members and the administrative members will meet prior to the November meeting and discuss how they will recruit community members and student members. This process will be shared at the November board meeting.

a. Charge for the Committee

b. Committee Membership

B. Facility Committee

The minutes from the 10/4/21 meeting were reviewed

Boetcher summarized the meeting.

1. ADA Accessible Door at Waunakee Intermediate School

The need for an ADA accessible door at the Intermediate School was presented. This is the door that provides access to the playground from the cafeteria. The total cost of the project is \$8,455 and Administration is recommending the use of the District Capital Projects Fund, Fund 41. A motion was made by Hoefler, second by Frey to approve the ADA accessible door at the Intermediate school as presented. Motion carried 7-0.

C. Budget Committee - **This item was addressed after the Facility and Referendum Update Item XIII A 1**

The minutes from the 10/4/21 meeting were reviewed

Heinemann summarized the meeting and explained why this agenda item made sense to address after item XIII A.1.

1. 2021-2022 Budget Planning

a. Debt Service Defeasance

Summers explained and answered questions regarding the topic of a debt service defeasance and tax rate consistency across fiscal years.

Summers explained that the budget planning is completed during October and will be brought to the community at the annual meeting next week. Summers and Guttenberg explained where to find all the documents regarding budget planning and the annual meeting on the District Webpage. Guttenberg also

briefly explained the powers of the annual meeting and items that may be brought to the annual meeting for consideration.

b. Special Education Van Purchase

Summers and Loken explained and answered questions regarding the concept of the District providing our own special education transportation.

A motion was made by Hoefler, second by Hetzel, to approve the reallocation of existing transportation funds towards the van purchase as presented. Motion carried 7-0.

c. Special Education Para Educator Request

Summers and Loken presented and answered questions regarding a request an additional special education para educator position at Prairie Elementary School and at Arboretum Elementary School. The AES request is an addition since the agenda was released. A new student just started this past week at AES requiring this additional staff member.

A motion was made by Heinemann, second by Hoefler to approve the request for 2 additional special education para educators as presented. Motion carried 7-0.

d. Consider Request for an Additional EL Para-Educator

Summers and Mand presented and answered questions regarding a request for a para-educator position for the elementary level to serve our English learner program. A motion was made by Heinemann, second by Frey, to approve this request as presented. Motion Carried 7-0.

e. Banking Request for Proposal

Summers explained and answered questions regarding School Board approval of the Banking Request for Proposal from One Community Bank. A motion was made by Heinemann, second by Boetcher, to approve the Banking Proposal from One Community Bank. Motion carried 7-0. Steve Peotter and Liz Deihs from One Community Bank were at the meeting and thanked the board for their approval and are looking forward to doing business with WCSD.

Heinemann added that the budget committee would like to charge the administration to put together a 3 year plan regarding building carryover funds. Hetzel agreed with Jack that this was a good process and confirmed with Summers that a draft in January was good timing for this request.

D. Human Resources Committee *****Items under this agenda items are associated with the Budget Committee items. Due to this fact this item was discussed/reviewed by the board after the Budget Committee Item, which was discussed/reviewed after the Facility & Referendum update. Item XIII A 1 The minutes from the 10/5/21 Meeting were reviewed.

1. Classified Staff -- Driver Wage Proposal

Grabarski and Summers explained and answered questions regarding this request of a driver wage schedule. This request is a result of the additional special ed vans and the use of these vans. A motion was made by Heinemann, second by Hoefler, to approve the driver wage scale as presented. Motion carried 7-0.

E. Curriculum Committee

1. WCSD & Psychotherapy Center of Waunakee Partnership

Attached please find three documents:

Guttenberg and Mand explained and answered questions regarding the recommendation for the partnership between the WCSD and the Psychotherapy Center of Waunakee. A motion was made by Hetzel, second by Boetcher to approve the proposal as presented. Motion Carried 6=Y – 1=N.

XIII. ADMINISTRATIVE REPORTS/RECOMMENDATIONS/ACTION ITEMS

A. Administrative Reports/Action Items

1. Facility and Referendum Planning Update / Next Steps

Guttenberg and the team from EUA & Vogel Brothers presented and answered questions regarding

officially launching our planning for a fall 2022 referendum, review the key variables, and set in motion the next steps in our timeline.

2. Presentation of the Draft District Communication Plan

Guttenberg and Blackburn presented and answered questions regarding the goal to develop a communications plan and further extend outreach to stakeholder groups. Part of the work surrounding this effort is to draft a plan that designates areas of focus.

3. Third Friday Count

Summers presented and answered questions regarding the Third Friday Count email communication and data that was shared with all School Board members on September 30th.

4. Consideration of a Memorandum of Understanding between the Village of Waunakee and the School District Regarding the Reversionary Language in the Deed for the Previous Public Library Site at 710 South Street.

This was discussed when the board returned to closed session. ***No action was taken.

5. Announcements/Correspondence

XIV. CONSENT AGENDA

A. Approval of Checks

Attached in the "extras" section of BoardBook, please find a list of the accounts payable payments issued during the month of September 2021. Please feel free to reach out to Steve Summers at stevesummers@waunakee.k12.wi.us if you have any questions.

B. Finance

1. Monthly Finance Reports

Attached you will find the 2021-22 Budget Status report as of September 30th, 2021, and the Cash Reconciliation report for August 2021. Please note that we are still working on some audit entries that affect the cash reconciliation for one account in July.

Also attached please find the Dean/SSM wellness clinic report for August and a district financial report for the Wellness Clinic for your review. This report tracks expenditures over time, beginning with the first month of the clinic.

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

C. Post Secondary Credit Options

D. Consideration of Fee Exemption for the Muskie School's Fishing Expo

The Muskie School's Fishing Expo has been held at the WHS for over 10 years. This expo will be set up on March 18, 2022 and the event will be on March 19, 2022. As part of the event they would like to use the pool. They are asking for the Facility Use Rental Fee to be exempt. Attached please find the exemption form and also an approximate costs for this event from Aaron May.

E. Gifts and Field Trips

1. Gifts

2. Field Trips

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

New Administrative Support Staff

Dominic Cayabyab, Computer Technician

New Teacher Staff

Andrew Moll, Pathways Teacher, IS/MS

New Support Staff

Jeff Davis, Custodian, Bethel

Hartley Erickson, Custodian, HS

Mackenzie Kopp, Para Educator Special Education, HS

Pamela Krueger, Custodian, HS
Lauren Neill, Para Educator Regular Education, AES
Andrea Miller, Para Educator Regular Education, PES
Bart Rhoades, Custodian, MS
Susan Valinotti, Para Educator Special Education, HES
Katherine Waterman, Para Educator Regular Education, AES

Resignations

Nedzat Aziri, Custodian, Bethel
Brittany Marx, Para Educator Regular Education, AES
Nichole Rawie, Crossing Guard

Retirements

Michael Beck, Custodian, MS
Connie Koeck, Para Educator Special Education, HS
LaDonna Radel, Accounting Specialist

Co-Curricular staff changes are posted on the agenda.

XV. BOARD BUSINESS

A. Fall 2021 Board/Staff Listening Sessions

The schedule for staff listening sessions with the board were attached to the agenda..

B. Board Correspondence

XVI. FUTURE AGENDAS AND MEETINGS

A. Agenda Items for Next Meeting

B. Special Meeting – A motion was made by Boetcher, second by Heinemann to have the Tax Levy meeting on 10/25/21 at 6:00PM. Motion carried 7-0.

C. Budget Committee

D. Co-Curricular Committee

E. Curriculum Committee

F. Facility Committee

G. Human Resources Committee

H. Policy Committee

I. Goals Committee

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

A motion was made by Boetcher, second by Hoefler, to adjourn and return to closed session pursuant to Wisconsin Statutes 19.85 (1)(c) and (f) to review individual teacher contract recommendations, resignations and retirements, review individual co-curricular contract recommendations, review individual support staff/custodial staff recommendations, resignations, and retirements, and review student requests. Motion carried 7-0 Time 10:01PM

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

XVIII. RETURN TO OPEN SESSION

A motion was made by Hoefler, second by Boetcher, to adjourn closed session, reconvene in open session, Time: 10:25PM Motion Carried 7-0

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

NA

XX. ADJOURN

The board of Education adjourned at 10:25PM on a motion by Boetcher, second by Frey and passed unanimously by voice vote 7-0.

Respectfully submitted,

Judith Engebretson, Clerk

Date

JE:rm

Minutes of Special Meeting - Tax Levy Meeting

The Board of Education Waunakee Community School District

A Special Meeting - Tax Levy Meeting of the Board of Education of Waunakee Community School District was held Monday, October 25, 2021, beginning at 6:00 PM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

Preseident Ensign called the meeting to order at 6:00 PM

II. ROLL CALL

Members present: Boetcher, Engebretson (arrived @ 6:01pm), Ensign, Frey, Heinemann, Hetzel, Hoefer

Also: Randy Guttenberg, Steve Summers

III. APPROVE AGENDA

A motion was made by Heinemann, second by Hoefer, to approve the agenda as posted. Motion carried 6-0.

IV. PUBLIC COMMENTS

Public comments sent via email were forwarded and reviewed by all the board members. These comments are attached to the extras section of the agenda.

Emailed Public Comments were from:

Stephanie Byrnes

Byron Crites

Meredith Glueck

Lara Herman

Phil Keegan

Brian Malich

Jon Nitti

Jennifer Tasker

Public Comments made in person were from:

Stephanie Byrnes – In favor of DEI Committee

Byron Crites – In favor of DEI Committee

Greg Gentz – Informative future of DEI Committee

Laura Haak – Call to Action for collaborative approach for DEI Committee

Mary Heimbecker – In favor of DEI Committee

Robert McPherson – In favor of DEI Committee

Diane Treis Rusk – In favor of EDI Committee

Linde Schwartz – In favor of DEI Committee

Gabrielle Stanley – In favor of DEI Committee

V. 2021- 2022 BUDGET APPROVAL AND TAX LEVY APPROVAL

A. Budget Changes

B. Tax Levy Changes and Certification

Steve Summers presented and answered questions regarding the final steps of the 21-22 budget process, and to request School Board approval of the budget and tax levy.

A motion was made by Heinemann, second by Boetcher to adopt tax levy resolution for a tax of \$37,434,390.00 and a budget resolution for \$76,348,805.00. Motion carried 7-0.

VI. HUMAN RESOURCES COMMITTEE REPORT

A. Review and Take Action on the Recommendation from the Human Resources Committee on the Business Office Reorganization Plan

Guttenberg explained the opportunity to discuss advancing the district administrative restructuring plan. Summers explained that by utilizing reallocated district funds, the Accounting Specialist position could be replaced by a Director of Business Services.

After some discussion a motion was made by Hetzel, second by Hoefer to approve and move forward with the plan as presented. Motion carried 7-0.

VII. DISCUSS AND CONSIDER SCHOOL BOARD MEMBER FEEDBACK ON THE ESTABLISHMENT OF A BOARD OF EDUCATION COMMITTEE ON DIVERSITY, EQUITY, AND INCLUSION

Ensign explained that the standing board committee for Diversity, Equity, and Inclusion will have board members Ensign, Heinemann, and Hetzel on the committee. The Board discussed ways in which they felt this committee should include students, community, and staff. The board agreed it should include a strong student voice. The initial meeting will be with the board members on the committee to discuss the focus and membership of this committee. They will meet on November 1st at 5:30PM. This meeting will be recorded and the public is welcome to attend. This committee will bring details back to the full board for consideration.

If any board members have items they want the committee to consider as part of the charge or membership, please send this to Rebecca and she will send it out to the full board.

VIII. FUTURE MEETINGS

A. Special Meetings – N/A

B. Committee Meetings – N/A

IX. ADJOURN

The Board of Education adjourned at 7:19 p.m. on a motion by Boetcher, second by Engebretson and passed unanimously by voice vote 7-0.

Respectfully submitted,

Judith Engebretson, Clerk

Date

JE:rm

Minutes of Regular Meeting - Open

The Board of Education Waunakee Community School District

A Regular Meeting of the Board of Education of Waunakee Community School District was held Monday, May 10, 2021, beginning at 6:00 PM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

President Ensign called the meeting to order. A motion was made by Hetzel, second by Engebretson, to adjourn to closed session pursuant to Wisconsin Statutes 19.85 (1)(c) and (f) to review individual teacher contract recommendations, resignations and retirements, review individual co-curricular contract recommendations, review individual support staff/custodial staff recommendations, resignations, and retirements, and review student requests. ~~Motion carried 6-0 (Brandt late)~~ Motion carried 7-0 on a roll call vote. Time 6:00PM

II. ROLL CALL

Boetcher- Yes, Engebretson - Yes, Ensign- Yes, Frey - Yes Heinemann – Yes, Hetzel- Yes, Hoefler- Yes
Also Present: Randy Guttenberg, Brian Grabarski, Steve Summers (virtually)

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

A. Review Minutes of April 12, 2021 regular meeting.

B. Review Individual Teacher/Administrative/Administrative Support Contract Recommendations, Leaves, Resignations and Retirements/Non-renewal

Attached please find the HR report for this month, and a document that outlines the administrative staff and administrative support staff contract extensions.

C. Review Individual Co-Curricular / Recommendations

There were no co-curricular staff changes for the May 2020 2021 BOE review.

D. Review Individual Support Staff/Custodial Staff Recommendations

E. Review Summer School Contract Recommendations

IV. RETURN TO OPEN SESSION

A motion was made by Engebretson, second by Heinemann to adjourn closed session and reconvened in open session, going into Board Development Workshop prior to open session. Motion carried 7-0. Time: 6:23 PM. Open session reconvened at 7:02PM

V. BOARD DEVELOPMENT WORKSHOP

Joan Ensign and Mark Hetzel asked the Board members to read the 160 series of board policies to review our role as board members. Mark Hetzel discussed and showed how the WASB website can play a role in board development and what that organization offers members. Perhaps bringing WASB in to review Roberts Rules, Open meeting and Open Record law. As a board they want to work and communicate as a team.

The Board reviewed the draft survey questions for the Board's survey to families that we discussed at the Board Reorganizational Meeting. The board requested that the survey be simple. Find out what was good, bad and where to improve. There were several questions that could be combined into one, or maybe

were not needed. The board would like parents to actually share what challenged their students. The board would also like to know, if there would be any process or practice that, if continued, would prevent parents from sending their student to WCSD.

VI. APPROVAL OF MINUTES

A. Review Minutes of April 12, 2021 regular meeting, and April 29, 2021 special meetings.

A motion was made by Hetzel, second by Hoefer to approve the minutes of the April 12, 2021 regular meeting and the April 29, 2021 special meeting. Motion carried 7-0.

VII. APPROVAL OF AGENDA AND ADDITIONS

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

VIII. PUBLIC COMMENTS

Public comments were sent via email to the board and are posted in the extras section of the agenda.

IX. PUBLIC HEARING ON REGULATORY FLEXIBILITY FOR BILINGUAL PROGRAM

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

Randy Guttenberg explained that we seeking flexibility for the 2021-2022 school year with regard to the requirement to establish a bilingual-bicultural program. Chris Mand, Associate Director of Student Services, shared information and answered questions of the board regarding this waiver. Per DPI, we have met the English Learning student numbers at Heritage that requires us to establish a bilingual-bicultural program. The waiver for next year will allow us to plan for this type of program shift and then move to implementation in 2022-2023. Dan Carter (Heritage Principal) and Ashley Taylor (English as a Second Language Teacher) were also available to answer questions.

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

A. Staff Report

Ashley Taylor gave an update from the staff. She welcomed Ted Frey to the board and welcomed the board leadership after the reorganization. She also thanked the board for their message during teacher appreciation day.

B. Student Report

Quinn Bogost gave an update on the school year ending. Student council is going through their leadership elections for next year. The students are very appreciative for the teachers and all they have done this year. The students are also planning a walk/run this summer. With the end of the year right around the corner, they are busy wrapping thing up both academically and through co-curriculars.

C. Board Reports/Action Items

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

There were no items to report.

2. Board Committee Assignments

Ensign presented the committee assignments and asked for volunteers to be the board representative to the Diversity, Equity, and Inclusion Ad Hoc committee.

3. Discuss Options and Feedback to the Visionary Ad Hoc Committee Proposal

Ensign asked Heinemann to begin the discussion regarding his proposal to establish a Visionary Ad Hoc Committee.

The Board discussed this at the April meeting embraced the concept of connecting with the community on pertinent topics and issues. The Board discussed if they would like to move forward with a community

engagement plan similar to ideas shared at the previous meeting. Heinemann suggested that perhaps instead of a committee that the board should have bi-monthly meetings with specific topics that staff and the community could be involved with. Ensign mentioned that a later agenda item is our communications audit and plan that that this could be part of that discussion. The board agreed that this would fit in with the communications agenda item and they discussed how they envisioned these meetings happening.

XI. COMMITTEE REPORTS/RECOMMENDATIONS/ACTION ITEMS

A. Medical Advisory Ad Hoc Committee

1. The minutes of the April 13, 2021 meeting were reviewed

B. Curriculum Committee

1. The minutes of 4/21/21 curriculum meeting were reviewed.
2. 2021 Textbook Adoption

Tim Schell presented and answered questions regarding the recommended list of curricular materials with projected costs. The Curriculum Committee endorsed this request on a 3-0 vote. The Textbook adoption and the Curriculum Projects were acted upon together.

3. 2021 Curriculum Projects list

Tim Schell presented and explained the 2021 curriculum project requests that follow the updated project guidelines, and have been endorsed 3-0 by the Curriculum Committee.

The Textbook adoption and the Curriculum Projects were acted upon together.

A motion was made by Heinemann, second by Engebretson to approve the textbook adoption and curriculum projects as presented. Motion carried 7-0.

4. Consider the Elementary Music Proposal to Move the Student Performance to the Spring

Tim Schell explained and answered questions regarding a recommendation from the Curriculum Committee that was forwarded to the Board at the April Board Meeting to consider modifying the elementary music curriculum by moving the performance based program from December to the spring / end of the school year. The Committee wanted this item in front of the Board for an informational item in April and consideration/vote at the May Board Meeting. The Committee also asked for administration to share this recommendation with parents. Amy Johnson was available to answer any questions.

A motion was made by Hoefler, second by Boetcher to approve the music department's proposal as presented.

The board asked many questions and discussed this proposal. Randy Guttenberg explained that curricular wise this would be a more comprehensive, high quality end of the year performance showing all the skills that the students have learned throughout the year.

The motion carried 6 = Y – 1 = N.

5. Update and Consideration of the Plan for Virtual Learning Options for the 2021-2022 School Year

Amy Johnson and Tim Schell presented and answered questions regarding the study virtual learning options for the 2021-2022 school year and beyond. Amy and Tim pulled together a team to discuss these options.

A motion was made by Hoefler, second by Hetzel, to recommend that this work for virtual learning continue to move forward as presented. Motion carried 7-0.

C. Diversity, Equity, & Inclusion Ad Hoc Committee

1. The minutes of the April 21, 2021 meeting were reviewed. Tim Schell gave an update on the status of the Equity Audit.

D. Budget Committee

1. The May 3, 2021 meeting minutes were reviewed.
2. Consideration of the 1st Draft of the School District Budget for 2021-2022
Steve Summers presented and answered questions regarding the first draft of the budget for the 21-22 school year. The first draft of the budget is based on the following:
 1. The \$0/student increase in the per pupil categorical aid, with a \$150/student increase in the revenue limit formula
 2. An increase in the percentage of State Special Education Categorical Aid to 35%
 3. The personnel cost line includes a salary increase of 3.06%, a 0% increase in dental insurance rates, and a 0% increase for health insurance rates
 4. The capital maintenance projects are funded from Fund 41
 5. The first draft includes an increase of 0.315 FTE, as outlined on page 13 of the document.
 6. Also, please find attached slide 13 from the Budget Workshop that outlines the budget requests, and an additional attachment with additional information regarding the budget requests based on the discussion at the Budget Committee meeting.

Per the board's request Amy Johnson presented and answered questions regarding the budget requests as outlined on slide 13 mentioned above.

7. All the other remaining budget requests have been placed on hold at this time

The second draft of the budget in June will include:

1. Grant allocations
2. Staffing updates based on additional schedule changes, reallocation proposals or new positions
3. Updates to the Food Service budget (Fund 50), and other budgets as a result of School Board approved student fees
4. Updates to the gift fund (Fund 21)
5. Updates to the community service fund (Fund 80)
6. Updates to building/department revenue accounts and corresponding expense accounts.

A motion was made by Boetcher, second by Hetzel, to approve the first draft of the budget, not including the additional requests, as presented. Motion carried 7-0.

A motion was made by Hetzel, second by Engebretson, to approve the additional budget request as explained on slide 13 including 3 Elementary Tech Integration Specialist.

A call to question was made by Heinemann, second by Hetzel. The call to question carried 7-0.

The motion to approve the additional budget requests as indicated on slide 13 and including 3 Elementary Tech Integration Specialist, carried 6=Y – 1=N.

3. Consideration of Student Fees for 2021-2022
Steve Summers and Randy Guttenberg presented and answered questions regarding the proposed student fees for the 2021-2022 school year. The Budget Committee is recommending approval on a 3-0 vote, with a 10¢ increase in the lunch costs.
The board took action on items XI D 3, 4, & 5 together.
4. Consideration of Facility Use Fees for 2021-2022
Steve Summers and Randy Guttenberg presented and answered questions regarding the facility use fees for the 2021-2022 school year. Also please find attached information on the Facility Use Fee groups. The Budget Committee requested this additional information for the Board Meeting. The Budget Committee is recommending approval on a 3-0 vote.

The board took action on items XI D 3, 4, & 5 together.

5. Consideration of Ripp Park Tennis Courts Payment

Steve Summers and Randy Guttenberg presented and answered questions regarding the remaining for the Ripp Park tennis courts in this fiscal year. The Budget Committee is making this recommendation on a 3-0 vote.

The board took action on items XI D 3, 4, & 5 together.

A motion was made by Heinemann, second by Hoefler, to accept items XI D 3, 4, & 5 as presented with the soccer stadium fee and classification made the same as the football stadium. Motion carried 7-0.

At this time the board moved to item XII 3.**

E. Facility Committee

1. The minutes of the May 3, 2021 meeting were reviewed.

2. Consideration of Revisions to the Fund 41 Capital Project List for 2021-2022

Boetcher, John Cramer and Steve Summers explained and answered questions regarding the Fund 41 Capital projects list. Attached please find an updated 2021-22 Fund 41 Capital Projects list. This list has been revised since the last meeting. Please look for any changes highlighted in yellow.

A motion was made by Boetcher, second by Hetzel, to approve the revised Fund 41 Capital projects list as presented. Motion carried 7-0.

3. Consideration of Energy Conservation Projects for 2021-2022

Boetcher, John Cramer, and Steve Summers presented and answered questions regarding the 2021-22 Energy Conservation Project proposal. This project is a continuation of the work at the High School that was started during the 2020-21 school year. A motion was made by Heinemann, second by Hoefler, to approve the Energy Conservation Projects as presented. Motion carried 7-0.

4. Consideration of Cleaning Equipment

Boetcher, John Cramer, and Steve Summers presented and answered questions regarding the equipment purchases to increase the efficiency of the custodial department.

The Cleaning Cost Analysis Program as prepared by Hillyard is attached.

A motion was made by Hetzel, second by Boetcher to purchase the equipment as presented by Hilyard for improving efficiency. Specifically the two items with RRCleaning in their description and then the list of items starting under the faucets and ending just before the washing machines. Motion carried 7-0.

5. Consideration of Staffing Agreement

Boetcher, John Cramer, and Steve Summers presented and answered questions regarding the request to approve the contract proposal with Kleenmark Supplemental Staffing Agreement. The intent behind this agreement is to temporarily hire additional custodial staff to clean our buildings while we continue to attempt to hire custodial staff as well. At this time we have 7.5 positions currently unfilled in the District.

The board expressed concern regarding using a service to have custodians work alongside our custodian when the money we spend for the service could be used to raise the wage of the custodians.

Randy Guttenberg explained the plans to increase the custodial pay, and how this will help with some short falls we have for custodians right now.

Heinemann made a motion, second by Frey, to move forward the proposal from Keenmark as presented. Motion failed on a roll call vote 3=Y - 4=N.

Roll Call: Boetcher- No, Engebretson - Yes, Ensign- No, Frey - Yes Heinemann – Yes, Hetzel- No, Hoefler- No.

F. Human Resources Committee Meeting

1. The May 5, 2021 Meeting Minutes were reviewed
2. Consideration of Staff Compensation Proposal for 2021-2022

Brian Grabarski presented and answered questions regarding the staff compensation recommendation for the 2021-2022 school year. This recommendation encompasses the following employee classifications:

Administration
Administrative Support
Classified Staff
Custodial Maintenance
Administrative Assistants

The recommendation also includes direction to open negotiations with the Waunakee Teachers Association (WTA) for base wage negotiations. The teacher compensation recommendation will be brought forward at a subsequent board meeting and supplemental pay (Points) will be determined this summer. Please note, all other employee groups begin their fiscal year pay cycle on July 1st, while teachers do not receive their first paycheck until September.

After some discussion a motion was made by Hetzel, second by Hoefler to move forward with the compensation proposal for the 5 employee groups as indicated and to also open negotiations with the WTA for base wage negotiations. Supplemental pay for the teaching staff will be determined later this summer. Motion carried 7-0.

3. Consideration of Dental Benefit Modification

Brian Grabarski presented and answered questions regarding the Insurance Committee's recommendation to maintain current member dental contributions and add Adult Ortho and Check Up Plus to the benefit plan. USI actuarial forecast is a net zero impact on the dental fund.

A motion was made by Hoefler, second by Engebretson, to approve the modification to the dental benefit as presented. Motion carried 7-0.

4. First Reading of Employee Guidelines for 2021-2022

The Employee Guidelines for 2021-2022 are attached in the Extras section of Board Book for your review.

Brian Grabarski reviewed the summary of the edits that are part of each set of guidelines.

No action was needed for this item.

XII. ADMINISTRATIVE REPORTS/RECOMMENDATIONS/ACTION ITEMS

A. Administrative Reports/Action Items

1. Administrative Update on COVID-19

RG updated on COVID

Numbers are low.

Trending very low

Burden 7.8 per low

Student Clinic -102 vaccinations 16+ Hometown Pharmacy - doesn't have a lot of staff.

- a. COVID Data Update

An update on our COVID-19 data will be brought to and presented at the meeting.

Randy Guttenberg and Kurt Eley presented the most recent data and answered any questions from the board. They also reported on the number of students signed up to participate in the Hometown Pharmacy student vaccine clinic. The main difference with this clinic is that Hometown Pharmacy doesn't have a lot of staff to help.

- b. Update on PHMDC Orders and Other Guidelines

Administration will update the Board on the recent Public Health Order and other recommendations, along with the impact on schools and school operations.

Randy Guttenberg presented a summary of the May 3rd order. This order gave accommodations for band. It also has no gathering limit for outdoor gatherings. The WIAA got rid of spectator requirements although there are other variations throughout the neighboring school districts. We are currently stating that for outside spectators, we are recommending masking but not requiring it.

c. Update and Discuss Use of Facilities By School and Other Groups

The administration will provide an update on how facility use has gone over the last month and thoughts on what is possible moving forward for the remainder of the school year.

Randy Guttenberg shared how facility use is going and shared that after a discussion with Aaron May and Kristy Nacker, they are now done with school swim and are currently have the young swimming lessons. They feel they can accommodate community lap swim. Aaron also feels he can accommodate youth soccer and youth lacrosse's request to use the turf fields as long as they follow the process to reserve them and they are not being used by any of the school teams.

A motion was made by Hetzel, second by Frey to approve the proposal to begin allowing community lap swim and to also allow youth soccer and youth lacrosse to use the turf fields, both will need to follow the process for reservations. Motion carried 7-0.

2. Consideration and Feedback on a Proposed Process to Review Native American Imagery

Randy Guttenberg presented an outline and proposal to use as a process for reviewing Native American Imagery in the school district. This also included several committee options.

The board discussed this proposal specifically what the committee would look like.

Engebretson made a motion, second by Frey to accept the proposal as outlined and be tied to the goals committee. Motion carried.

3. Update on the District Communication and Engagement Audit/Plans and Consideration of a District Branding Process

Anne Blackburn, District Communication and Engagement Specialist, updated the board and answered questions on her process / timeline for conducting a communication and engagement audit, and the development of a communication and engagement plan for the school district and what she has learned about school district branding. She also introduced Nathan Chow – from Foundry - who has the experience and background to be able to work with us on our branding process and needs.

After some discussion a motion was made by Hoefer, second by Boetcher to approve and continue to move forward with the proposal as presented. Motion carried 7-0.

*****After this agenda item the board went back to item XI E and followed the agenda as posted.

4. Consideration of a Full-Time Interpreter for the Special Education Dept.

Please see the attached memo from Kurt Eley, Director of Student Service, requesting the need to hire a full-time interpreter for a student for the 2021-2022 school year, per requirements in the child's IEP.

Heinemann made a motion, second by Hetzel, to move forward with the hiring process to hire a full-time interpreter for the 2021-2022 school year. Motion carried 7=0.

5. Consideration of Submission for Regulatory Flexibility Related to Bilingual Program

Last month we sought flexibility for certain requirements related to this year and COVID. This month we are seeking flexibility for the 2021-2022 school year with regard to the requirement to establish a bilingual-bicultural program.

A motion was made by Heinemann second by Engebretson to approve moving forward with this waiver as presented. Motion carried 7-0.

6. Announcements/Correspondence

a. Wellness Clinic

Brian Grabarski shared an update regarding the wellness clinic, no action needed.

XIII. CONSENT AGENDA

The board wanted to recognize the scholarship donors and the students who received them.

A motion was made by Heinemann, second by Boetcher to approve the consent agenda in whole. Motion carried 7-0.

A. Approval of Checks

Attached in the "extras" section of BoardBook, please find a list of the accounts payable payments issued during the month of April 2021.

1. Finance

a. Monthly Finance Reports

Attached you will find the 2020-21 Budget Status report as of April 30, 2021, and the Cash Reconciliation report for March 2021.

Also attached please find the SSM Health Wellness Clinic Performance Report for March as well as the District Financial report for the Wellness Clinic for your review. This report tracks expenditures over time beginning with the first month of the clinic.

B. CESA 2 Contract and secure services for 2021-2022

C. 2021 - 2022 Contract for the Teacher of Students with Visual Impairments

D. Cooper and Tweed Scholarships

As part of the the guidelines for release of these private scholarship funds that we manage as a District, the Board needs to act on approval of the scholarship funds being available to the grantee. We certify that these funds are available and recommend approval.

E. Gifts and Field Trips

1. Gifts

2. Field Trips

a. MS Field Trip Request to Washington DC June 12-18, 2022

F. Review Individual Teacher/Administrative/Administrative Support Contract Recommendations, Resignations and Retirements/Non-renewal

New Administrative Support

Katerina Hartigan, School Psychologist, PES

New Teacher Staff

Marissa Hansen, School Counselor, IS

Adam Houzner, Cross Categorical Teacher, MS

Maggie Heck, Business Ed Teacher, HS

Internal Staff Changes

Steven Stack - 1-Yr 50% Math Interventionist to regular contract 50% Math Interventionist, PES

Elizabeth Winiecki - from 5th Grade Teacher, IS, to Reading Interventionist, IS

Resignations

Kathleen Evenson, 6th Grade Teacher, IS

Jessica Lane, Technology Assistant, IS

Chuck Murphree, Cross Categorical Teacher, HS

Katie Jo Powell, Sign Language Interpreter, HES

Ellie Miran, Technology Assistant, HS

Jane Steiner, Crossing Guard

One-Year Leave of Absence for 2021-22

Briana Boodry, ELL Teacher, HS

G. Summer School Recommendations – as posted on the agenda.

XIV. BOARD BUSINESS

A. Correspondence - NA

B. Upcoming Meetings - NA

XV. FUTURE AGENDAS AND MEETINGS

Agenda Items for Next Meeting

A. Special Meeting – Hetzel made a motion, second by Engebretson, to set a special meeting on June 7th at 6pm to receive a referendum update from the EUA and Vogel Team.

B. Budget Committee – June 8, 2021 @ 6:30PM

C. Co-Curricular Committee

D. Curriculum Committee

E. Facility Committee

F. Goals Committee

G. Human Resources Committee – May 24, 2021 – Negotiations @ 4pm HR committee 5pm

H. Policy Committee

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

XVII. RETURN TO OPEN SESSION - NA

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

XIX. ADJOURN

The Board of Education adjourned at 10:30 PM on a motion by Engebretson, second by Boetcher and passed unanimously by a voice vote 7-0.

Respectfully submitted,

Judith Engebretson, Clerk

Date

JE:rm

PUBLIC COMMENT PERIODS DURING BOARD MEETINGS

Policy 187

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

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

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

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

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

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

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

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

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

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

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

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

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

Legal References:

Wisconsin Statutes

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

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

Cross References:

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

Adoption/Revision Date(s):

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

NOTICE OF SCHOOL BOARD ELECTION

Waunakee Community School District

April 5, 2022

NOTICE IS HEREBY GIVEN, that at an election to be held in the School District of Waunakee, on Tuesday, April 5, 2022, the following offices are to be elected to succeed the present incumbents listed. The term of offices is three years beginning on Monday, April 25, 2022, expiring on April 21, 2025.

OFFICE

INCUMBENT

School Board Member from the Village of Waunakee

David Boetcher

School Board Member from the Towns of Dane/Springfield

Judith Engebretson

School Board Member from the Village of Waunakee

Jack Heinemann

NOTICE IS FURTHER GIVEN, that a Campaign Registration Statement and a Declaration of Candidacy, must be filed no later than 5:00 p.m., on Tuesday, January 04, 2022 in the office of the school district clerk. Nomination papers are required, and the first day to circulate nomination papers is December 1, 2021, and the final day for filing nomination papers is 5:00 p.m. on Tuesday, January 04, 2022 in the office of the school district clerk.

NOTICE IS FURTHER GIVEN, that if a primary is necessary, the primary will be held on Tuesday, February 15, 2022.

A description of the school district boundaries can be obtained from the school district office.

Given under my hand,
on November 08, 2021

Judith Engebretson
School District Clerk

FOR OFFICE USE ONLY

NOTIFICATION OF NONCANDIDACY

I, _____, state that I am currently the
(please print name)

incumbent officeholder for the office listed below.

I will not be a candidate for this office at the next election. I understand that the timely receipt* of this notice will avoid an extension of the deadline for filing ballot access documents.

TITLE OF OFFICE: _____
(print current office, including district #, if any)

NEXT ELECTION DATE: _____

SIGNATURE: _____

DATE OF SIGNING: _____

**Notification must be received by the proper filing officer no later than 5:00 p.m. on the 2nd Friday preceding the deadline for filing ballot access documents to avoid an extension of time for filing such papers.*

The information on this form is filed in accordance with §§.8.05(1)(j), 8.10(2)(a), 8.15(1), 8.20(8)(a), 120.06(6)(b), Wis. Stats. This form is prescribed by the Wisconsin Elections Commission, 212 East Washington Avenue, 3rd Floor, P.O. Box 7984, Madison, WI 53707-7984, (608) 266-8005, FAX (608)267-0500, <http://elections.wi.gov> Email: elections@wi.gov.

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

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

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

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

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

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

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

PUBLIC COMMENT PERIODS DURING BOARD MEETINGS

Policy 187

Waunakee Community School District

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

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

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

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

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

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

Legal References:

Wisconsin Statutes

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

PUBLIC COMMENT PERIODS DURING BOARD MEETINGS

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

Cross References:

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

Adoption/Revision Date(s):

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

SPEAKER REGISTRATION PROCEDURES

Waunakee Community School District

187-Board
Rule 1

Page 1 of 1

The speaker registration process that is implemented by the Superintendent to assist with the implementation of public comment periods at meetings of the Board of Education shall, at a minimum, require each person who is interested in addressing the Board to complete a "Registration to Speak" form prior to the beginning of the public comment period. Such forms shall be provided to the Board President to assist in recognizing speakers, and the forms shall include at least the following information:

1. The individual's name.
2. The individual's connection to the District (if any), such as a resident of the District, a payer of District property taxes, a parent/guardian of one or more students, a District employee, a District student, etc.
3. The topic(s) the person intends to address in his/her comments, which at certain meetings may need to be confined to comments that are relevant to a noticed agenda item.
4. To the extent applicable, whether the individual wishes to speak in opposition to, in favor of, or "for information only" on the identified topic(s).

Adoption/Revision Dates:

May 2020

PUBLIC PARTICIPATION DURING BOARD COMMITTEE MEETINGS

Waunakee Community School District

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Subject to any more specific direction that may be issued by the Board of Education with respect to any particular committee or committee meeting, a standing or ad hoc committee established by the Board may choose to include or exclude, and appropriately limit, periods of public comment at the meetings of the committee. At a minimum, any such public comment periods shall be restricted to subject matter that is reasonably within the domain of the committee's charge, and the Board strongly encourages committees to expressly limit the scope of any such public comment periods to comments that are reasonably germane to the noticed subject matter of the particular meeting. Periods of public comment at committee meetings shall be publicly noticed to the extent required by law.

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

By majority vote during a committee meeting, a committee may also solicit or agree to accept input that is relevant to a noticed agenda item from a person who is not a committee member in order to (for example) resolve a formal or informal point of information that arises during the committee's discussion of the agenda item. Such discretion shall be exercised in a lawful manner.

The Board or, unless otherwise directed by the Board, the committee itself may also schedule a duly-noticed public hearing to occur at a meeting of the committee on a particular issue or topic.

Members of the public who are permitted to address a committee during a meeting are responsible for the content of their comments. Such speakers are not exempt from any liability arising from their comments (e.g., for defamation or for the breach of legally-protected confidentiality).

Legal References:

Wisconsin Statutes

- [Section 19.81](#) [state policy on open meetings]
- [Section 19.83\(2\)](#) [discussion during period of public comment]
- [Section 19.84\(2\)](#) [public notice of board meetings, including public comment period]
- [Section 19.85](#) [exemptions to open meetings]

Cross References:

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

PUBLIC PARTICIPATION DURING BOARD COMMITTEE MEETINGS

Waunakee Community School District

Policy 187.1

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Adoption/Revision Dates:

January 200
January 2002
May 2020



November Community Engagement Agenda
Student Achievement
Waunakee Community High School
Performing Arts Center (PAC)
November 29, 2021 6:30

- I. Welcome - Superintendent Randy Guttenberg / Board President Joan Ensign

- II. Student Achievement Presentation - Tim Schell & Amy Johnson
 - A. State Assessments - Forward, ACT
 - B. Local Assessments - Star, iReady

- III. Addressing Student Needs - K-12 Administrative Team
 - A. Responding academically
 - B. Responding behaviorally

- IV. Community Comments

In recognition of American Indian Heritage Month, of the land that our schools and District are sited on, of the commitment of the State of WI to American Indian History teaching in our schools, and of the contributions of our American Indian students and staff; the Ho Chunk Nation flag will be flown at all Waunakee Community School District Buildings for the month of November each year.

ORDER OF PUBLIC HEALTH MADISON & DANE COUNTY

DATE OF ORDER: November 1, 2021
Goes into effect November 5, 2021 at 12:01 a.m.

FACE COVERING EMERGENCY ORDER #4

The rate of cases in Dane County rose rapidly since the Delta variant became dominant, but is now on a downward trend. On October 4, an average of 147 people were testing positive per day. On October 28, an average of 88 people were testing positive per day. While lower than in early October, Dane County remains in CDC's high level of community transmission.

Vaccines are still highly effective in preventing severe outcomes from COVID, even with the Delta variant, and are also still effective, but less so, in preventing infection. In September 2021, unvaccinated people were four times more likely to test positive for COVID, 11 times more likely to be hospitalized, and 21 times more likely to die from COVID than people who were vaccinated. With the additional strategy of recently-approved additional and booster doses, our most vulnerable populations have the opportunity for greater vaccine protection. Additionally, with FDA authorization and anticipated CDC approval of the COVID vaccine for 5-11 year olds on the horizon, the COVID landscape once again faces a key shift.

Based upon the foregoing, I, Janel Heinrich, Public Health Officer of Madison and Dane County, by the authority vested in me by the Laws of the State, including, but not limited to, Wis. Stats. Secs. 252.03(1), (2) and (4), order the following as necessary to prevent, suppress, and control the spread of COVID-19:

- 1. Face Coverings.** Face covering means a piece of cloth or other material that is worn to cover the nose and mouth completely. A face covering must be secured to the head with ties, ear loops, or elastic bands that go behind the head and must fit snugly but comfortably against the side of the face. Cloth face coverings must be made with two or more layers of breathable fabric that is tightly woven (i.e., fabrics that do not let light pass through when held up to a light source). A face covering does not include bandanas, single layer neck

gaiters, face shields, goggles, scarves, ski masks, balaclavas, shirt or sweater collars pulled up over the mouth and nose, or masks with slits, exhalation valves, or punctures.

a. Face Covering Required. Every individual, age two (2) and older, shall wear a face covering when:

- i.** In any enclosed space open to the public where other people, except for members of the person's own household or living unit are present.
- ii.** Driving or riding in any form of public transportation.

b. Exceptions. Individuals who are otherwise required to wear a face covering may remove the face covering in the following situations:

- i.** While eating or drinking.
- ii.** When communicating with an individual who is deaf or hard of hearing and communication cannot be achieved through other means.
- iii.** While obtaining a service that requires the temporary removal of the face covering, such as dental services.
- iv.** While sleeping.
- v.** While swimming or on duty as a lifeguard.
- vi.** When engaging in work where wearing a face covering would create a risk to the individual, as determined by government safety guidelines.
- vii.** When necessary to confirm the individual's identity, including when entering a financial institution.
- viii.** When federal or state law or regulations permit the removal of a face covering.
- ix.** When actively playing a wind instrument that has a fabric bell cover, or similar cover, that acts as a face covering over the instrument, as long as individuals are spaced at least six (6) feet apart at all times.
- x.** While presenting or performing a religious, political, media, educational, artistic, cultural, musical, theatrical or any other type of presentation for an audience, as long as:
 - A.** Everyone at the presentation or event is fully vaccinated. Fully vaccinated means: Two (2) weeks after an individual's second dose in a 2-dose vaccine series for COVID-19 (such as Pfizer-BioNTech's or Moderna's vaccine) or two (2)

- weeks after their first dose in a single-dose vaccine series for COVID-19 (such as Johnson & Johnson’s Janssen vaccine); and
- B. The presenters and performers maintain at least six (6) feet distance from all attendees at all times.
- c. The following individuals are exempt from the face covering requirement in Section 1.a. of this Order:
 - i. Children under the age of two (2).
 - ii. Individuals who are unconscious, incapacitated, or otherwise unable to remove the face covering without assistance.
 - iii. Individuals with medical conditions, intellectual or developmental disabilities, mental health conditions, or other sensory sensitivities that prevent the individual from wearing a face covering.
- 2. All places subject to this Order must develop and implement a written protective measure policy and procedure that ensures employees are provided with and wear face coverings at all times when required under Section 1 of this Order.
 - 3. All places subject to this Order must post a sign in a visible location that notifies the public that face coverings are required upon entering the property. Residential properties (e.g., apartment buildings and condominiums) that have shared common indoor spaces (e.g., mailrooms, lobbies, hallways) open to the public are also required to post a sign in a visible location that notifies the public that face coverings are required upon entering the property. If preferred, PHMDC’s “Face Covering” sign is available for use at <https://publichealthmdc.com/coronavirus/recommendations-and-guidance#business>.
 - 4. If any provision of this Order or its application to any person or circumstance is held to be invalid, then the remainder of the Order, including the application of such part or provision to other persons or circumstances, shall not be affected and shall continue in full force and effect. To this end, the provisions of this Order are severable.
 - 5. This Order shall become effective Friday, November 5, 2021 at 12:01 a.m. This Order shall remain in effect until November 27, 2021 at 12:01 a.m.

IT IS SO ORDERED.

A handwritten signature in black ink that reads "Janel Heinrich". The signature is written in a cursive style with a large initial "J" and "H".

Janel Heinrich
Health Officer, Public Health Madison & Dane County

Minutes of Regular Board Meeting - Open

The Board of Education Waunakee Community School District

A Regular Board Meeting of the Board of Education of Waunakee Community School District was held Monday, August 9, 2021, beginning at 5:30 PM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

II. ROLL CALL

III. BOARD DEVELOPMENT WORKSHOP

IV. CLOSED SESSION - ADJOURN TO CLOSED SESSION PER WISCONSIN STATUTES 19.85 (1) (c) AND (f)

V. RETURN TO OPEN SESSION

VI. APPROVAL OF MINUTES

VII. APPROVAL OF AGENDA AND ADDITIONS

VIII. PUBLIC COMMENTS

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

X. COVID-19 RELATED UPDATES AND DECISION POINTS INCLUDING BUT NOT LIMITED TO PLANS FOR FALL 2021.

A. Review of Current COVID-19 Data

Randy Guttenberg presented to the Board the most current data related to COVID-19 incidents in our community.

Guttenberg reminded the board and community that our intent and goal is to get kids in school and to teach them face to face.

He asked that we show respect for everyone, no matter what the decision. As a community we have to work together to make school good for the kids.

B. Review/Consider COVID-19 Protocols for Fall 2021, Including Decisions Regarding Face Coverings.

Randy Guttenberg shared the DRAFT COVID 19 protocols.

Randy explained and answered questions regarding administration's plan on a full-time, 5-day per week, program for students this fall -- a return to a normal school year schedule. With COVID needs still in the environment, we will still have mitigation efforts in place. We will continue to contract trace and implement our quarantine protocols as outlined for us by PHMDC. Quarantines were discussed and explained that if a student or staff member is determined to have been in close contact with a COVID positive individual, they would not need to quarantine if they were vaccinated. Also, if a person is determined to have been in close contact with a COVID positive individual, and they are both wearing face coverings, then regardless of vaccination status, the close contact does not need to quarantine.

Guttenberg explained and answered questions regarding that WCSD wants to teach mostly traditionally, there will be some virtual teaching. Guttenberg explained that the district will work with families to allow some flexibility for moving from virtual to face to face and vice versa, this will be on an individual basis and what is best for the student and family.

The board discussed all the protocols and shared their thoughts regarding them.

A motion was made by Boetcher, second by Hetzel to have all people in the WCSD Buildings masked for all indoor programs and operations, starting Monday 8/16/21.

An amendment was made by Heinemann, seconded by Frey, to include with the original motion that this decision will be revisited at the October board meeting.

There was discussion regarding that the Medical Ad Hoc Committee would provide updates from the medical professionals on this committee. With these updates we could change this decision as needed. The discussion also talked about being flexible and knowing that this situation is ever changing. We need to understand that as numbers change it will be considered. There was discussion regarding metrics of this pandemic

Boetcher, second by Hetzel, called the question on the amendment. The call to question carried.

The amendment failed 2=Y – 5=N

There was some clarification of the motion, it does include all operations, including 4K and any situation where staff are in non-district buildings representing the WCSD.

There was also clarification regarding co-curriculars. The board decided to address the co-curriculars separately from the main motion.

The original motion carried 5=Y – 2=N

The board discussed masking and co-curriculars. They discussed the masking requirements at the end of the 2020-2021 school year, WIAA guidelines, and indoor verses outdoor activities.

A motion was made by Boetcher, second by Hoefler, anyone using our facilities and our co-curriculars that are indoors, a mask is required unless actively playing the sport.

The board discussed and asked Randy Guttenberg and Aaron May questions regarding what groups use our facilities in the fall, what other area districts are doing and review of WIAA guidelines again.

An amendment was made by Heinemann, second by Hetzel, to require masks at all times during indoor co-curriculars.

There was discussion regarding consistency and the difference between being masked while active and in the classroom. They discussed spectators, which they agreed was covered by the first motion regarding masking.

The amendment failed on a roll call vote Y=3 – N=4

Roll Call: Boetcher- No, Engebretson - Yes, Ensign- No, Frey – No, Heinemann – Yes, Hetzel- Yes, Hoefler- No

Boetcher, second by Engebretson, called the question on the original motion. Call to question carried 5=Y- 2=N

The original motion carried on a roll call vote 4=Y – 3=N

Roll Call: Boetcher- Yes, Engebretson - Yes, Ensign- Yes, Frey - No Heinemann – No, Hetzel- No,

Hoefler- Yes

The board discussed some clarifications of the motion. This includes any co-curriculars including plays or concerts. They also clarified if the K-6 classrooms should use the original classroom assignments or the classrooms set up using a mask required and optional request. They discussed what would happen when the district does go mask optional. They also asked for clarification of a student or staff member were in a small room (such as a practice room) or an office by themselves. They determined that they could be unmasked. This wasn't clarified last spring. It should be ok. There has to be a process for accommodations. There is not a blanket answer but a decision that is determined from a process that is in place.

C. Non-COVID Operational Matters for the Start of the 2021-2022 School Year

Randy Guttenberg, Steve Summers and Brian Grabarski explained and answered questions regarding a few operational issues we are working to resolve as we enter the start of the school year. They made the school board and the community aware of a need of assistance in some of our related services. There is a need for bus drivers, crossing guards, and food service workers, as well as hourly employment categories within the school district.

Grabarski explained and answered questions regarding a request for flexibility when hiring some of these employees, as long as they remain within the complete budget presented. An example would be increasing a part time person to full time which would allow them benefits. Some of the specifics Grabarski would vet out with the HR committee.

This was an informative piece, no action was needed. After the discussion the board was in agreement with the flexibility as Brian Grabarski explained.

Steve Summers also shared with the board that it may be necessary for WCSD to have a triple route system. Several schools in the area have had to do this due to the lack of bus drivers. This would mean that students will not be dropped off as early as they have been. There could be students dropped off earlier than usual or even right before the bell. This could also affect availability for fieldtrips. There is a chance too that there could be some crossing guard positions vacant. There may also be some changes regarding food service as well. This is informative for the board to know and it isn't intended as a financial decision, but based on the low number of staff in these positions. There will be solutions by the start of school, but it may look different than it has in the past.

- XI. **COMMITTEE REPORTS/RECOMMENDATIONS/ACTION ITEMS**
- XII. **ADMINISTRATIVE REPORTS/RECOMMENDATIONS/ACTION ITEMS**
- XIII. **CONSENT AGENDA**
- XIV. **BOARD BUSINESS**
- XV. **FUTURE AGENDAS AND MEETINGS**
- XVI. **RETURN TO CLOSED SESSION - RETURN TO OPEN SESSION -**
- XVII. **ACTION AS APPROPRIATE, ON ITEMS DISCUSSED IN CLOSED SESSION -**
- XVIII. **ADJOURN**

Respectfully submitted,

Judith Engebretson, Clerk

Date

JE:rm

Minutes of Curriculum Committee Meeting

The Board of Education Waunakee Community School District

A Curriculum Committee Meeting of the Board of Education of Waunakee Community School District was held Thursday, October 14, 2021, beginning at 4:00 PM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

Chairperson Hetzel called the meeting to order at 4:02 PM

II. ROLL CALL

Present: Engebretson, Hetzel (Virtually), Frey

Also Present: Tim Schell, Amy Johnson, Pam Smith (HES Instructional Coach), Jamie Radtke (HES Instructional Coach)

III. APPROVE AGENDA

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

Motion carried 3-0.

IV. PUBLIC COMMENTS

There were no email public comments.

In person public comments were made by:

Tracy Tripkoxic – Regarding Curriculum offerings at the secondary level.

V. STUDENT ACADEMIC PROGRESS AND SUPPORTS

Amy Johnson and Tim Schell presented on Student Academic progress and supports. Amy Johnson presented and answered questions on K-6 asked the instructional coaches to also answer any questions that the committee may have.

The committee asked to see what the students were doing over all. The data presented was how we were doing based on the national average. Tim Schell presented and answered questions regarding 7-12. The committee asked Tim for a multi year comparison, even though this will not be exact because the Inspire and Iready are two different tools, a comparison can be created.

VI. ITEMS FOR FUTURE MEETINGS

Tim Schell informed the committee that the next meeting on 11/4/21 will include new course proposals, spring 2021 assessments, student SEL progress and supports.

Items for a meeting later in November will include the state report cards.

The January meeting will include alternative education.

The committee also asked for the following items at an upcoming meeting:

Curriculum proposals – including the current proposals and their status.
Self-reporting of needs based on offensive behavior.

The committee scheduled the next meeting for 11/18/21 @ 2:30PM

ADJOURN

A motion was made by Engebretson, second by Frey to adjourn the committee meeting at 5:04PM. Motion carried 3-0.

Minutes of Curriculum Committee Meeting

The Board of Education Waunakee Community School District

A Curriculum Committee Meeting of the Board of Education of Waunakee Community School District was held Thursday, November 4, 2021, beginning at 4:00 PM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

Chairperson Hetzel called the meeting to order at 4:05PM

II. ROLL CALL

Present: Engebretson, Hetzel, Frey

Also present: Tim Schell, Amy Johnson, Chris Mand, Abby Lewis (Intern Curriculum Director), Kristen Thompson (School Psychologist), Rose Nadler (School Social Worker), Allissa Pinne (4th grade Teacher/Internal Coach)

III. APPROVE AGENDA

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

IV. PUBLIC COMMENTS

There were no email public comments for this meeting.

In person public comments were made by:

Julie Larson – Regarding the SEL Survey for 3rd grade.

V. STUDENT PROGRESS UPDATE-SEL

Chris Mand and the members of our student services team presented and answered questions regarding student progress in the areas of SEL and WCSD School Mental Health Framework.

VI. NEW COURSE PROPOSALS

Tim Schell presented and answered questions regarding three new course proposals for your consideration. The two music courses are recommended for approval but timing of implementation should be dependent on budget and staffing as they may require additional music FTE. Multicultural Literature is recommended with the condition that existing courses be continued.

The committee discussed the timing of reach of these in relation to the budgetary needs for each one. The committee also reviewed the current list of books for all HS Literature offerings. A motion was made by Engebretson, second by Frey, to approve all three new course proposals with a couple stipulations. The two music courses will be approved and added to the course book, but will not accept any enrollment until the 2023/24 school year. The literature course will be approved and accept enrollment starting in the 2022/23 school year. Motion carried 3-0.

VII. SPRING 2021 ASSESSMENT UPDATE

Abby Lewis presented and answered questions regarding the Spring 2021 results for state

testing (Forward, Aspire, ACT) will be shared along with AP results.

VIII. ITEMS FOR FUTURE MEETINGS

The next meeting on 11/18/21 will include State accountability report cards, update on DEI partnerships, reporting tool, and a new course proposal that wasn't available for the 11/4/21 meeting. Please note that the 11/18/21 agenda will be released prior to the release of the State report card. This information will be added after the agenda is released but before the meeting.

IX. ADJOURN

A motion was made by Frey, second by Engebretson to adjourn the meeting at 5:32PM.
Motion carried 3-0.

Waunakee Community School District

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Board of Education Meeting
November 8, 2021

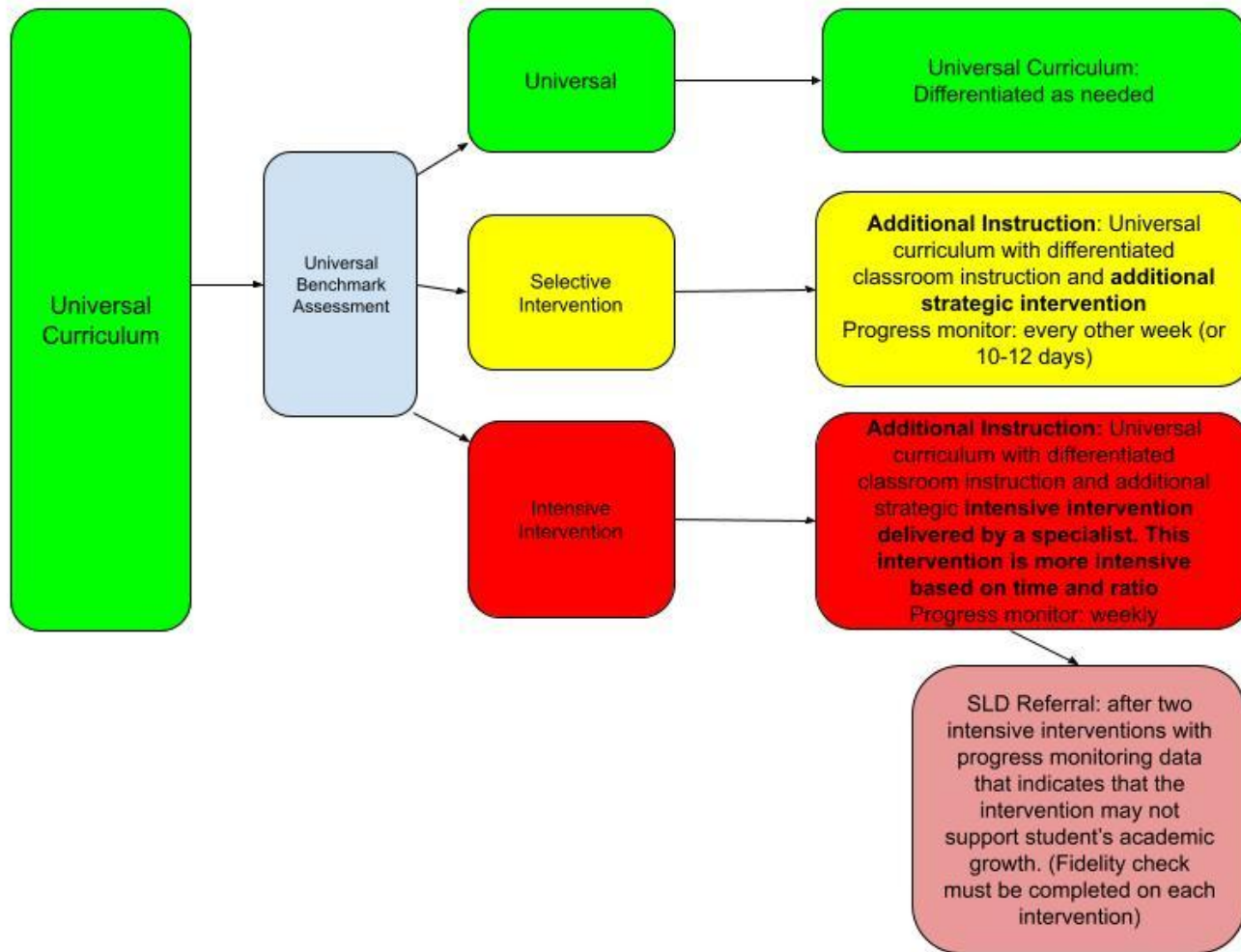


K-6 Instruction & Academic Interventions

- **Tier I** - Universal Instruction, core curriculum for all students, differentiated for student need
- **Tier II** - Additional Instruction - Universal curriculum with differentiated classroom instruction and additional strategic intervention
- **Tier III** - Additional Instruction - Universal curriculum with differentiated classroom instruction and additional strategic intensive intervention delivered by a specialist. This intervention is more intensive based on time and ratio.

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K-6 STAR Math

Fall	1st	2nd	3rd	4th	5th	6th
2017	79%	78%	85%	81%	92%	83%
2018	79%	77%	90%	82%	85%	89%
2019	76%	76%	84%	84%	82%	82%
2020	n/a	71%	78%	72%	79%	71%
2021	79%	70%	79%	72%	75%	77%

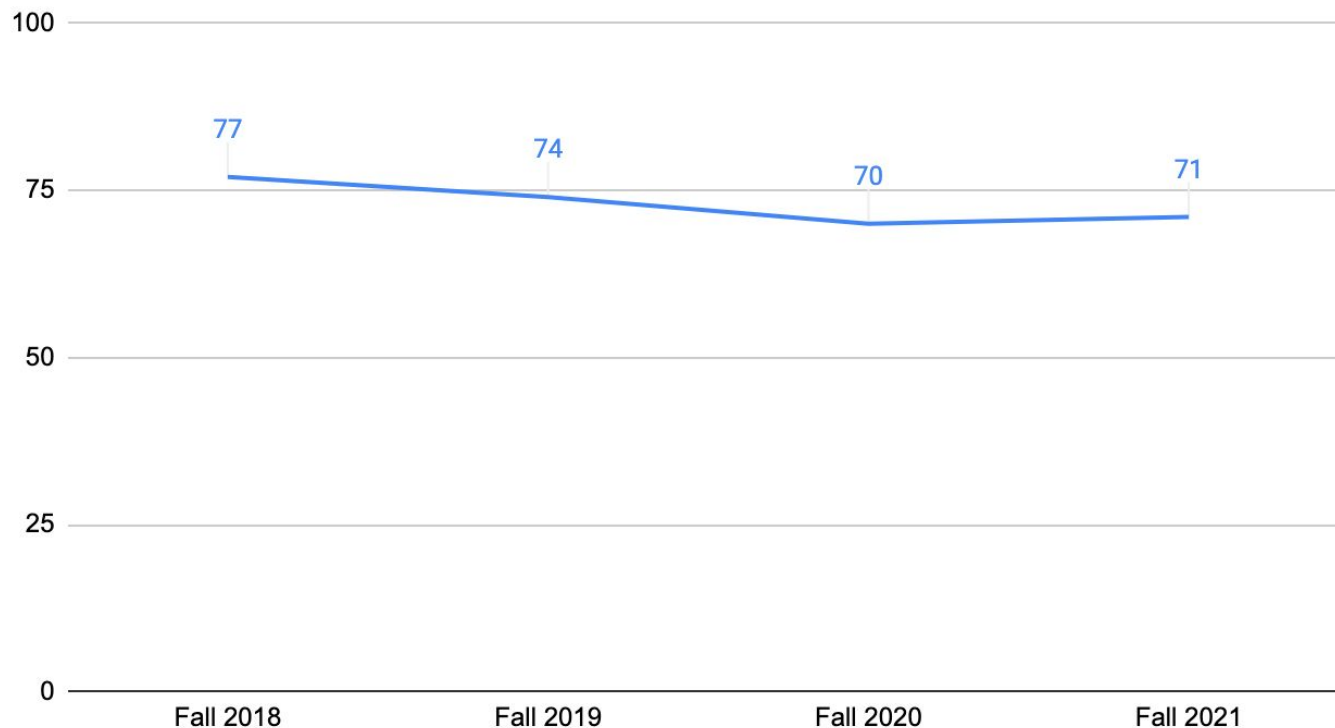
53



Percentage of students at or above benchmark (45th percentile)

STAR Math - Consolidated Summary Report

Math median percentile - STAR grades 1-6



K-6 STAR Reading

Fall	2nd	3rd	4th	5th	6th
2017	70%	68%	75%	78%	71%
2018	68%	72%	71%	71%	79%
2019	60%	69%	76%	66%	70%
2020	72%	62%	66%	67%	60%
2021	Star Early Literacy	65%	65%	64%	68%

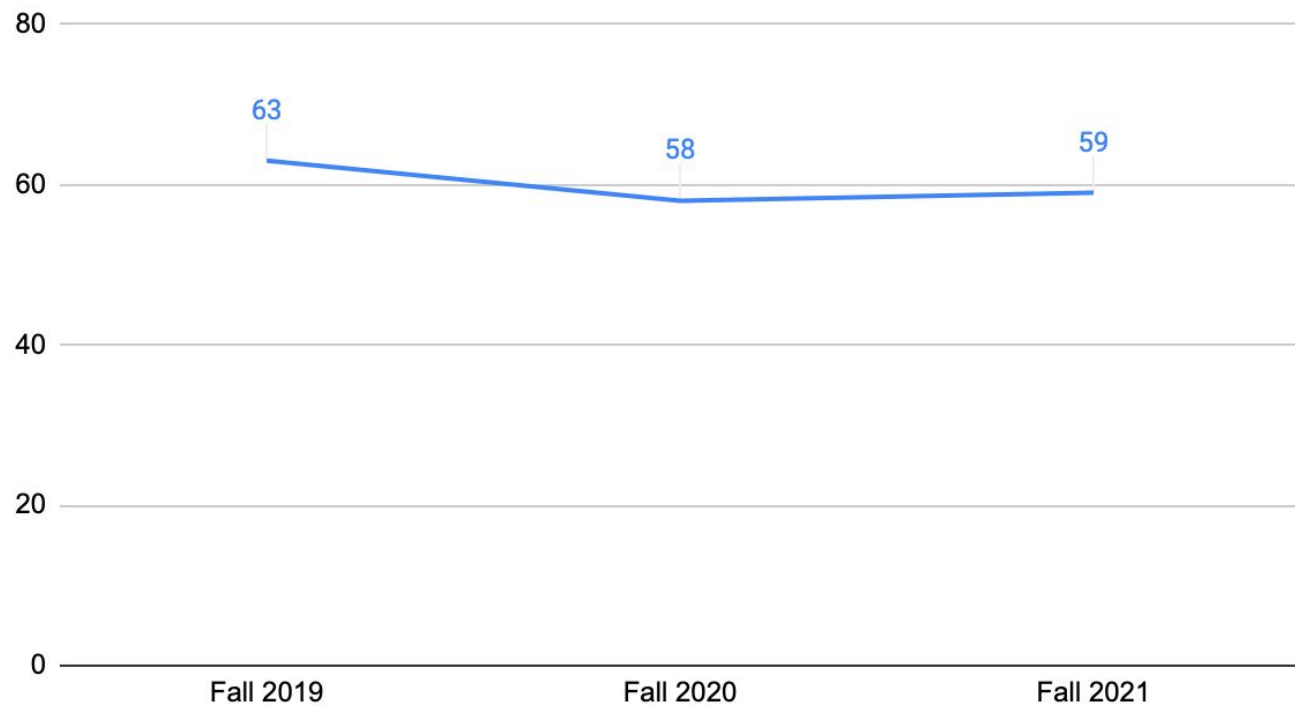
55



Percentage of students at or above benchmark (45th percentile)

STAR Reading - Consolidated Summary Report

Reading median percentile - STAR grades 2-6



K-6 Instruction & Academic Interventions

- **Tier I** - Universal Instruction, core curriculum for all students, differentiated for student need
- Intervention/Enrichment Block (I/E), What I Need (WIN) Time
 - **Tier II** - Additional strategic intervention
 - **Tier III** - Additional strategic intensive intervention delivered by a specialist

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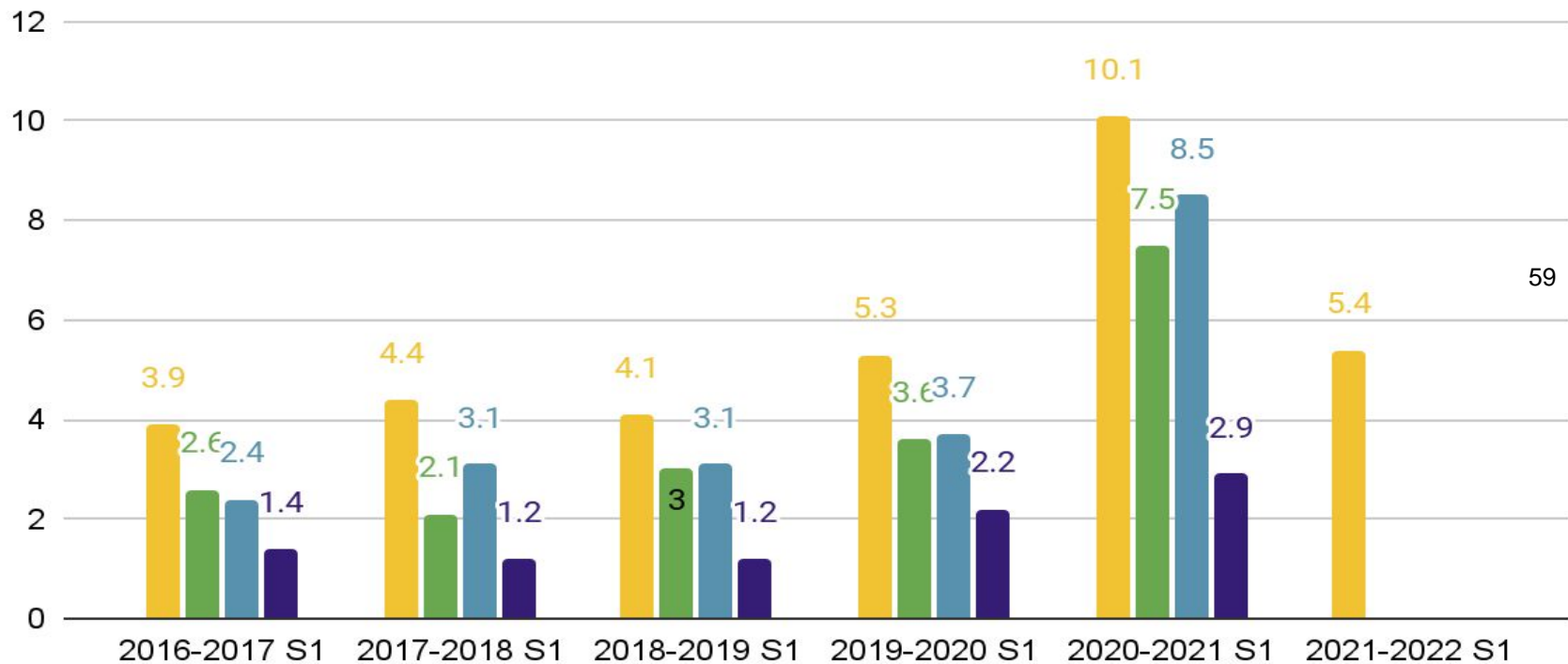
K-6 Reading and Math Interventionists

Site	Reading Interventionists	Math Interventionists
Arboretum	Danette Johnson 1.0	Anne Marie Paradisin 1.0
Heritage	Pam Smith 1.0 Jennifer Steffen 1.0	Jaime Radtke 1.0 Joy Pfeiffer 0.5
Prairie	Deana Bach 1.0 Ann Bennett 1.0	Jennifer Petersen 1.0 Steven Stack 0.5
Intermediate	Lisa Seiler 1.0 Elizabeth Winiecki 1.0	Amanda Hoffman 1.0 Sara Koppes 1.0

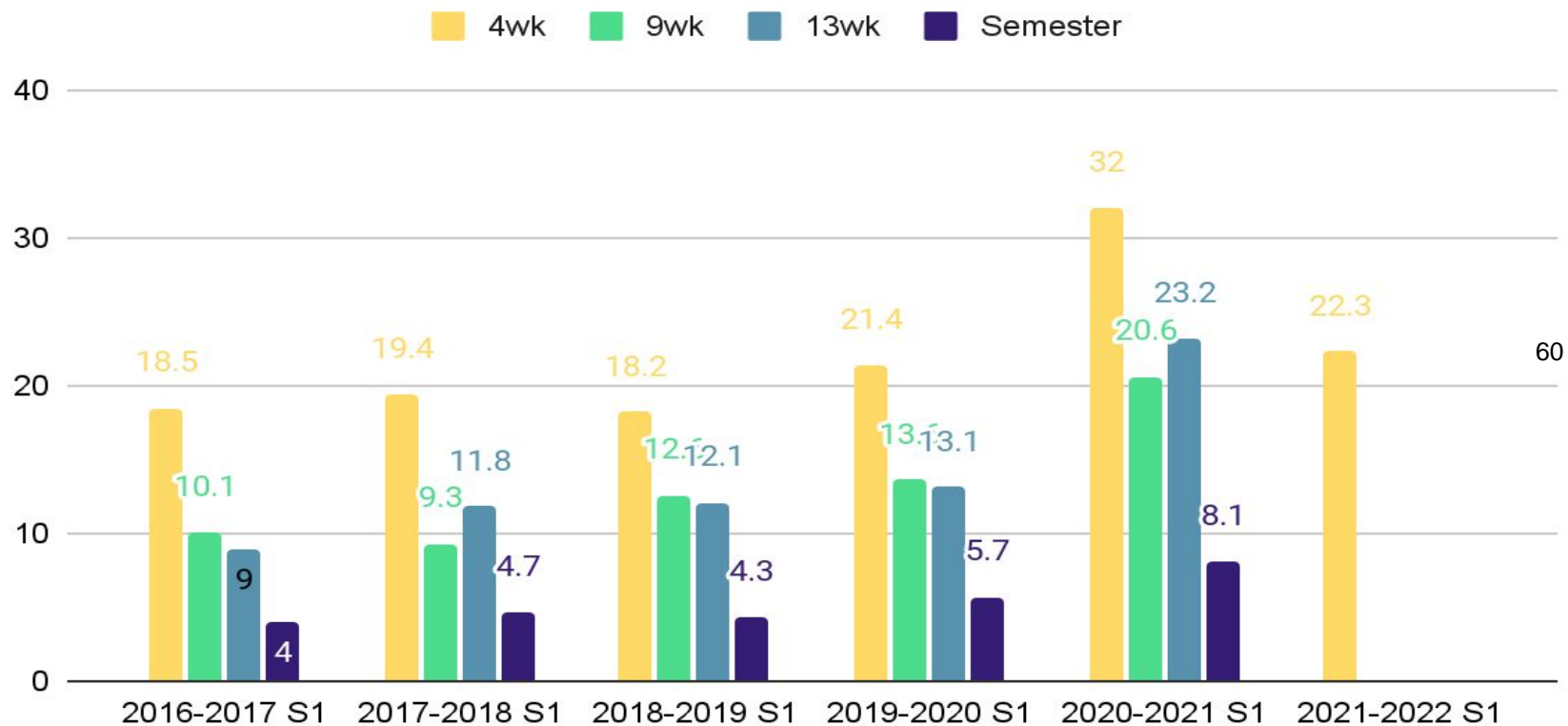


F as % of Grades in the First Semester (High School)

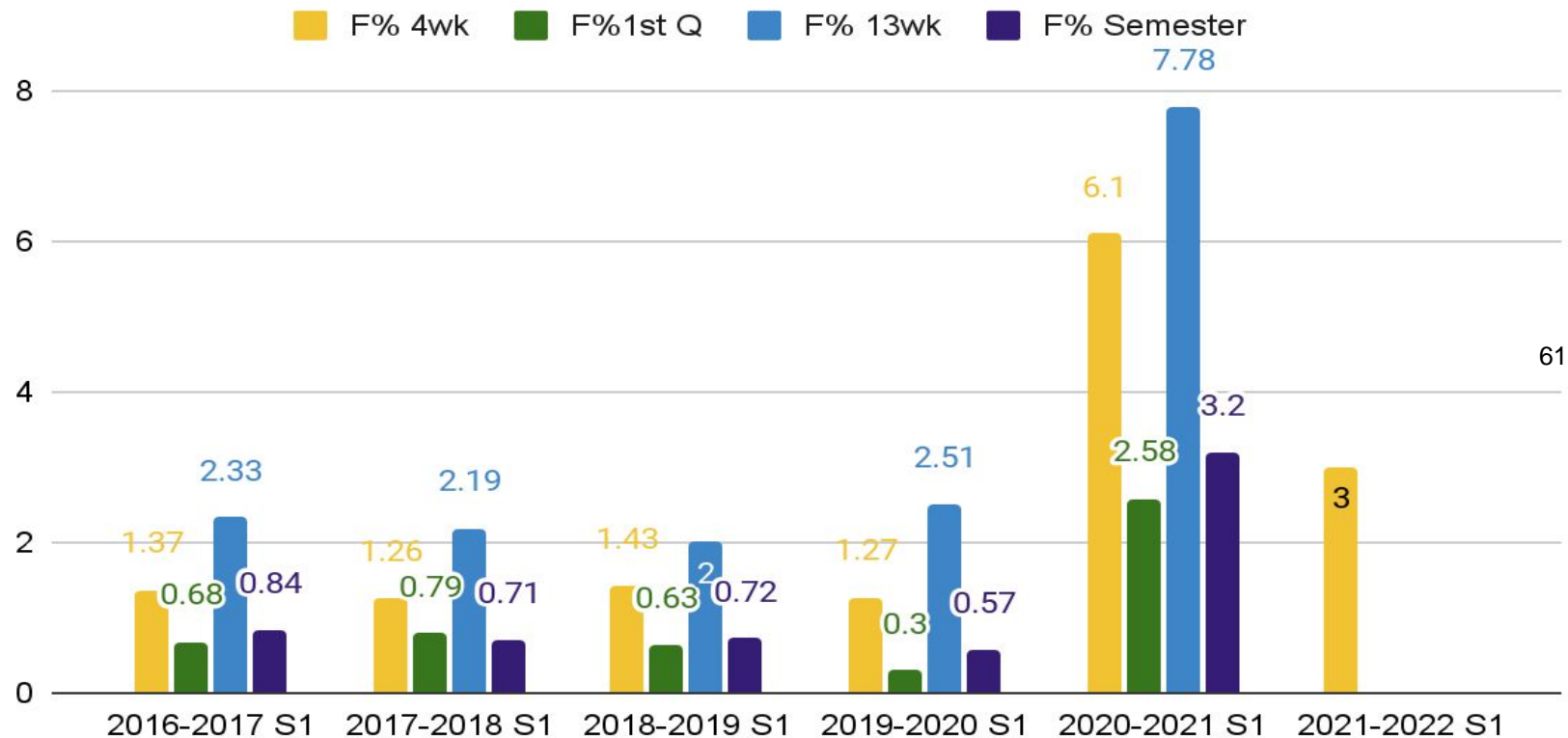
F% 4wk F% 9wk F% 13wk F% Semester



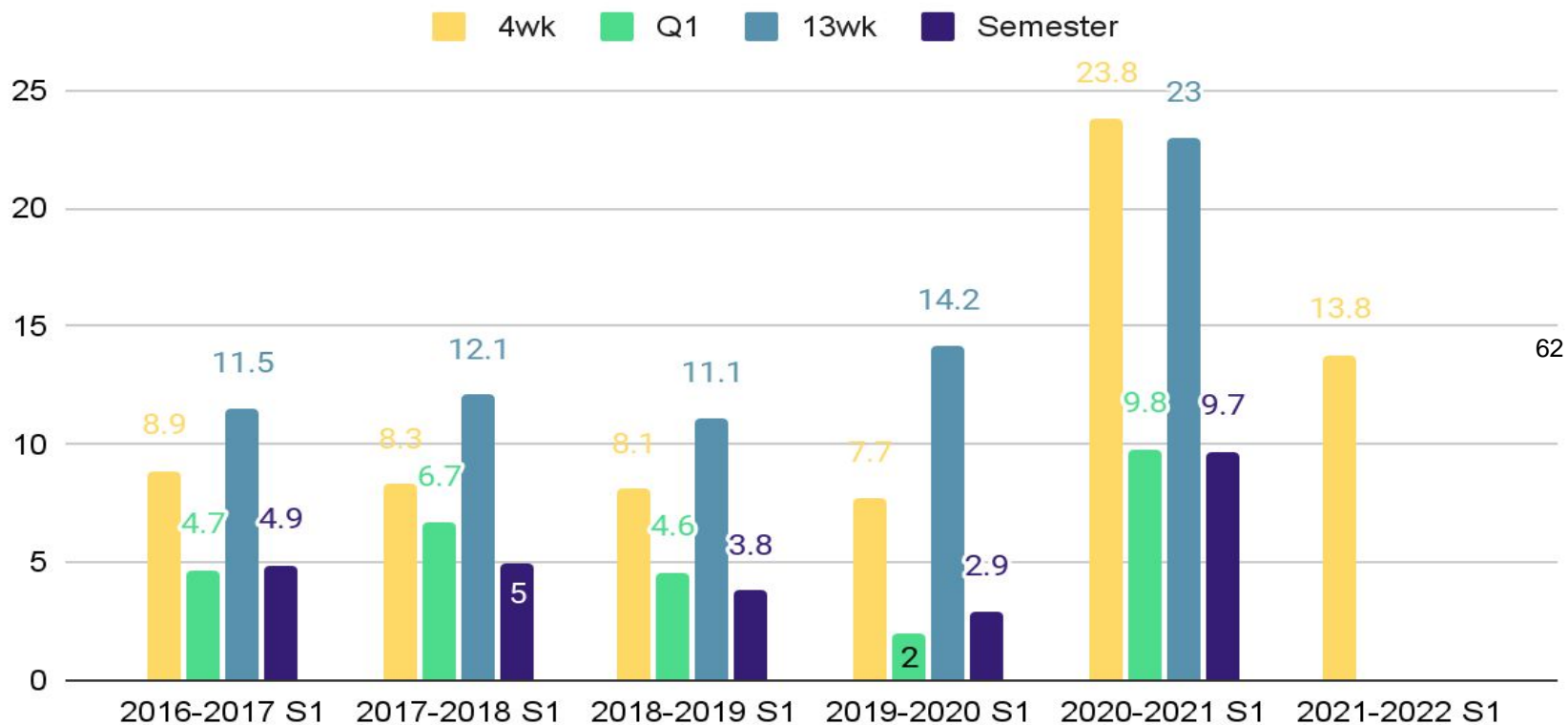
% Students with at Least One 1st Semester F (High School)



F as % of Grades in the First Semester (Middle School)



% Students with at Least One 1st Semester F (Middle School)



Middle School Aspire and i-Ready Reading

Fall	7th	8th	Notes
2017	85%	91%	Aspire
2018	83%	87%	Aspire
2019	81%	74%	Aspire
2020	79%	81%	Aspire-home administration, 94% participation
2021	77%	74%	i-Ready

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Percentage of students at or above benchmark (45th percentile)

Middle School Aspire and i-Ready Mathematics

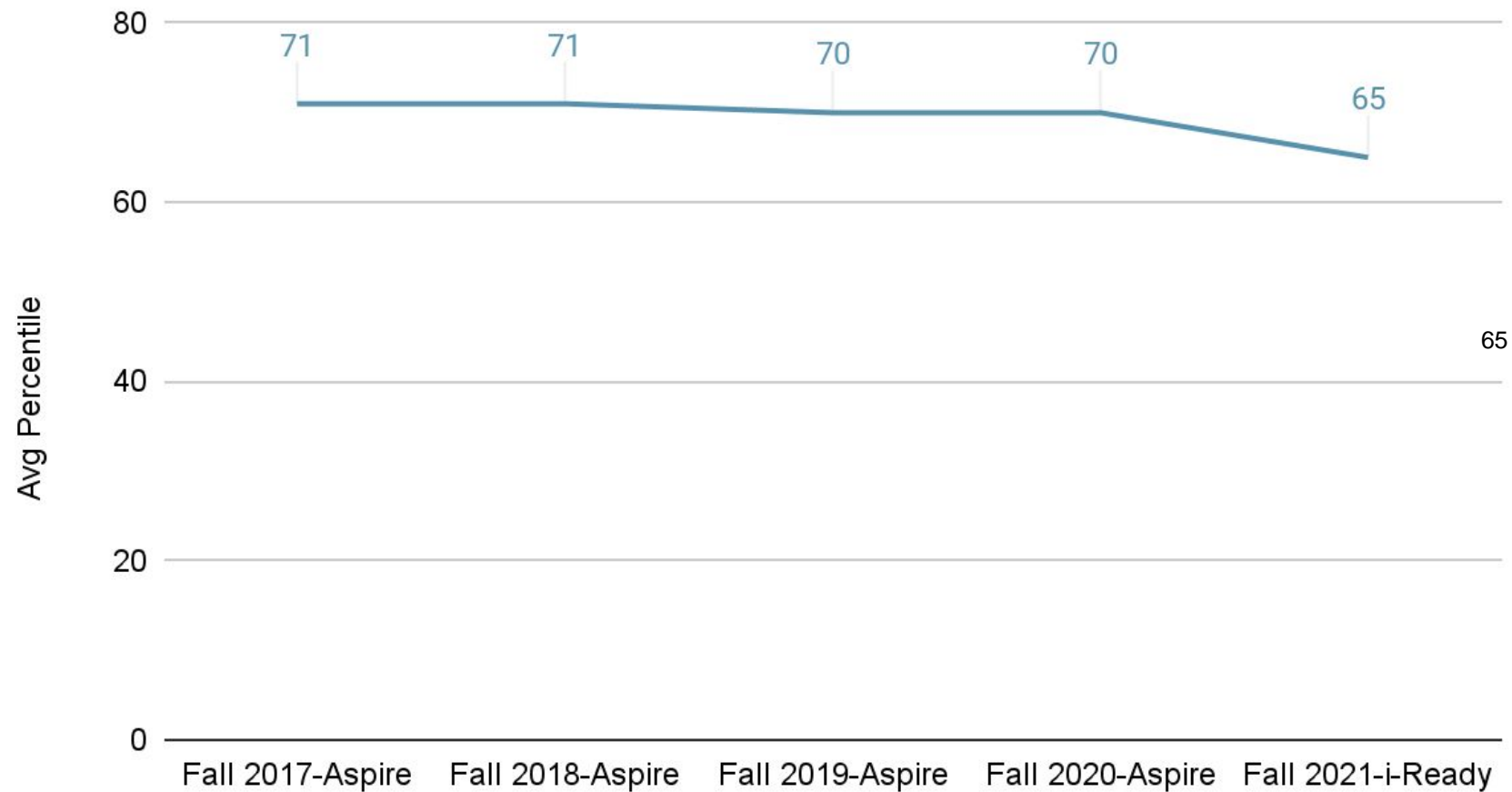
Fall	7th	8th	Notes
2017	87%	91%	Aspire
2018	85%	84%	Aspire
2019	86%	80%	Aspire
2020	74%	85%	Aspire-home administration, 94% participation
2021	75%	77%	i-Ready

64

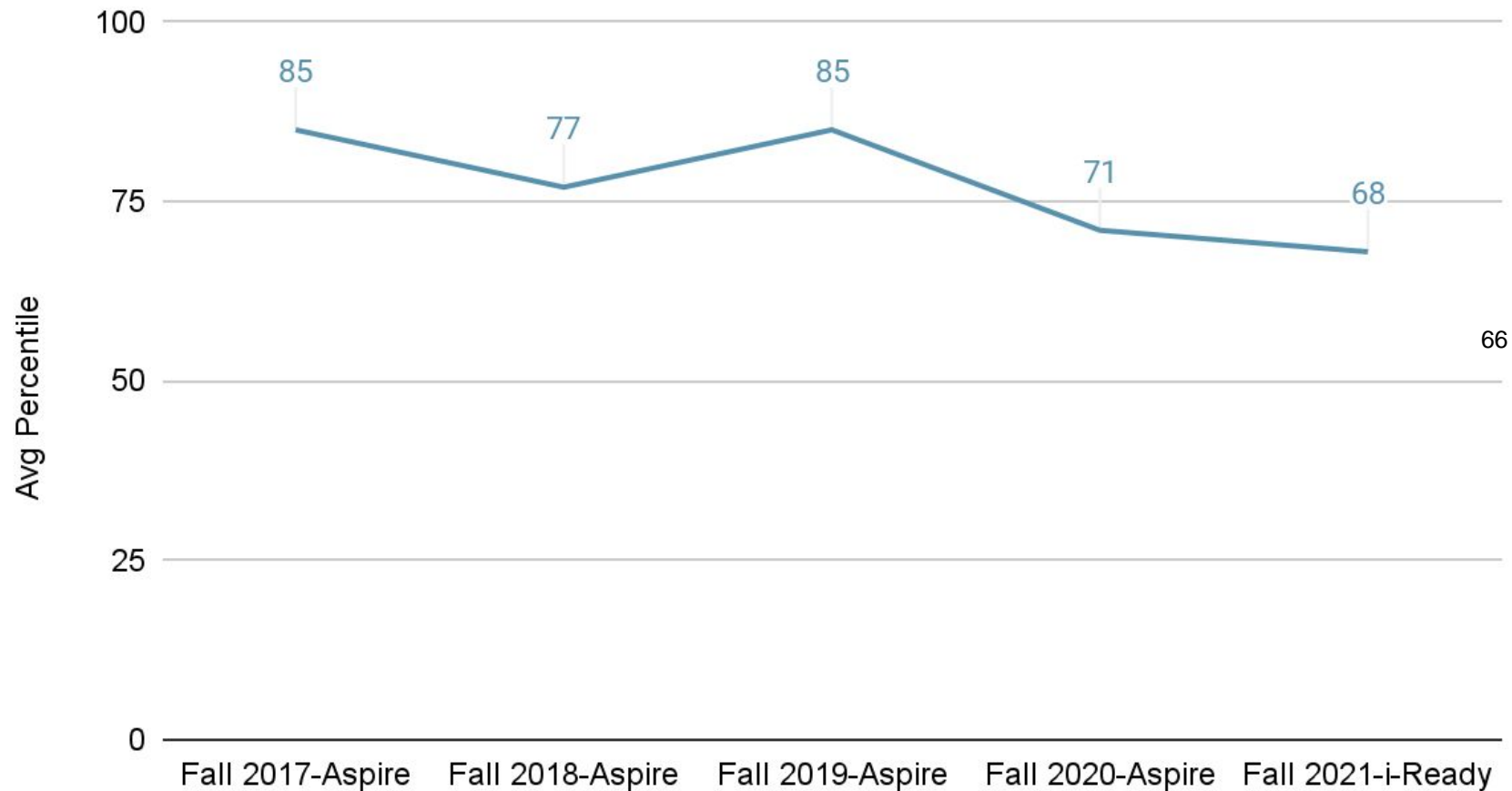


Percentage of students at or above benchmark (45th percentile)

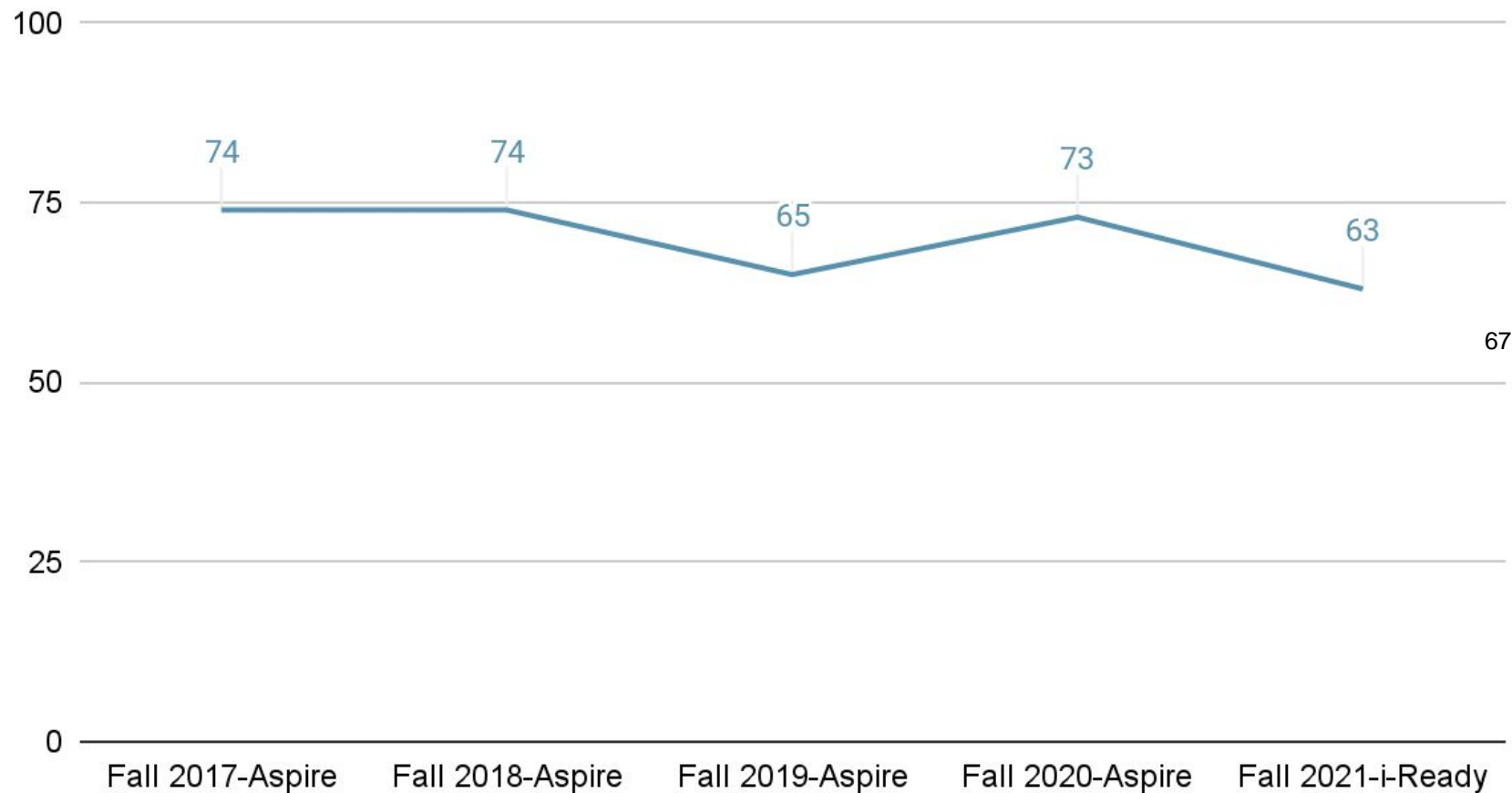
Median Reading Percentile Fall 7th Grade



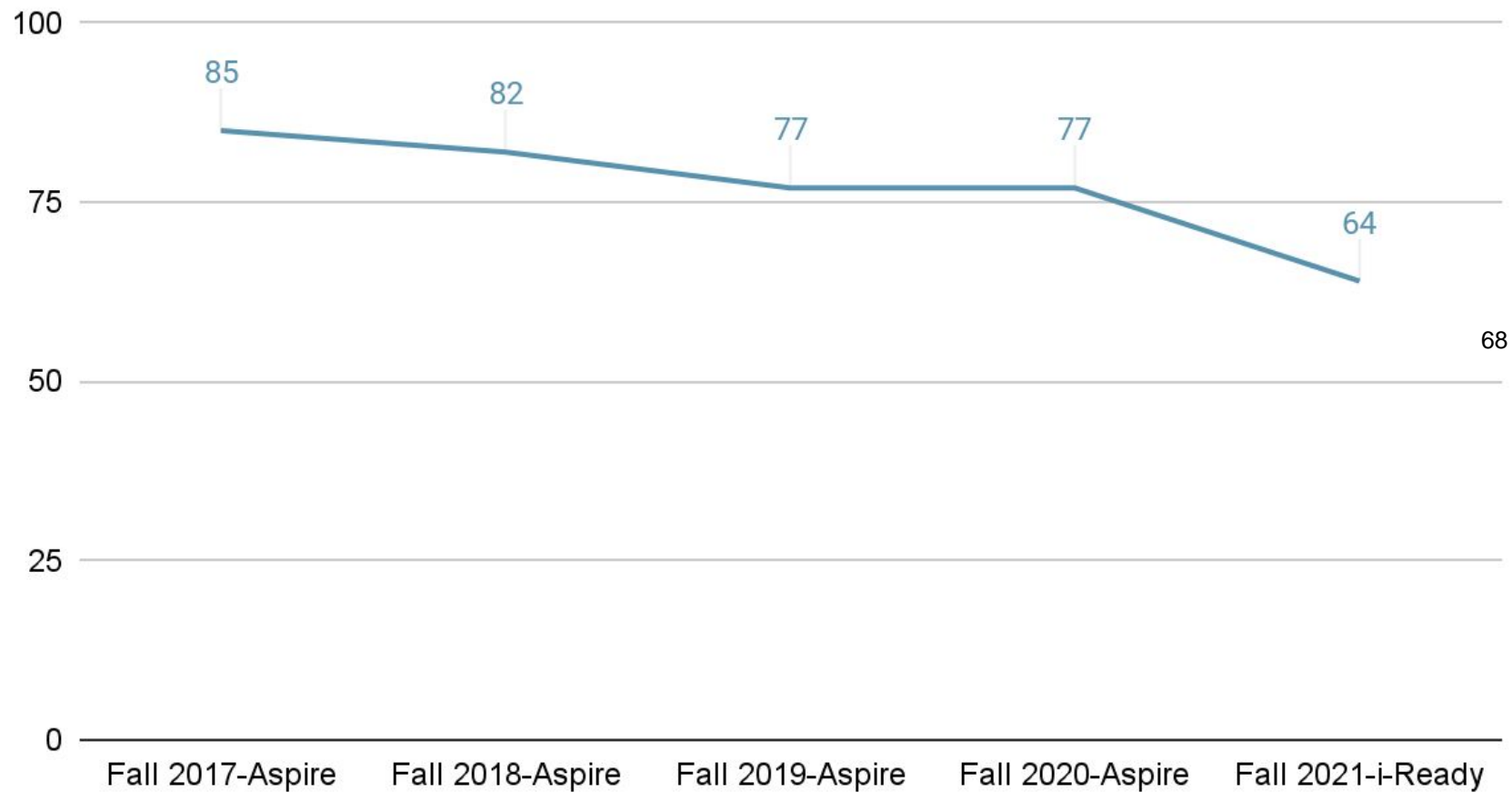
Median Math Percentile Fall 7th Grade



8th Grade Fall Aspire Reading Avg Score and Avg Percentile



Median Math Percentile Fall 8th Grade



7-12 Instruction & Academic Interventions

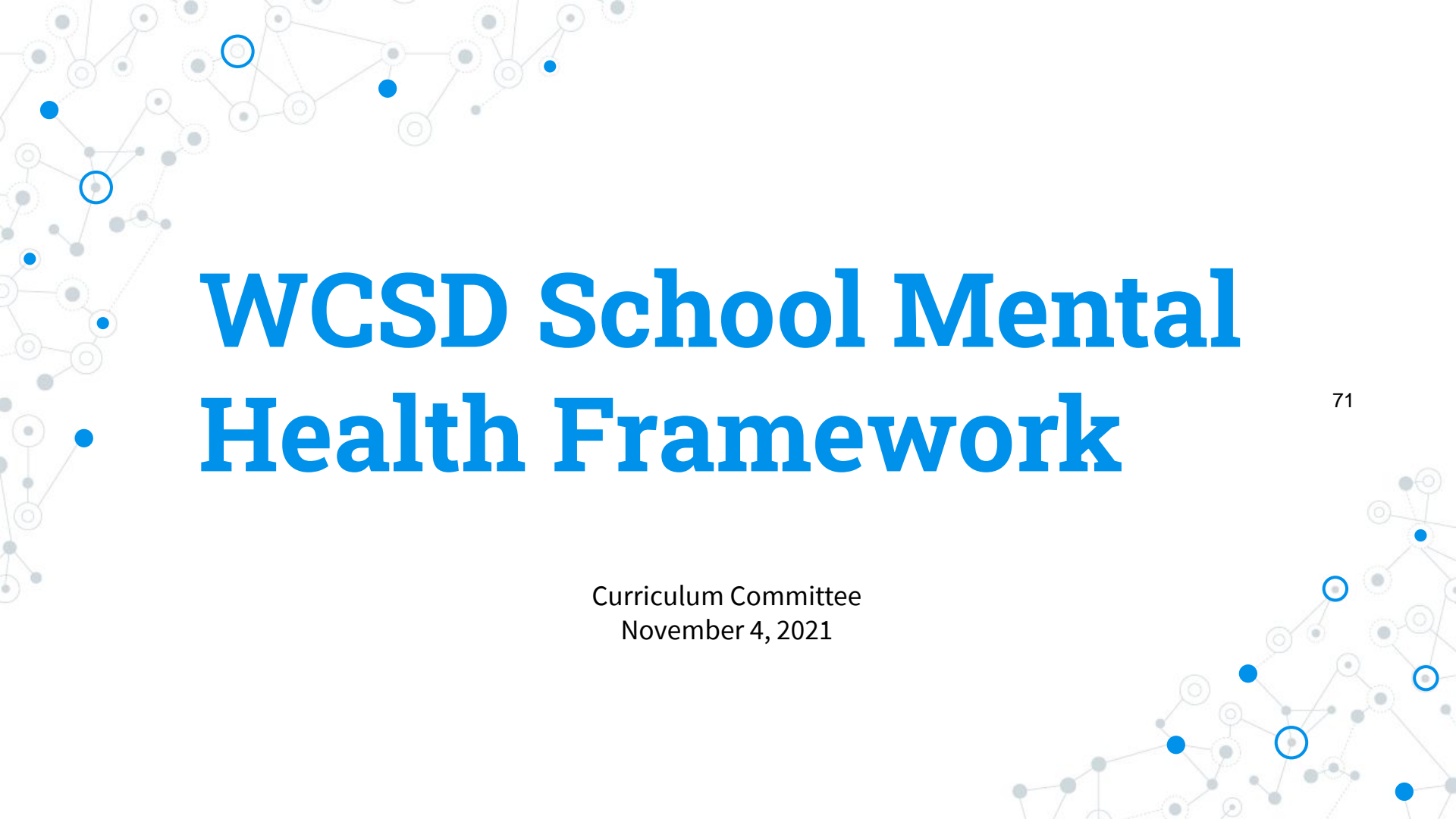
- **Tier I** - Universal Instruction, core curriculum for all students, differentiated for student need
- What You Need (WYN) Time at the Middle School, Contact Time at the High School
 - **Tier II** - Additional strategic intervention-Workshop
 - **Tier III**
 - Additional strategic intensive intervention delivered by a specialist (Middle School)
 - Alternative education (High School)
 - January update on alternative education planned.



7-12 Reading and Math Support Staff

Site	Reading	Math
Middle School Interventionists	Rebecca Murray 1.0	Christy Wright 1.0
High School Workshops	Ann Severson Reading-Writing Workshop (3 sections)	Mark Natzke-Algebra (2 sections) Rick Vesbach-Geometry (2 sections) Joe Marx-Adv. Algebra (2 sections)





WCSD School Mental Health Framework

Curriculum Committee
November 4, 2021

Today's Outcomes:

- To learn about how the WCSD Mental Health Framework aligns with the Wisconsin School Mental Health Framework.
- Grow in our understanding of universal practices, selected services, and intense supports offered in WCSD.
- Develop an understanding of how we are addressing social emotional and mental health needs within our district and where students and families can seek help.

WCSD School Mental Health Framework

In alignment with the Wisconsin School Mental Health Framework



- Identifies key elements to implement comprehensive school mental health systems.
- The goal is to reduce barriers to learning by integrating social emotional development and mental health supports into students' daily academic and social life.
- Designed to integrate mental health and wellness supports into a Multi-Level System of Supports (MLSS) to help ALL students.
 - Foundational practices
 - Universal practices (All)
 - Selected practices (Some)
 - Intense practices (Few)

Foundational and Universal Practices

- All students benefit from these practices.
- Relationship Building & Social Emotional Learning
- Utilizing Trauma Sensitive Practices
- Offering Mental Health and Wellness Education

Selected Supports

- Some students benefit from these practices
- Early identification, screening
- Individual or small group interventions
- Co-planning with students, families, community providers

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Intense Supports

- Few students benefit from these practices
- Established Support Teams
- Safety and Re-entry plans
- Deep collaboration with students, families, and community providers



WCSD: A few things to keep in mind...

- Fall 2019: Completed DPI Mental Health Needs Assessment
 - Identified strengths and areas of growth/need
 - District-wide social emotional learning committee formed
- [Dane County Youth Assessment](#) and [WI Youth Risk Behavior Survey](#)
- SSIS SEL+ MH Data and Information from our Student Services
- [WCSD Strategic Plan](#)
 - Student social emotional learning is identified as a priority area.

Universal Practices

- ◎ Positive Behavioral Interventions and Supports (PBIS)
- ◎ Trauma Sensitive approaches
- ◎ Collaborative & Proactive Solutions (CPS)--Dr. Ross Greene
- ◎ “Community Circles” “Connect Time” & “Advisory”: Focus on relationships, connectedness, and belonging; safe spaces for all (Developmental Designs)
- ◎ Screener at grades 3, 5, 7, and 9 to assess skills in the DPI Social Emotional Competencies as well as mental health concerns.

Universal Practices: What is SEL...

“SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.”

-Collaborative for Academic, Social, and Emotional Learning
(CASEL)

Universal Practices: What do I need to know...

- The Collaborative for Academic, Social, and Emotional Learning (CASEL) framework identifies five domains: Relationship Skills, Social Awareness, Self-Awareness, Self-Management, and Responsible Decision-Making.
- WI DPI Social Emotional Competencies include three domains: Emotional Development, Self-Concept, and Social Competence*.
 - *While not the same as those identified by CASEL, all CASEL domains are present in the WI Competencies
- Developmental Designs helps teachers learn how to teach, model, and rehearse SEL skills with their students to allow for growth. This does not follow a curriculum.

Universal Practices: SEL over time...

- In the past, SEL has been referenced as Character Education, Tribes, Community Circles, Education for Employment
- Aligns with mental wellness
- Is viewed as a toolbox for classroom and behavior management through teaching self-monitoring, empathy, and acceptance.
- DPI SEL Competencies have been crosswalked with employability skills.

Universal Practices-Elementary Example

Dates	Sept/Oct 9/6/21-10/22/21 (7 weeks)	Nov/Dec 10/25/21-12/10/21 (6 weeks)	Jan/Feb 12/13/21-2/24/22 (10 weeks)
SEL Domains	Self-Awareness	Self-Management	Social Awareness
Competencies & Student Learning	4 new <ul style="list-style-type: none"> DPI 1: Identifying One's Emotions DPI 7: Having a Growth Mindset DPI 8: Personal Beliefs DPI 9: Personal Identity 	5 new / 1 review* <ul style="list-style-type: none"> DPI 2: Expressing Emotions DPI 3: Managing Emotions DPI 4: Focusing Attention DPI 10: Setting Goals DPI 11: Goal Setting and Perseverance 	8 new/ 1 review* <ul style="list-style-type: none"> DPI 5: Expressing Empathy DPI 6: Predicting and Responding to Other's Emotions DPI 9* DPI 12: Point of View DPI 13: Identity Within a Community DPI 14: Respecting Individual Differences DPI 21: Identifying and Respecting Social Norms DPI 23: Offering and Receiving Help DPI 24: Community Impact
			80
Dates	March/April 2/28/22-4/29/22 (8 weeks)	May/June 5/2/22-5/20/22 3 weeks	
SEL Domains	Relationship Skills	Responsible Decision-Making	
Competencies & Student Learning	6 new/ 2 review* <ul style="list-style-type: none"> DPI 15: Developing Positive Relationships DPI 16: Communicating Effectively DPI 17: Demonstrating Cultural Competency DPI 18: Practicing Teamwork and Collaborative Problem Solving DPI 19: Resolving Conflicts Constructively DPI 22: Promoting Personal Safety DPI 23* DPI 24* 	1 new/ 2 review* <ul style="list-style-type: none"> DPI 20: Making Constructive Choices DPI 22* DPI 24* 	

Universal Practices-Middle & High School Example

Focus on universal SEL practices:

- ◎ Staff meetings
- ◎ Advisory lessons
- ◎ Classroom skills

Year One Roll Out Plan Timeline

Dates	Sept/Oct	Nov/Dec	Jan/Feb	March/April	May/June
	9/6/21-10/22/21 (7 weeks)	10/25/21-12/10/21 (6 weeks)	12/13/21-2/24/22 (10 weeks)	2/28/22-4/29/22 (8 weeks)	5/2/22-5/20/22 (3 weeks)
SEL Domains	Relationship Skills	Self-Management	Self-Awareness	Social Awareness	Responsible Decision-Making
Competencies / Student Learning	See CASEL Domain	See CASEL Domain	See CASEL Domain	See CASEL Domain	See CASEL Domain
Staff Learning	<p>Staff Meeting Focus:</p> <ul style="list-style-type: none"> Inclusion activities that focus on building positive relationships <p>PLC Meeting Focus:</p> <ul style="list-style-type: none"> What are you already doing that fits in this domain? Look at PLC 	<p>Staff Meeting Focus:</p> <p>PLC Meeting Focus:</p> <ul style="list-style-type: none"> What are you already doing that fits in this domain? Look at PLC Reflection Questions Towards the end of Dec. PLC's 	<p>Staff Meeting Focus:</p> <p>PLC Meeting Focus:</p> <ul style="list-style-type: none"> What are you already doing that fits in this domain? Look at PLC Reflection Questions Towards the end of Feb. PLC's 	<p>Staff Meeting Focus:</p> <p>PLC Meeting Focus:</p> <ul style="list-style-type: none"> What are you already doing that fits in this domain? Look at PLC Reflection Questions Towards the end of April. PLC's 	<p>Staff Meeting Focus:</p> <p>PLC Meeting Focus:</p> <ul style="list-style-type: none"> What are you already doing that fits in this domain? Look at PLC Reflection Questions Towards the middle of June. PLC's

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Selected Practices & Supports

- ◎ Follow up on Screeners at grades 3, 5, 7, and 9 to assess skills in the DPI Social Emotional Competencies as well as mental health concerns.

- ◎ Examples of Selective Practices & Supports:
 - Check-in/Check-out
 - Individual or group services from student services staff
 - FACE-Kids groups
 - HS Lunch & Learns or Advisory drop-in learning opportunities
 - Support plans in collaboration with family and outside providers.
 - Emotional Regulation Plans

Intensive Supports

- ◎ Intense collaboration with students, families, and community providers.
- ◎ Examples of Intensive Supports:
 - Safety and Re-entry plans
 - School Support Teams
 - Referral to Building Bridges (4K-9th grade)
 - Behavior consultant
 - On-site therapy and collaboration with PCOW

Additional Updates:

Partnership with Psychotherapy Center of Waunakee

Resource for
families who
already are clients
or new families
interested

Suicide Risk Assessment protocol updated

Staff trained in
Fall 2020

Crisis/Mental Health

70+ staff trained
in Adolescent and
Youth Mental
Health.

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Grant Opportunities

2021-2023

- Dane County Human Services, K-12 Wellness Grant: \$29,021
 - SSIS Social Emotional Learning & Mental Health Screener
 - Trauma Trainers at each school
- Department of Public Instruction (DPI) School Based Mental Health Grant: \$150,000
 - Developmental Designs training for staff
 - High School Outreach Clinician

I'm worried about my child. Who can help us?

If an emergency, dial 911

Journey Mental Health:
608-280-2600

National Suicide
Prevention Lifeline:
1-800-273-TALK

Crisis Text Line: Text
“HELLO” to 741741

Briarpatch Youth Services:
608-251-1126

The Trevor Project:
1-866-488-7386



Contact a trusted provider such as:

- ⊙ Doctor or Primary Care Provider
- ⊙ School staff (student services staff or teachers)
- ⊙ Dane County Behavioral Health Resource Center: 608-267-2244

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**Thank
you!**

NEW COURSE APPROVAL FORM
(Due October 1, 2021)

Date: 4/15/2021

Department Chairperson/Building Coordinator: Molly Petroff

Department: Music

Building: WHS

Proposed Course Title: Digital Music Production Grade Level: 9-12

Course Length: 1 semester Credits: 0.5

Requirement/Elective: Performing Arts Elective Meeting Frequency: 1 block/every other day

Anticipated Enrollment: 15 capped Prerequisites: Background in music and/or music theory, or digital communications encouraged

Principal's Approval: ___ 10-4-2021 _____

Comments:

Needs to be zero sum

Review & Discuss w/Activities Director for NCAA Eligibility --

Date: ___ 10-7-21 _____

Comments:

Elective class so it would not be NCAA approved.

Review & Discuss Within the Building Between Departments --

Date: ___ 10-7-21 _____

Comments:

RG: Gives overview of 2 proposed music courses: Music Workshop, Digital Music Production
BB: New Courses need to be zero sum, also go through Aaron May to determine NCAA eligibility.
Depts need to review course handbooks to ensure course descriptions are up to date.
TS: Prerequisites will be reviewed, any new prereqs need to be reviewed and approved

Systemwide Curriculum Committee Review Date: 10-13-21
Comments:

Approved.

Director of Instruction/District Administrator's Approval: 10-18-21

Approved, but implementation timing will depend on staffing/budget.

Board of Education Curriculum Sub-committee Review Date: 11/4/2021

Recommended, but implementation tentatively anticipated for 2023-2024 school year.

Board of Education Approval Date: _____

I. COURSE INFORMATION

A. Rationale for Course: (Provide a brief description of student/school needs/purpose of course, benefits, and anticipated student outcomes.)

- 1) Creating music is an essential skill for musicians. In our performance ensemble classes, we touch on these concepts briefly. They generally consist of arranging music for small ensemble performances. Our current music theory course also provides a unit on composition. During the pandemic, our students were exposed to a Digital Audio Workstation (Soundtrap), encouraged to try songwriting, and had more time to develop compositions in notation software (Flat). Student creativity soared. They were able to use their creative selves to respond to and reflect on an incredibly difficult year in profound and impactful ways. We wanted to create a space for current and potential music students to explore music creation on a deeper level, and understand that music is profoundly impacted by the context in which musicians find themselves.
- 2) Digital music and sound production is a rapidly evolving and growing field. Students will hone their skills of listening, editing and creating in order to prepare them for careers in this field. Students joining this course with an interest in creating music for communications can enhance their learning from digital communications, mass media, video editing or sports marketing courses.

B. Course Description: (Short descriptive paragraph highlighting the major focus of course. To be used for course offering catalog.)

Students in Digital Music Production will create a portfolio of music projects including songwriting, digital music production and recording. Students will create tracks, record instruments and voices, and sample other sound sources in a digital audio workstation. In addition, students will explore music structures and basic music theory while creating compositions in music notation software. This introduction to digital sound production will help expose students to a career in music production, digital communication or similar fields.

C. Course Outline: (Attach course outline which includes the major topics and concepts.)

- 1) Music Forms and Structures
 - a) The elements of music
 - i) Listening, labeling and describing
 - ii) How are music elements used to affect the listener?
 - b) Composition Forms
 - c) Songwriting forms
- 2) Introduction to Digital Audio Workstations (Logic Pro)
 - a) Basic Functionality
 - b) Creating tracks (rhythmic and melodic)
 - c) Basic Editing Skills
 - d) Create a production and describe the elements of music and how they are used.
- 3) Introduction to Notation Software (Flat)
 - a) Basic Functionality
 - b) Rhythm, Melody and Harmony and other music elements
 - c) Create a composition and describe the elements of music and how they are used.
- 4) Exploring Songwriting
 - a) "Show and tell" and discussion on songs with outstanding lyrics
 - b) Analyze and implement a variety of musical and lyrical approaches, techniques and thematic material in order to authentically express composer intent.
 - c) Write a song or a portion of a song. How are the elements of music used to enhance the intent of the text?
- 5) Final Project
 - a) Choose live songwriting performance and/or pre-recorded material in Logic Pro.
 - b) Describe the intent of the composition (human expression, call to action, marketing or sales?)
 - c) Create a final project that uses the elements of music to draw the audience into the composers intent.

D. Materials & Resources: (Include text, computer/technology tools, and supplementary information.)

- 1) Designated Recording Studio (1804F)
 - a) Mixing board and digital interface
 - b) Electric guitar and bass guitar (we have dedicated microphones, keyboard, amps and drum set)
- 2) Student Access to a DAW and Music Notation Software
 - a) We currently have licenses for Sibelius
 - b) We need up to 18 licenses for Logic Pro
- 3) 17 Mac Workstations
 - a) 15 for students, 1 for teacher and 1 for sound studio
 - b) Our current music tech lab has no computers that can run Sibelius and interface with a keyboard. This lab needs a serious update anyway, so we would like to move to mac for the use of Logic Pro which is an economical, but industry standard software.
- 4) 25 Studio Headphones

E. Instructional Methods: (Check applicable ones and explain wherever necessary.)

Which of these are used: Check with "X"

	Lectures	X	Demonstrations		Check Quizzes
X	Discussions		Term Papers		Individual Study Contracts
	Special Reports		Extra Reading	X	Other- Student Reflections/rubrics
X	Laboratory (hands-on)	X	AV Materials	x	Journals
	Online/Virtual Learning		Field Trips		

F. Student Evaluation Procedures:

Students will create a portfolio of work throughout the semester. Rubrics and student reflections and goal setting will be central to the evaluation process.

G. Financial Impact: (Provide an explanation of projected costs for personnel, materials, and equipment for subsequent years when the proposal is fully implemented.)

H. Financial Impact: (First Year)

<u>Added Personnel</u>	How Many	Approx. Cost	Total Cost
------------------------	----------	--------------	------------

Added personnel: .085 per section

- We currently have three music teachers that have the skill set and are interested in teaching this course. We could add FTE to a part time music teacher in the district and creatively reshuffle loads to accommodate this request.

Added Materials

Added Equipment Needed:

Mac Workstations 17 @ \$1600 = \$27,200

Logic Pro Subscription 17 @ \$200 = \$3400

I. Explain how this new course will correlate with Wisconsin State Academic Standards and/or district remediation plans.

II. **OTHER PERTINENT INFORMATION**

A. This course will be: (please check one)

- X an addition to the department's offering
___ a replacement for _____
___ a pilot study

B. This course will require (please check the appropriate spaces):

- ___ the adoption of a new textbook
X (software) the use of a text previously adopted and in use

C. This course will require (please check appropriate spaces)

- ___ specialized organization of teacher time
X specialized room arrangement or equipment (explain below)
___ specialized student grouping or sectioning
X curriculum planning time

X specialized technology

D. To what extent will this curriculum change affect the number of teacher preparation each semester? (*Explain*)

This change will require an additional .084 FTE per year per section

E. To what extent does this course conflict with the content and/or student availability of other courses in your department?

This course will enhance the offerings that we currently offer and provide additional opportunities for students not currently enrolled in music to participate and grow as musicians.

F. To what extent does this course conflict with courses offered in other departments?

We anticipate that this course will draw from a wide pool of students including students that are and are not currently enrolled in music courses; particularly those interested in digital communications/mass media. It should have little impact on other courses.

G. What course(s) could be deleted if this curriculum change is adopted?

No course deletions

H. This proposed course must be discussed with other members of your department prior to submitting this form. (*Describe briefly the outcome of these discussions.*)

Our entire k-12 department has discussed this course addition and is excited about its possible implementation at the High School. Staffing the course will be creative as we will have to do some reshuffling to cover it. We have a music teacher that is currently not full time, so we may not need to hire outside of the district if we are creative.

I. To what effect does this curriculum change affect the K-12 Skills Continuum? (*duplication, deletion, reinforcement, etc.*)

It provides a music education experience for students that may not be currently served in our program.

J. If approved, this course will begin: Spring 2023
(semester/year)

Rev. 8/15/2018

NEW COURSE APPROVAL FORM
(Due October 1, 2021)

Date: 4/15/2021

Department Chairperson/Building Coordinator: Molly Petroff

Department: Music

Building: WHS

Proposed Course Title: Music Workshop

Grade Level: 9-12

Course Length: 1 semester Credits: 0.5

Requirement/Elective: Performing Arts Elective

Meeting Frequency: 1 block/every other day

Anticipated Enrollment: 20 Prerequisites: None

Principal's Approval: 10-7-2021

Comments:

Staffing-would need to stay within current staffing for now.

Review & Discuss w/Activities Director for NCAA Eligibility –

Date: 10-7-21

Comments:

Aaron did not think they would be approved for NCAA as they are electives.

Review & Discuss Within the Building Between Departments –

Date: 10-7-2021

Comments:

Approved.

RG: Gives overview of 2 proposed music courses: Music Workshop, Digital Music Production
BB: New Courses need to be zero sum, also go through Aaron May to determine NCAA eligibility.
Depts need to review course handbooks to ensure course descriptions are up to date.
TS: Prerequisites will be reviewed, any new prereqs need to be reviewed and approved

Systemwide Curriculum Committee Review Date: 10-13-2021

Comments: Approved.

Director of Instruction/District Administrator's Approval: 10-18-2021

Approved, but implementation timing will depend on staffing/budget.

Board of Education Curriculum Sub-committee Review Date: 11/4/21

Recommended
~~Approved~~, but implementation tentatively anticipated for
2023-2024 school year.

Board of Education Approval Date: _____

I. COURSE INFORMATION

A. Rationale for Course: (Provide a brief description of student/school needs/purpose of course, benefits, and anticipated student outcomes.)

Currently, students have the opportunity to study piano, guitar and world drumming as part of the general music curriculum through grade 8. The High School has no equivalent opportunity for students that want to continue their education in these instruments. The band, choir and orchestra welcome any of these students to join their ensembles, but the inclusion of these instruments is rare in music composed for these ensembles. In an effort to create equitable opportunities for all to explore music, we welcome this option for students.

The workshop and collaborative nature of this course is what separates it from what students have experienced with their k-8 general music offerings. The intent is to give all students a basic knowledge of keyboard, drums, guitar and voice, allow students to find their preferred instrument and group them in ensembles together. The workshop format further allows for student choice by giving them autonomy over the music selections they rehearse and perform. Piano and guitar, in particular, are often studied by students individually, but professional musicians are generally collaborative. This concept and focus will be central to the experience for the students in this course.

B. Course Description: (Short descriptive paragraph highlighting the major focus of course. To be used for course offering catalog.)

Students in this course will develop music making skills and explore music literacy in many forms using the medium of pop, folk and rock music. All students will explore playing guitar, keyboard, drums and vocals, and use what they have learned to create rhythm ensembles, arrange their own music and explore music performance and/or recording.

C. Course Outline: (Attach course outline which includes the major topics and concepts.)

- 1) Basic introduction to all instruments using "The Modern Instrument Lesson Book", Hal Leonard Publishing.
- 2) Keyboarding
 - a) Basic Skills
 - i) Basic chord structure (root position vs. inversions, minor vs. major in multiple keys)
 - ii) Playing a basic bass line along with chords
 - iii) Reading a chord chart
 - b) Advanced Skills:
 - i) Chord arpeggios and rhythmic comping
 - ii) Walking Bass lines
- 3) Guitar and Bass Guitar
 - a) Basic Skills
 - i) Basic Chords (I, IV, V in the key of D and G and E min.)
 - ii) Using a Capo for transposition
 - iii) Basic strumming with a guitar pick
 - b) Advanced Skills
 - i) Finger picking
 - ii) Additional chords
 - iii) Walking Bass Line
- 4) Drums
 - a) Basic Skills
 - i) Hand drumming (congas)
 - ii) Keeping time - Basic Rock Beat - Kick, High Hat, Snare
 - iii) Basic drumming techniques (where to strike the drum, wrist tension, dynamic control)
 - b) Advanced Skills
 - i) Incorporating ride and toms
 - ii) Drum Fills
- 5) Vocals

- a) Basic Skills
 - i) Breath Control, Phonation, Resonation, Articulation
 - ii) Mic Technique
- b) Advanced Skills
 - i) Explore how changes in all of the above affect singer's tone and expression
 - ii) Explore varying styles of singing and how those elements above change in each style.
- 6) Grouping of Small Ensembles and Music Selection
- 7) Collaborating on a performance vision
- 8) Rehearsing, responding and adapting
- 9) Performing live and/or in studio

D. Materials & Resources: (Include text, computer/technology tools, and supplementary information.)

- 1) Designated Recording Studio (1804F)
 - a) Mixing board and digital interface with cables TBD - we may be able to use what we currently have with a few small purchases
 - b) Electric guitar and bass guitar (we have dedicated microphones, keyboard, amps and drum set)
- 2) Student Access to a DAW (Mac workstations and Logic as per Digital Music Production proposal)
- 3) 3-4 drum sets including one digital and congas or hand drums (we currently have)
- 4) 17 keyboards (purchased 2020 and 2021)
- 5) 10 guitars *need to be purchased or borrowed from MS
- 6) Vocal Mics (We currently Have)
- 7) Small Ensemble Rooms
- 8) 25 Studio Headphones
- 9) Modern Band Lesson Series, Assorted Guitar Lesson books, Drumming Lesson Books and music to fit the needs and interests of students

E. Instructional Methods: (Check applicable ones and explain wherever necessary.)

Which of these are used: Check with "X"

	Lectures	X	Demonstrations		Check Quizzes
X	Discussions		Term Papers		Individual Study Contracts
	Special Reports		Extra Reading	x	Other - Performance Reflections
X	Laboratory (hands-on)	X	AV Materials	x	Recording Portfolio

Online/Virtual Learning		Field Trips		
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F. Student Evaluation Procedures:

- 1) Student self-assessment of their own progress and performance/recordings
- 2) Journal Reflections
- 3) The creative process in music is not linear and is subjective. Student self-reflection and encouragement will be central.

G. Financial Impact: (Provide an explanation of projected costs for personnel, materials, and equipment for subsequent years when the proposal is fully implemented.)

- 1) Guest musician experts - \$300-500
- 2) Software subscription and workstations as per Digital Music Production course proposal
- 3) Instrument repair/replacement (guitar strings, etc) - \$300-500

H. Financial Impact: (First Year)

Added Personnel

How Many	Approx. Cost	Total Cost
Professional	.084	

Added Materials

Assorted Textbooks/Music 20 @ \$25 = \$500
 Modern Band Lesson Books, Hal Leonard Publication

Added Equipment Needed:

List/Cost:

10 Acoustic Guitars @ \$150 = \$1500

25 Studio Headphones @ \$20 = \$500

1 Electric Guitar @ \$500

5 Bass Guitars @ \$150 = \$750

- I. Explain how this new course will correlate with Wisconsin State Academic Standards and/or district remediation plans.

The state and national core standards for music education are rooted in preparing students with experiences that mirror those of professional and amateur musicians. The four processes include Creating, Connecting, Responding and Performing. Students will connect with each other and to the music while creating arrangements for performance. Through practice and rehearsal, they will respond to what they hear and adapt their performance to match their vision. Students will perform their music for each other and or in a studio format and reflect on their learning. All of this will be in the careful guidance and support of our music teachers.

II. OTHER PERTINENT INFORMATION

- A. This course will be: (please check one)

an addition to the department's offering
 a replacement for _____
 a pilot study

- B. This course will require (please check the appropriate spaces):

the adoption of a new textbook

(software) the use of a text previously adopted and in use

*Hal Leonard book is used briefly at MS and Logic Pro is a part of another Course Proposal

- C. This course will require (please check appropriate spaces)

(possibly) specialized organization of teacher time

specialized room arrangement or equipment (explain below)

specialized student grouping or sectioning

curriculum planning time

specialized technology

- D. To what extent will this curriculum change affect the number of teacher preparation each semester? (Explain)

We will need an additional .084 FTE for this course per section.

- E. To what extent does this course conflict with the content and/or student availability of other courses in your department?

Most of our students take ensemble courses for multiple years. This 0.5 credit class won't impact the students we serve, rather provide opportunities for those that are seeking a different music experience.

F. To what extent does this course conflict with courses offered in other departments?

Minimally - It is a small class of 25 that can be taken at any time in a student's HS career.

G. What course(s) could be deleted if this curriculum change is adopted?

H. This proposed course must be discussed with other members of your department prior to submitting this form. *(Describe briefly the outcome of these discussions.)*

Our entire k-12 department has discussed this course addition and is excited about its possible implementation at the High School. The staffing will be the biggest challenge as we may have to do some reshuffling to cover it, but we may not need to hire outside of the district if we are creative.

I. To what effect does this curriculum change affect the K-12 Skills Continuum? *(duplication, deletion, reinforcement, etc.)*

It provides a music education experience for students that may not be currently served in our program.

J. If approved, this course will begin: Fall 2022
(semester/year)

Rev. 8/15/2018

NEW COURSE APPROVAL FORM

DATE: 8 Sep 2021		
DEPARTMENT CHAIRPERSON/BUILDING COORDINATOR: Walter Stenz / Alex Ames	DEPARTMENT: English	BUILDING: High School
PROPOSED COURSE TITLE: Multicultural Lit	GRADE LEVEL: 11/12	
COURSE LENGTH: Semester	CREDITS: 0.5	
REQUIREMENT/ELECTIVE: Elective	MEETING FREQUENCY:	
ANTICIPATED ENROLLMENT: 60 students (same as Am. Lit)	PRE-REQUISITE(S): None	
PRINCIPAL'S APPROVAL Comments: <i>Approved. If a class is added, one needs to be removed.</i>		DATE: 10-7-21
REVIEW AND DISCUSSION WITHIN THE BUILDING BETWEEN DEPARTMENTS Comments: <i>Approval at Leadership.</i>		DATE: 10-7-21
SYSTEMWIDE CURRICULUM COMMITTEE REVIEW Comments: <i>Approval</i>		DATE: 10-13-21
DIRECTOR OF INSTRUCTION/DISTRICT ADMINISTRATOR'S APPROVAL <i>Approved, but existing courses shall be continued.</i>		DATE: 10-18-21
BOARD OF EDUCATION CURRICULUM SUB-COMMITTEE REVIEW <i>Recommended. Retain existing courses.</i>		DATE: 11/4/21
BOARD OF EDUCATION APPROVAL		DATE:

I. COURSE INFORMATION

A. Rationale for Course: (Provide a brief description of student/school needs/purpose of course, benefits, and anticipated student outcomes.)

Provides students a more diverse literature class, with the benefit of cultural representation + exposure.

B. Course Description: (Short descriptive paragraph highlighting the major focus of course. To be used for course offering catalog.)

Multi-cultural literature is a semester-long course that integrates writing for a variety of purposes and audiences with literature study that reflects different cultures. Along with exploring universal themes, students will recognize how culture influences how we view the world.

C. Course Outline: (Attach course outline which includes the major topics and concepts.)

See attached

D. Materials and Resources: (Include text, computer/technology tools, and supplementary information.)

2 novels :

Articles : Current / Primary sources located online

E. Instructional Methods: (Check applicable ones and explain wherever necessary.)

Which of these are used: Check with "X".

Lectures

Demonstrations

Field Trips

Discussion

Term Papers

Check Quizzes

Special Reports

Extra Reading

Individual Study Contracts

Laboratory (Hands-on)

AV Materials

Other

Online/Virtual Learning

F. Student Evaluation Procedures:

Reading quizzes utilized, but uses discussion as a primary source of evaluation. Students will also be asked to write 2 multichraft essays addressing the purpose of each unit.

G. Financial Impact: (Provide an explanation of projected costs for personnel, materials, and equipment for subsequent years when the proposal is fully implemented.)

We would need to purchase the texts (2 novels) and any audio versions needed to accomodate needs.

H. Financial Impact (first year):

<u>Added Personnel</u>	How Many	Approx. Cost	Total Cost
Professional	_____	\$ _____	\$ _____
Non-Professional (Assistants, Secretarial, etc.)	_____	\$ _____	\$ _____
<u>Added Materials</u>			
Textbooks	120 @	\$ 16	\$ 2,000
Supplies		11 Audio	\$ _____
<u>Added Equipment Needed:</u>			
List/Cost:	_____ @	\$ _____ =	\$ _____
	_____ @	\$ _____ =	\$ _____
	_____ @	\$ _____ =	\$ _____

I. Explain how this new course will correlate with Wisconsin State Academic Standards and/or district remediation plans.

See attached

II. OTHER PERTINENT INFORMATION

A. This course will be: (please check one)

- an addition to the department's offering
- a replacement for American Literature
- a pilot study

B. This course will require (please check the appropriate spaces):

- the adoption of a new textbook
- the use of a text previously adopted and in use

C. This course will require (please check the appropriate spaces):

- specialized organization of teacher time
- specialized room arrangement or
- specialized student grouping or sectioning
- curriculum planning time
- specialized technology

D. To what extent will this curriculum change affect the number of teacher preparation each semester? (Explain)

None, if replaced w/ Am. Lit, besides planning for a new class.

E. To what extent does this course conflict with the content and/or student availability of other courses in your department?

See above

F. To what extent does this course conflict with courses offered in other departments?

See above

G. What course(s) could be deleted if this curriculum change is adopted?

Am. Literature

H. This proposed course must be discussed with other members of your department prior to submitting this form. (Describe briefly the outcome of these discussions.)

Everyone is in agreement that this course is needed.

I. To what effect does this curriculum change affect the K-12 Skills Continuum? (e.g., duplication, deletion, reinforcement, etc.)

Duplication of skills covered in Am Lit (reinforcement of skills)

J. If approved, when will this course begin? (semester/year)

2023 / 2nd Sem

11/11/2019

Rationale:

It is important to distinguish between multicultural literature and multicultural education. Although these fields are related, multicultural education encompasses an extensive field of study. It looks at numerous aspects of education including teachers, curriculum, projects, environment, holidays, etc. Multicultural literature is just one avenue in the broader spectrum of multicultural education.

Multicultural literature is defined differently by researchers in the field. Jocelyn Glazier and Jung-A Seo use a simple explanation which states, "Multicultural literature is defined as literature that represents voices typically omitted from the traditional canon" (686). The canon can be seen as a vague term of what literature is included. In other words, there is not one composed list of canonical authors and often there is debate over which authors would be considered canonical. Kaavonia Hinton and Gail Dickinson provide a definition that is clearer which states that multicultural literature is, "Multicultural texts about the experiences in the underrepresented groups in the United States" (3). They worked around the ideas of Bishop who defined multicultural literature as "works that reflect the racial, ethnic, and social diversity that is characteristic of our pluralistic society and of the world" (Hinton and Dickison 3). It is important to look at authors and texts that are being produced by groups that are currently underrepresented in American society. Hinton and Dickinson are emphasizing the main point of multicultural literature is not to stray away from what has typically been read for the last few centuries. Instead, the aim of multicultural literature is to focus, as Bishop says, on "works that reflect the racial, ethnic, and social diversity" (3). With the notion of multicultural literature, authors and groups of people who have been living in the shadow of the dominant culture can emerge and be recognized publicly. Daphne Muse describes multicultural literature as "groups that have been marginalized because of race, gender, ethnicity, language, ability, age, social class, religion/spirituality, and/or sexual orientation" (qtd. in Landt 691). Multicultural literature encompasses a broad range of people and provides insight into different cultures for all people.

America is a heterogeneous culture, and this is one of the main reasons why exposure to different experiences through literature is an imperative part of the educational curriculum.

Course Description:

Multicultural Literature is a semester-long course that integrates writing for a variety of purposes and audiences with literature study that reflects different cultures. Emphasis is placed on diverse texts while writing activities may include a focus on argumentative, expository, and narrative modes. Along with exploring universal themes, students will recognize how culture influences how we view the world.

This course focuses on world literature by and about people of diverse ethnic backgrounds, specifically those who have been underrepresented in traditional curriculum. Students will explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and universal themes. The students will write expository, analytical, and response essays. A research component is critical. The students will observe, listen critically, and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking and will occur within those contexts rather than in isolation. The students will understand and acquire new vocabulary and use it correctly in reading, writing, and speaking.

A critical aspect of this course is that the material and units not only broaden students' understanding of a variety of cultures, but that it focuses on both the struggle and the successes of these underrepresented groups. The focus will be to create awareness and understanding of both triumphs and tribulations.

Course Outline:

1. Unit 1- Indigenous People (2 weeks)

→ Power of Voice

◆ Circle of Stories, Origin Stories, Orature

- Speaking and Listening with respect, understand the power of voice and culture, learn the aspects important to indigenous peoples, use creative writing/oral presentation to represent their identity (descriptive writing, imagery, figurative language, point of view)

2. Unit 2- Latinx (5 weeks)

→ Power of Culture

- ◆ Recreating but not Assimilating: "How to Tame a Wild Tongue" by Gloria Anzaldua
- ◆ Modern representations of Latinx community (*Into the Heights?*), *The Poet X*, or *In the time of the Butterflies*
 - Compare and contrast each representation of Latinx viewpoints, depicting the similarities and differences of these views and the ways in which society encourages conforming

○ LITERARY ANALYSIS

3. Unit 3- Asian (2 weeks)

→ Power of Understanding

- ◆ Researching various Asian ethnic groups, students will research their selected Asian ethnic group, identifying key concepts and important aspects of that culture.

- ◆ Teachers will provide students with an anchor text to help them identify and expand upon their
 - ◆ Model minority representation or anti-asian hate via coronavirus
4. Middle Eastern (2 weeks)
- Power of misinterpretations and stereotypes (historical context and Islamophobia)
 - ◆ Begin with exploratory questions to unpack misunderstandings and misconceptions students may have about Islam and Middle Eastern populations
 - ◆ Excerpts from *Home Fire* by Kamila Shamsie that deal with navigating a minority religion in a dominant world, stereotypes of terrorism, and complex family relationships.
 - <https://www.youtube.com/watch?v=uo3mqTP0teY>
5. Unit 4- African/ African American (5 weeks)
- Power of Social Justice and Cultural Sustainability
 - ◆ Navigating social/civil unrest, racism, criminal system
 - ◆ Book- *This is My America ? The 57 Bus?*
6. Unit 5-Multicultural and Intersectionality (2 weeks)
-

Standards:

R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
- B. Work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group.
- C. Propel conversations by posing and engaging with questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions. Promote and seek to understand multiple, divergent, and creative perspectives.
- D. Engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

- A. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
- B. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
- C. Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
- D. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
- E. Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

Adv. English 10

Unit			Optional or Independent Reading Titles	
Title	Author	Notes	Title	Author
Lord of the Flies	William Golding		Second Semester choice read	
Unit				
Title	Author	Notes		
<i>Things Fall Apart</i>	Chinua Achebe			
Unit				
Title	Author	Notes		
<i>Into the Wild</i>	Jon Krakauer			
Unit				
Title	Author	Notes		
<i>The Awakening</i>	Kate Chopin			
Unit				
Title	Author	Notes		
<i>Julius Caesar</i>	William Shakespeare			
Unit				
Title	Author	Notes		

Dramatic Lit

Greek & Roman Unit			Optional or Independent Reading Titles	
Title	Author	Notes	Title	Author
Medea	Euripides		All Shakespeare plays except Romeo & Juliet	Shakespeare
Medieval Unit			Julius Caesar	
Title	Author	Notes	Hamlet	
<i>Everyman</i>	Anonymous		MacBeth	
			Midsummer Night's Dream	
Renaissance Unit				
Title	Author	Notes		August Wilson
<i>Midsummer Night's Dream</i>	Shakespeare			111
Modern Unit				
Title	Author	Notes		
<i>Our Town</i>	Thornton Wilder			
Other staged productions we watch rather than read				
Title	Author	Notes		
<i>Tartuffe</i>	Moliere			
An Enemy of the People	Henrik Ibsen			
Into the Woods	James Lapine & Stephen Sondheim			
The Compleat Works of Wm Shakespeare	Long, Singer & Winfield			

English 9

Short Story			Optional or Independent Reading Titles	
Title	Author	Notes	Title	Author
"The Cask of Amontillado"	Edgar Allan Poe			
"The Most Dangerous Game"	Richard Connell			
"The Diamond Necklace"	Guy de Maupassant			
"The Bass, the River, and Shiela Mant"	W. D. Wetherell			
"Button Button"	Richard Matheson			
"The Sniper"	Liam O'Flaherty			
"Through the Tunnel"	Doris Lessing			
"Two Kinds"	Amy Tan			
"Initiation"	Sylvia Plath			
The Odyssey				
Title	Author	Notes		
<i>The Odyssey</i>	Homer	Abridged Translation by Ian Johnsonn		
Dystopian Fiction				
Title	Author	Notes		
<i>Anthem</i>	Ayn Rand	Dystopia Mentor Text / Class Read		
"The Perfect Match"	Ken Liu	Dystopia Mentor Text / Class Read		
<i>Fahrenheit 451</i>	Ray Bradbury	Literature Circle Option		
<i>Feed</i>	M.T. Anderson	Literature Circle Option		
<i>Uglies</i>	Scott Westerfeld	Literature Circle Option		
<i>Candor</i>	Pam Bachorz	Literature Circle Option		
<i>Rash</i>	Pete Hautman	Literature Circle Option		
<i>The Hunger Games</i>	Suzanne Collins	Literature Circle Option		
"Ready Player One"	Ernest Cline	Literature Circle Option		
Romeo and Juliet				
Title	Author	Notes		
<i>Romeo and Juliet</i>	William Shakespeare			
"On the Sidewalk Bleeding"	Evan Hunter			

American Literature

American Origins			Optional or Independent Reading Titles	
Title	Author	Notes	Title	Author
Various Origin Myths				
Romanticism				
Title	Author	Notes		
<i>The Scarlet Letter</i>	Nathaniel Hawthorne			
"Sinners in the Hands of an Angry God"	Jonathan Edwards			
"The Devil and Tom Walker"	Washington Irving			
Transcendentalism and Naturalism				
Title	Author	Notes		
"Song of Myself"	Walt Whitman			
Walden	Henry David Thoreau	Small Sample Selections		
"How I Edited an Agricultural Paper Once"	Mark Twain			
<i>The Jungle</i>	Upton Sinclair	Small Sample Selections		
"To Build a Fire"	Jack London			
Modernism				
Title	Author	Notes		
<i>The Great Gatsby</i>	F. Scott Fitzgerald			
<i>"Hills Like White Elephants"</i>	Ernest Hemingway			
Post-Modernism				
Title	Author	Notes		
<i>The Perks of Being a Wallflower</i>	Stephen Chbosky			
Contemporary				
Title	Author	Notes		
Various Spoken Word Selections				

British Literature

British Literature				
Anglo-Saxon			Optional or Independent Reading Titles	
Title	Author	Notes	Title	Author
<i>Beowulf</i>			Any title by a British author that students have not already read.	
Middle Ages				
Title	Author	Notes		
<i>Canterbury Tales</i>	Geoffery Chaucer	Excerpt		
"Sir Gawain and the Green Knight"				
<i>Le Morte d'Arthur</i>	Sir Thomas More	Excerpt		
Renaissance				
Title	Author	Notes		
<i>Macbeth</i> , Sonnet 116, 130	William Shakespeare			
Sonnet 307	Petrarch			
"From the Dark Tower"	Countee Cullen			
"Whoso List to Hunt"	Sir Thomas Wyatt			
Sonnet 75	Edmund Spenser			
Sonnet 39	Sir Phillip Sidney			
"Death Be Not Proud"	John Donne			
"The Passionate Shepherd to His Love"	Christopher Marlowe			
"To His Coy Mistress"	Andrew Marvell			
Puritanism to Enlightenment				
Title	Author	Notes		
"The Modest Proposal" and <i>Gulliver's Travel</i> Part I	Jonathon Swift			
<i>The Diary of Samuel Pepys</i>	Samuel Pepys	Excerpt		
<i>A Journal of the Plague Year</i>	Daniel Defoe	Excerpt		
Epigrams from <i>Essays</i>	Alexander Pope	Excerpt		
<i>The Dictionary</i>	Samuel Johnson	Excerpt		
"Elegy Written in a Country Churchyard"	Thomas Grey			
Romantic and Victorian				
Title	Author	Notes		
<i>Jane Eyre</i>	Charlotte Bronte	Choice Option		
<i>Frankenstein</i>	Mary Shelley	Choice Option		
<i>The Picture of Dorian Gray</i>	Oscar Wilde	Choice Option		
<i>Pride and Prejudice</i>	Jane Austen	Choice Option		
"Rime of the Ancient Mariner"	Samuel Taylor Coleridge			
"To a Mouse"	Robert Burns			
"The World Is Too Much With Us"	William Wordsworth			
"The Chimney Sweeper" "The Tyger" "The Lamb"	William Blake			
"Ode on a Grecian Urn"	John Keats			
"Beauty Is Truth"	Anna Guest			
20th Century				
Title	Author	Notes		
<i>1984</i>	George Orwell			

"On Shooting an Elephant"	George Orwell	Choice Option		
"A Room of One's Own"	Virginia Woolf	Choice Option		
"A Shocking Accident"	Graham Greene	Choice Option		
"The Demon Lover"	Elizabeth Bowen	Choice Option		

English 10

English 10				
Non Fiction			Optional or Independent Reading Titles	
Title	Author	Notes	Title	Author
"I am an American Address"	Learned Hand	used as a close reading activity	List provided but student can freely choose	
Inaugural Address	Thomas Jefferson	used for a close reading assessment		
The Gettysburg Address	Abraham Lincoln	used as a close reading activity		
"Let America Be America Again"	Langston Hughes	used as a close reading activity and comparative analysis (I am an American Day)		
On Women's Right to Vote	Susan B. Anthony			
Room for Debate	Various authors on same topic	used for evaluation of argument		
various current events articles	common sources: The New York Times, NewsEla, Kelly Gallagher's Article of the Week	used for evaluation of argument/ author's purpose, claim, rhetorical strategies, types of evidence		
Fiction				
Title	Author	Notes		
<i>Julius Caesar</i>	William Shakespeare			
To Kill a Mockingbird	Harper Lee			
Poetry				
Title	Author	Notes		
"3 Ways to Speak English"	Jamila Lyiscott	spoken word poem used as connection to To Kill a Mockingbird		
We Wear the Mask	Paul Laurence Dunbar	supplement to Mockingbird		
American	Claude McKay	supplement to Mockingbird		
Enslaved	Claude McKay	supplement to Mockingbird		
The Negro Speaks of Rivers	Langston Hughes	supplement to Mockingbird		
Mother to Son	Langston Hughes	supplement to Mockingbird		
Harlem	Langston Hughes	supplement to Mockingbird		
Prayers Like Shoes	Ruth Forman	supplement to Mockingbird		
If I Should Have a Daughter	Sarah Kaye			
Paper People	Harry Baker			
	59 Harry Baker			
Daddy	Sylvia Plath			
O Captain, My Captain	Walt Whitman			
Invictus	William Ernest Henley			
We Real Cool	Gwendolyn Brooks			
Song of Myself	Walt Whitman			
Oranges	Gary Soto			

Hatred	Wisława Szymborska			
Please don't take my Air Jordans	Lemon Anderson			
Unit				
Title	Author	Notes		
Unit				
Title	Author	Notes		
Unit				
Title	Author	Notes		

Modern Literature

Modern Literature			
Unit: Which is stronger: good or evil?			Optional or Independent Reading Titles
Title	Author	Notes	Title
			Students select literary fiction (novels and short stories) published during their lifetimes to read for independent book clubs
<i>The Road</i>	Cormac McCarthy		
<i>Dr. Strange</i> (or other superhero movie)	Derrickson (Director)		
A couple contemporary Poems/Stories			
Unit: How do words have the power both to destroy and to save lives?			
Title	Author	Notes	
<i>The Book Thief</i>	Markus Zusack		
<i>Jar of Fools</i>	Jason Lutes		
<i>Stitches</i>	David Small		
<i>Persepolis</i>	Marjane Satrapi		
<i>Wire Mothers</i>	Harry Harlow		
<i>American Born Chinese</i>	Luen Yang		
Unit: How do we know what is true?			
Title	Author	Notes	
<i>The Life of Pi</i>	Yann Martel		
A couple contemporary Poems/Stories			

Science Fiction Literature

The Shape of Society			Optional or Reading Titles	
Title	Author	Notes	Title	Author
<i>The Time Machine</i>	H.G. Wells		<i>The Forever War</i>	Joel Haldeman
<i>Brave New World</i>	Aldous Huxley		<i>Tin Star</i>	Cecil Castellucci
" <i>The Segment</i> "	Genevive Valentine		<i>Ready Player One</i>	Ernest Cline
" <i>Burning Chrome</i> "	William Gibson			
Redefining the Self				
Title	Author	Notes		
<i>All Systems Red</i>	Martha Wells			
"Strange Dogs"	James S.A. Corey			
"Tideline"	Elizabeth Bear			
Encountering the Alien				
Title	Author	Notes		
<i>Dawn</i>	Octavia Butler			
<i>Binti</i>	Nnedi Okorafor			
<i>To Be Taught if Fortunate</i>	Becky Chambers			

Women's Literature

Novels			Optional or Independent Reading Titles	
Title	Author	Notes	Title	Author
O Pioneers!	Willa Cather			
I Know Why the Caged bird Sings	Maya Angelou			
Under the Feet of Jesus	Helena Maria Villamontes			
Nonfiction				
Title	Author	Notes		
<i>I am Malala</i>	Malala Yousafzai and Christina Lamb			
Unit				
Title	Author	Notes		
Unit				
Title	Author	Notes		
Unit				
Title	Author	Notes		
Unit				
Title	Author	Notes		

A.P. Language and Composition

Summer Reading/Intro			Optional or Independent Reading Titles	
Title	Author	Notes	Title	Author
<i>Amusing Ourselves to Death</i>	Neil Postman			
American Exceptionalism				
Title	Author	Notes		
<i>Declaration of Independence</i>	Thomas Jefferson			
"The Meaning of July Fourth for the Negro"	Frederick Douglass			
Sense of Place				
Title	Author	Notes		
<i>Walden</i>	Henry David Thoreau	Chapters 1, 2, and 6		
"American Geographies"	Barry Lopez			
"The Tree Ride"	John Muir			
"Once More to the Lake"	E.B. White			
Injustice and Inhumanity				
Title	Author	Notes		
"The Case for Reparations"	Ta-Nehisi Coates			
Student choice titles		selection based on topic students choose		
Disobedience				
Title	Author	Notes		
"Civil Disobedience"	Henry David Thoreau			
"Disobedience as a Psychological and Moral Issue"	Erich Fromm			
"Letter from Birmingham Jail"	Martin Luther King, Jr.			
Unit				
Title	Author	Notes		

AP Literature

Relationships			Optional or Independent Reading Titles	
Title	Author	Notes	Title	Author
<i>Ethan Frome</i>	Edith Wharton		Titles Attached	
<i>Glass Menagerie</i>	Tennessee Williams			
<i>Their Eyes Were Watching God</i>	Zora Neale Hurston			
<i>The Importance of Being Earnest</i>	Oscar Wilde			
Man and Nature				
Title	Author	Notes		
<i>My Antonia</i>	Willa Cather			
"The Fish" "The Moose" "At the Fishhouses"	Elizabeth Bishop			
"Diving into the Wreck"	Adrienne Rich			
"After Apple Picking" "Birches"	Robert Frost			
"The Wild Swans at Coole"	William Butler Yeats			
Individual and Society				
Title	Author	Notes		
<i>Death of a Salesman</i>	Arthur Miller			
"Miss Brill"	Katherine Mansfield			
"Mr. Flood's Party," "Miniver Cheevy," "How Annadale Went Out"	Edwin Arlington Robinson			
"A Worn Path"	Eudora Welty			
"Let America Be America Again"	Langston Hughes			
Death and Violence				
Title	Author	Notes		
"The Destroyers"	Graham Greene			
"Dulce Et Decorum Est"	Wilfred Owen			
"To the Mercy Killers"	Dudley Randall			
"Bells for John Whiteside's Daughter"	John Crowe Ransom			
"Trifles"	Susan Gaspell			
"The Child by Tiger"	Thomas Wolfe			
"The Things that Make a Soldier Great"	Edgar A Guest			

Advanced English 9

Short Story			Optional or Independent Reading Titles	
Title	Author	Notes	Title	Author
"The Cask of Amontillado"	Edgar Allen Poe		"Everyday Use"	Alice Walker
"The Most Dangerous Game"	Richard Connell		"Through the Tunnel"	Doris Lessing
"The Diamond Necklace"	Guy de Maupassant		"Cathedral"	Raymond Carver
"The Secret Life of Walter Mity"	James Thurber		"Initiation"	Sylvia Plath
"Rules of the Game"	Amy Tan		"The Things They Carried"	Tim O'Brien
"Two Kinds"	Amy Tan		"On the Rainy River"	Tim O'Brien
"A Very Old Man with Enormous Wings"	Gabriel Garcia Marquez		"Snow"	Charles Baxter
"Button Button"	Richard Matheson	Summative Assessment Story	"In the Cemetary Where Al Jolson is Buried"	Amy Hempel
The Crucible				
Title	Author	Notes		
<i>The Crucible</i>	Arthur Miller			
Uncle Tom's Cabin				
Title	Author	Notes		
<i>Uncle Tom's Cabin</i>	Harriet Beecher Stowe			
"Everyone's Protest Novel"	James Baldwin			
A Tale of Two Cities				
Title	Author	Notes		
<i>A Tale of Two Cities</i>	Charles Dickens			
To Kill a Mockingbird				
Title	Author	Notes		
<i>To Kill a Mockingbird</i>	Harper Lee			
Romeo and Juliet				
Title	Author	Notes		
<i>Romeo and Juliet</i>	William Shakespeare			



**WAUNAKEE COMMUNITY
SCHOOL DISTRICT
2020-21 DATA**

THINGS TO CONSIDER

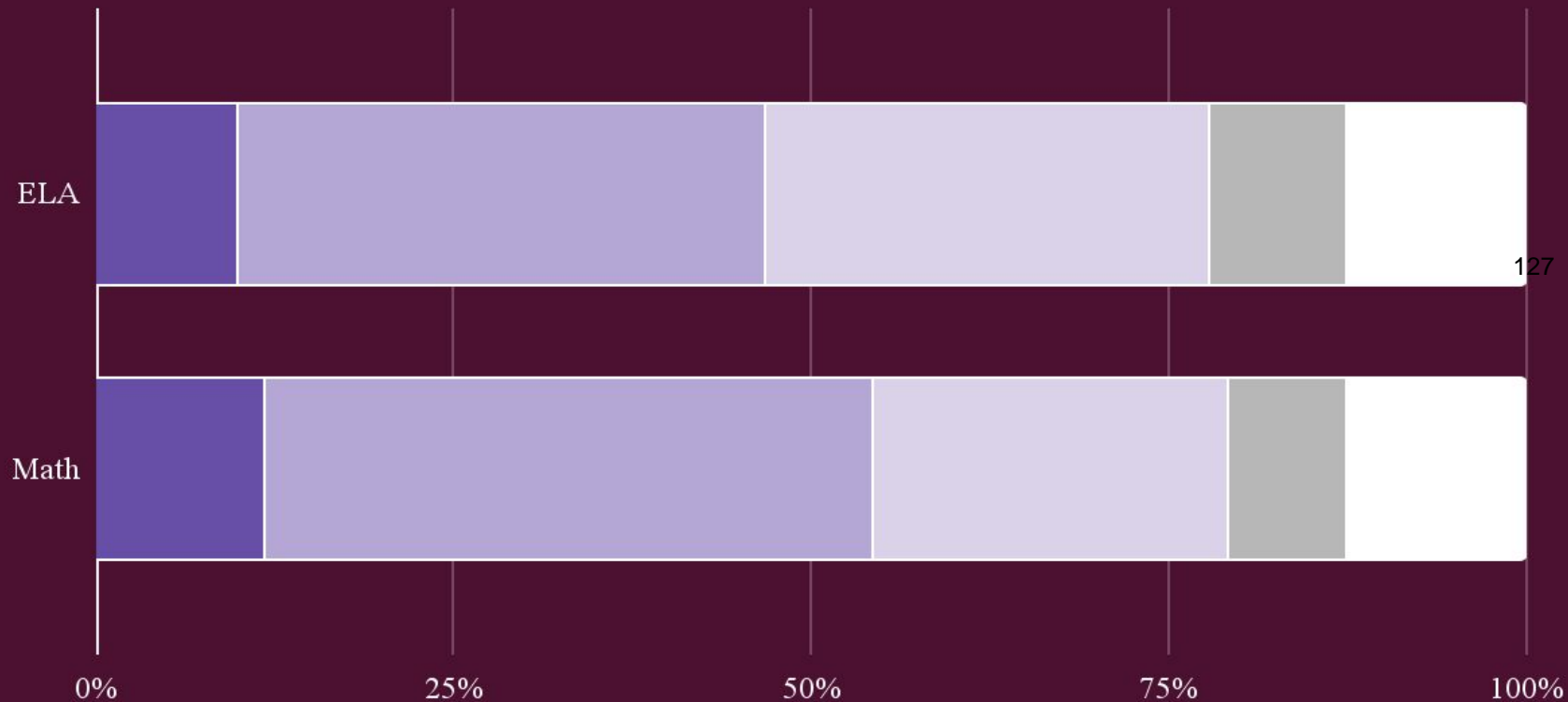
- ▶ Positives
 - ▶ Many testing above state average
 - ▶ In 3-8, many grades have around 50% at Advanced and Proficient
- ▶ Challenges
 - ▶ Higher rates of non-tested
 - ▶ Students (7-12) came in on Wednesdays for testing
 - ▶ Virtual school year

FORWARD TESTING DATA



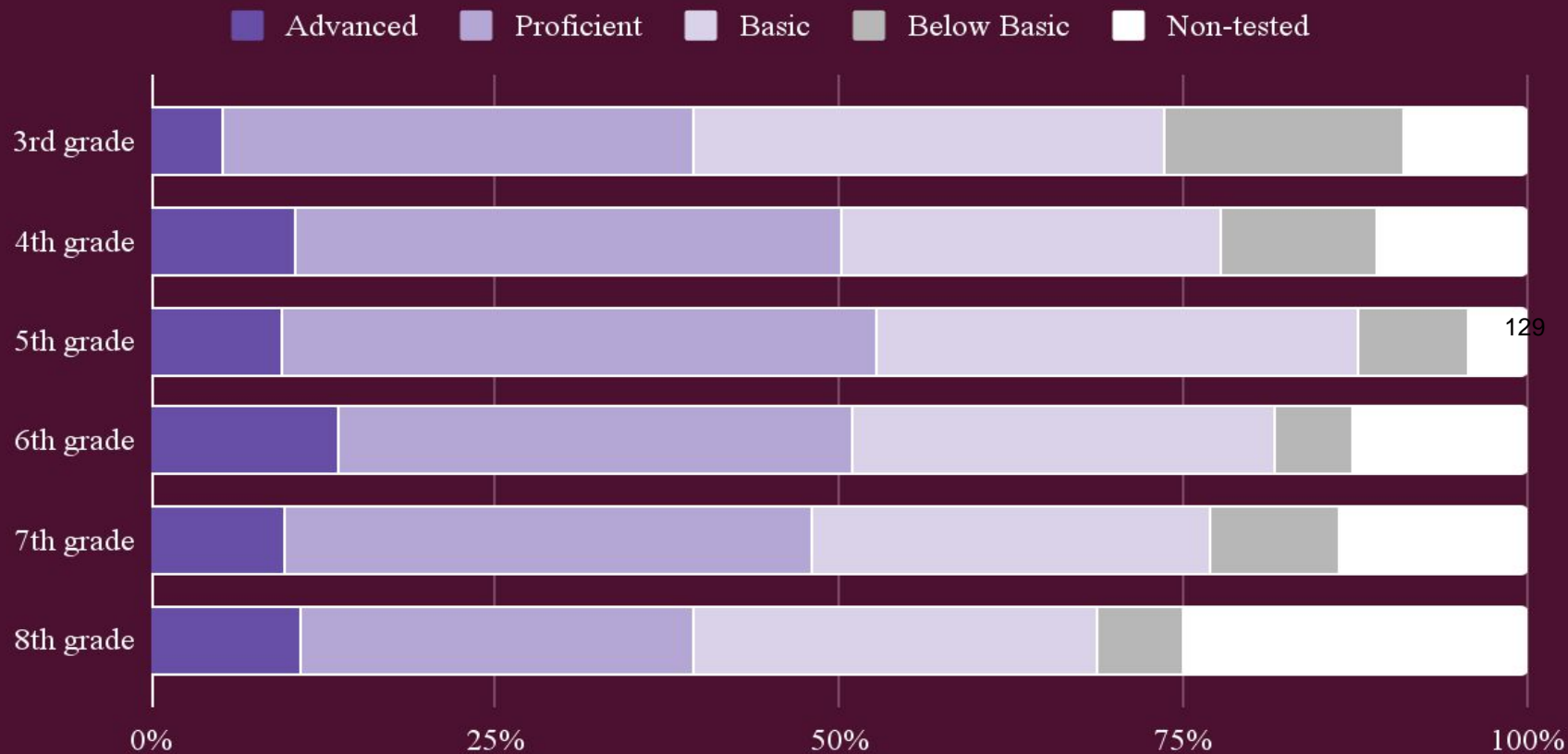
Forward Scores Combined Grades 3-8 Spring 2021

Advanced Proficient Basic Below Basic Non-tested



ENGLISH LANGUAGE ARTS

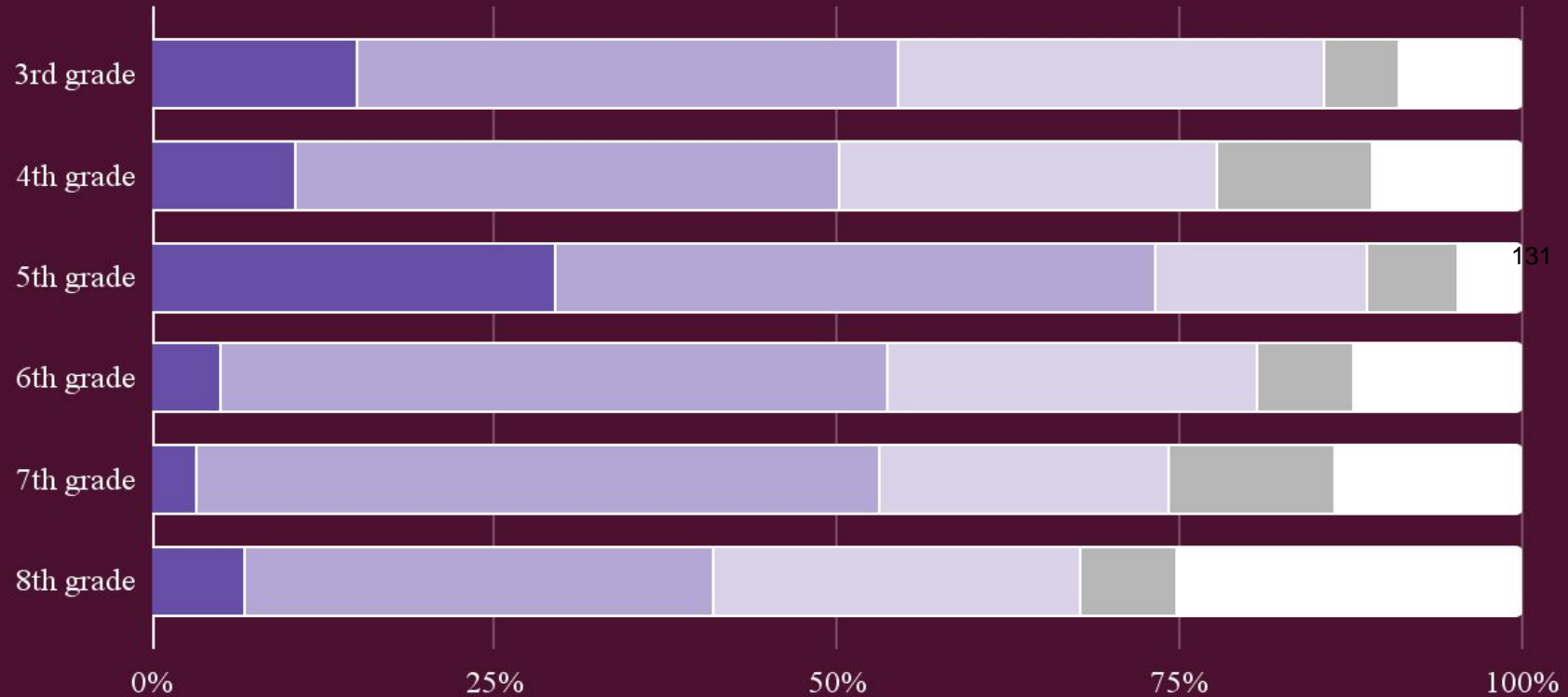
ELA Forward Scores across Grade Levels Spring 2021



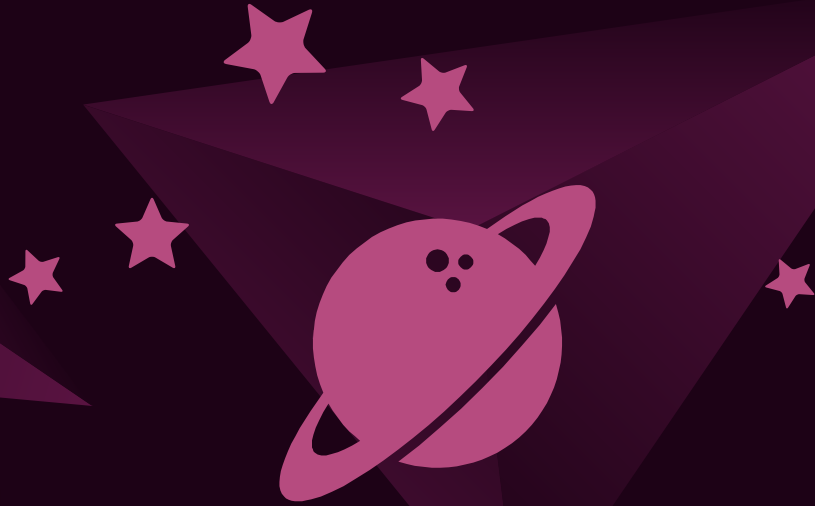
MATHEMATICS

Math Forward Scores across Grade Levels Spring 2021

Advanced Proficient Basic Below Basic Non-tested

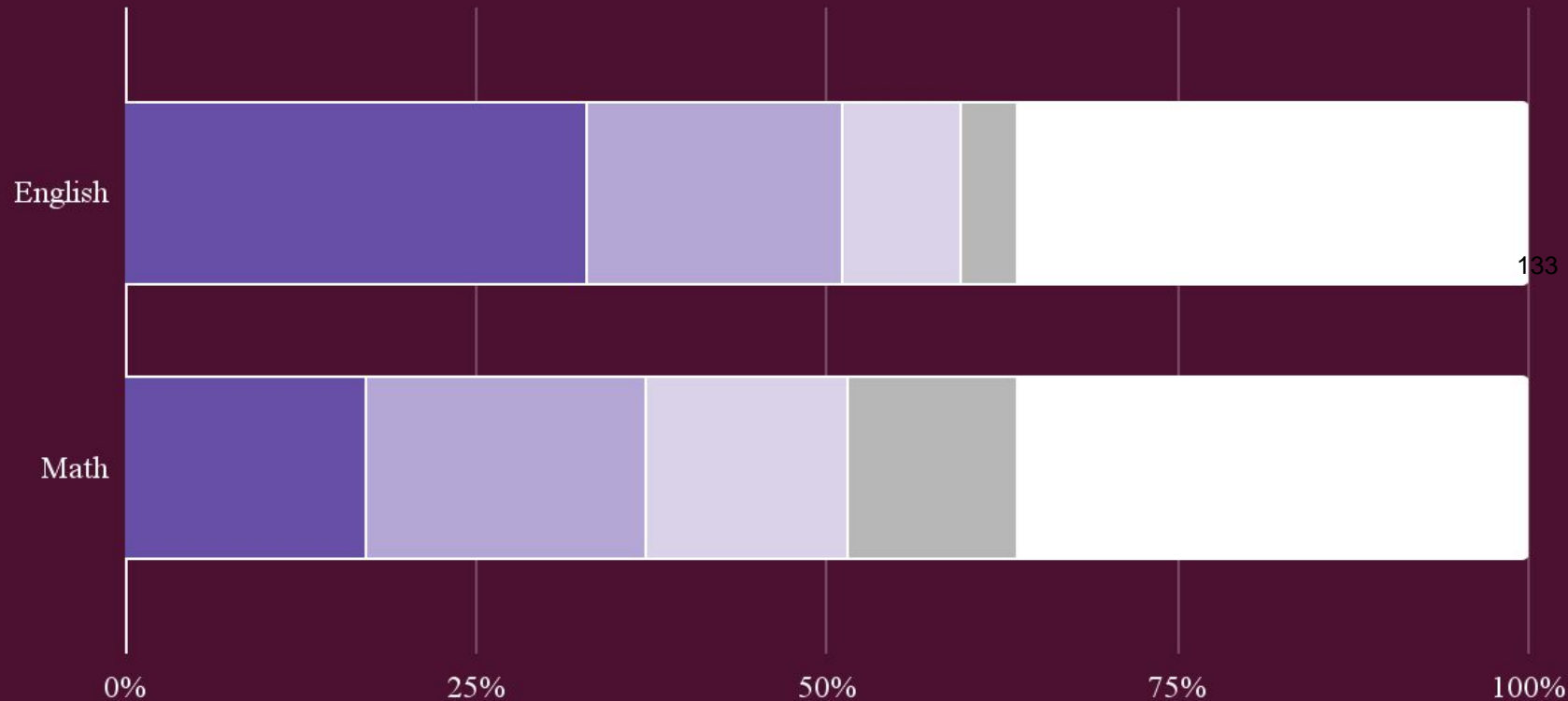


ASPIRE TESTING DATA

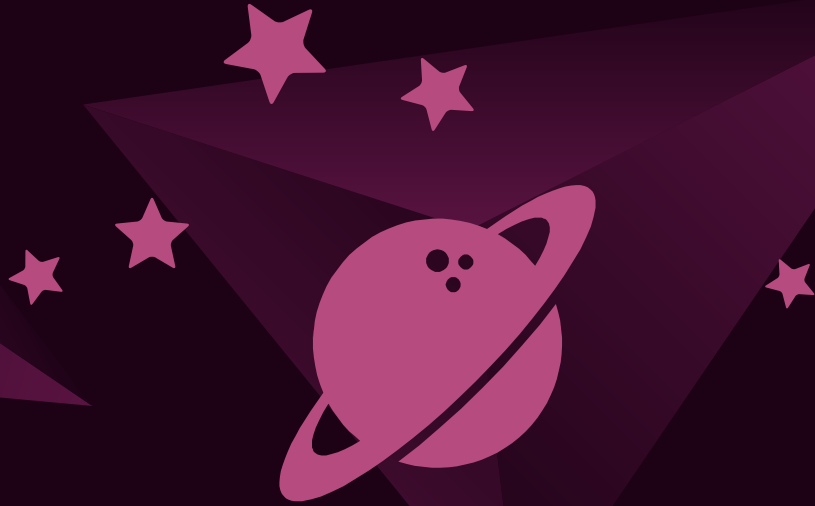


ACT Aspire Scores Combined Grades 9 and 10 Spring 2021

Exceeding Ready Close In Need of Support Non-tested

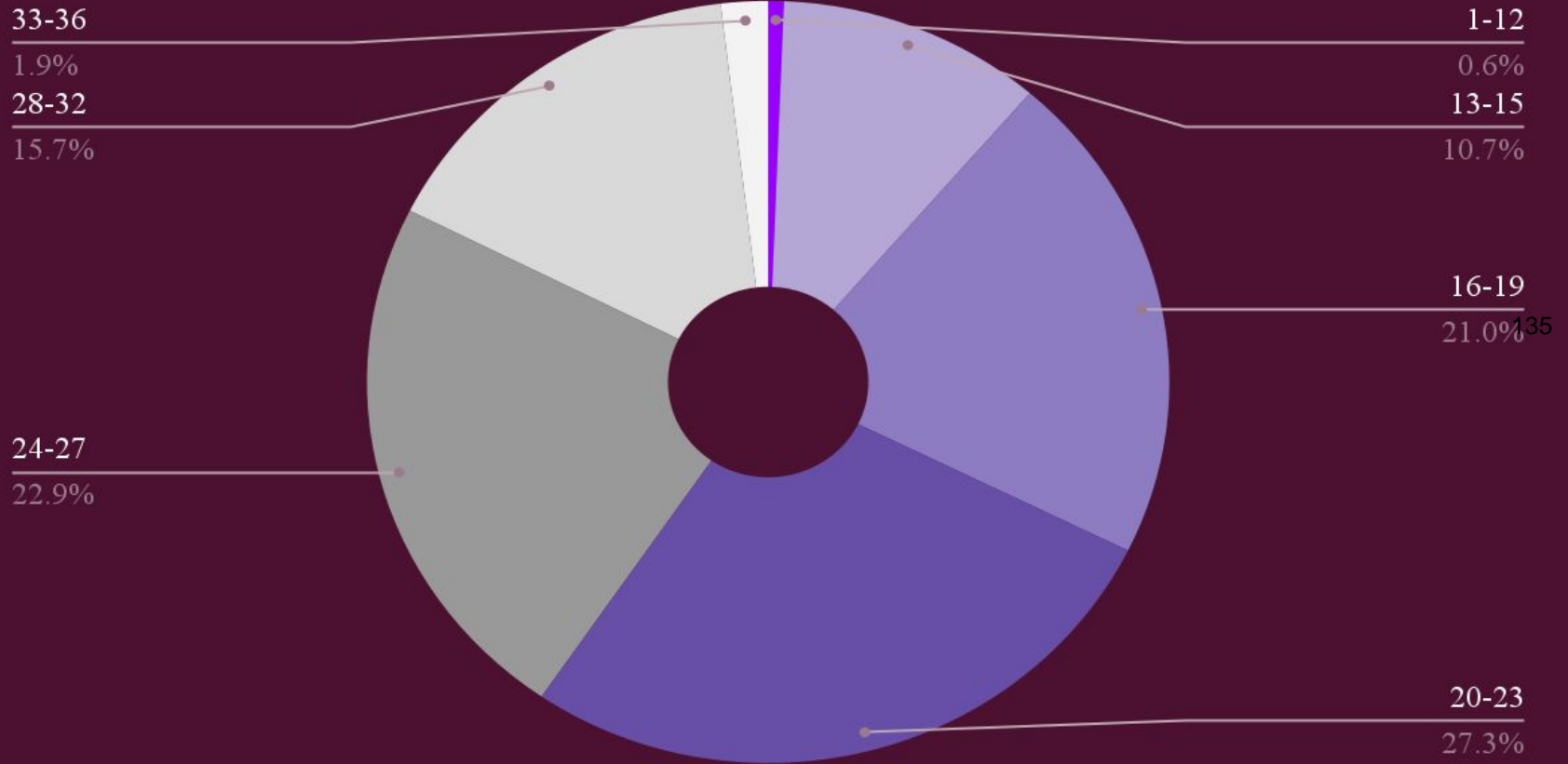


ACT DATA



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ACT Percent of Students' Scores in Score Bands Spring 2021

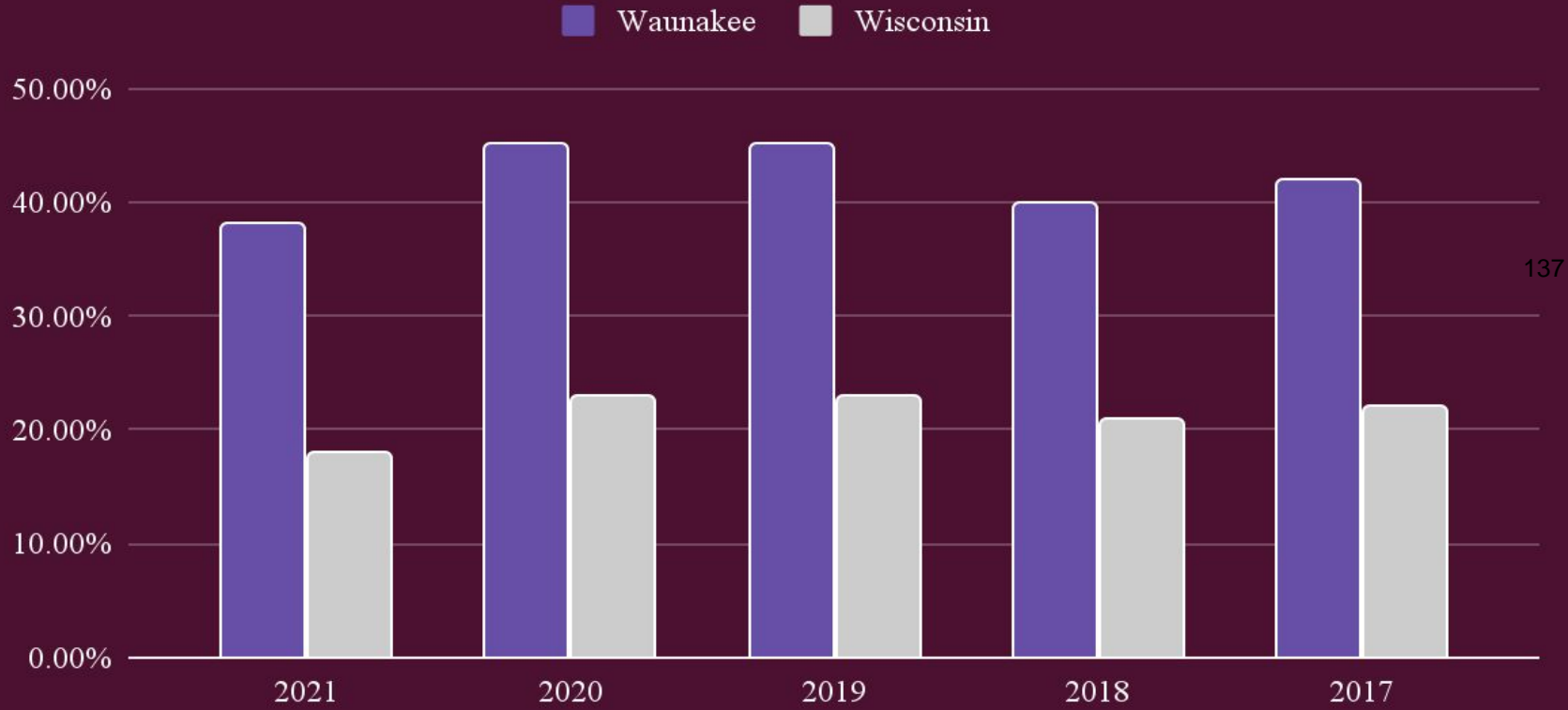


ACT Average Composite Score: Waunakee compared with Wisconsin Spring 2021



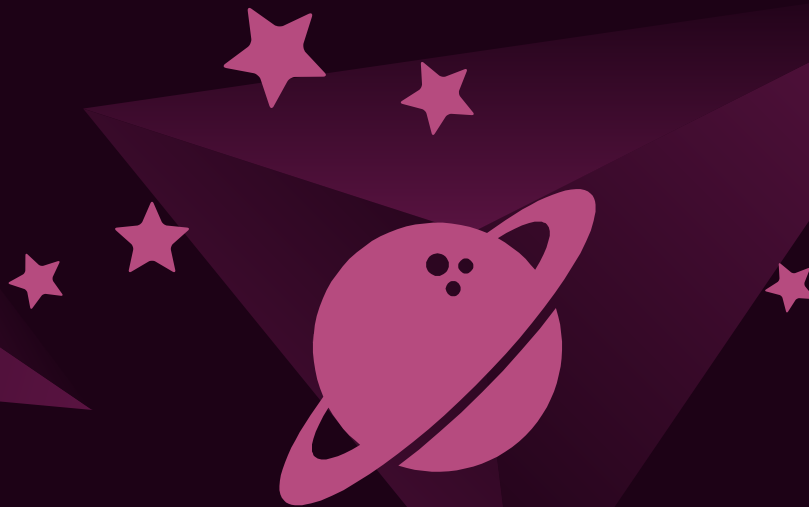
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ACT Students who Met College Readiness Benchmarks: Waunakee compared with Wisconsin; Met all Four Spring 2021

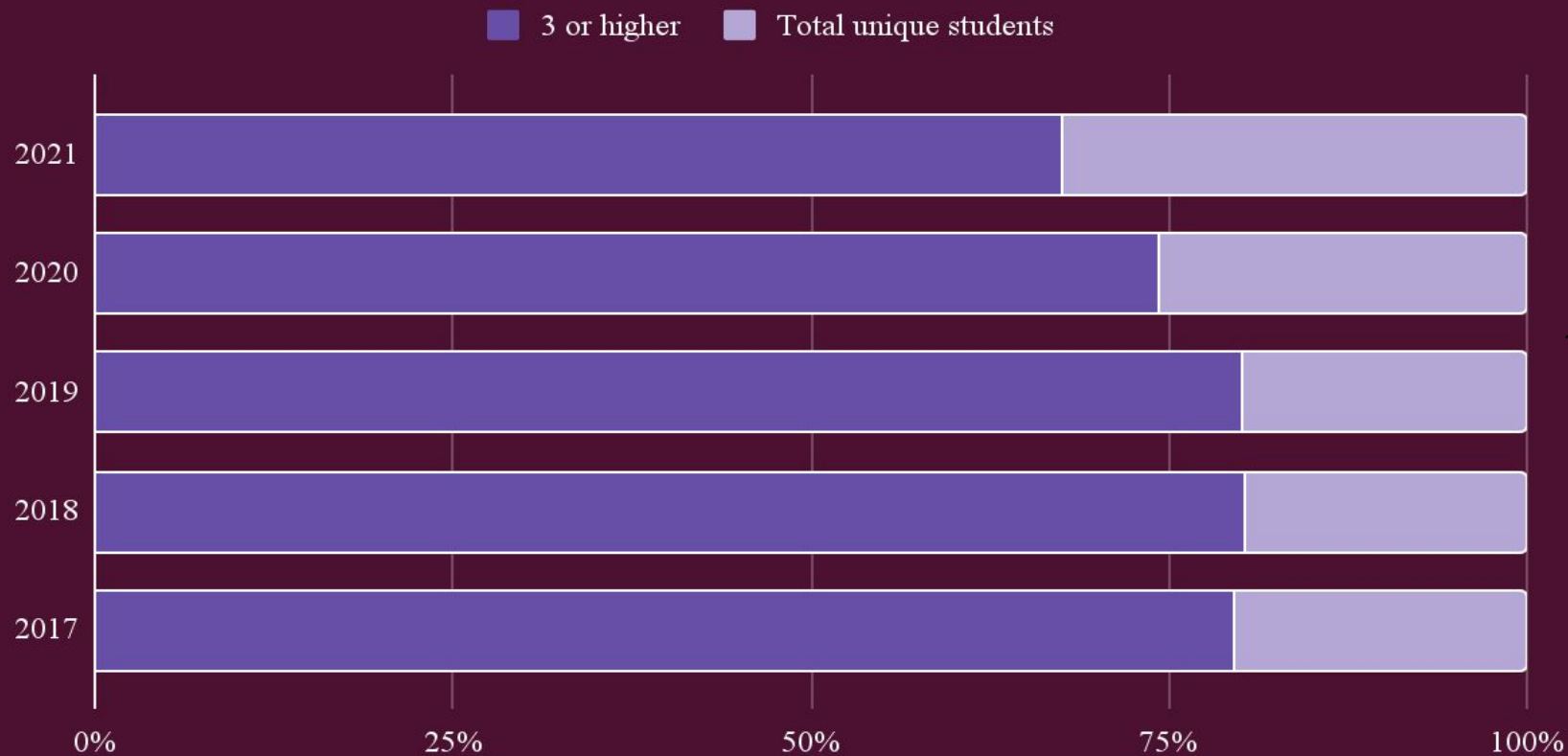


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AP DATA



AP Testing, Scoring 3 or higher, Over time

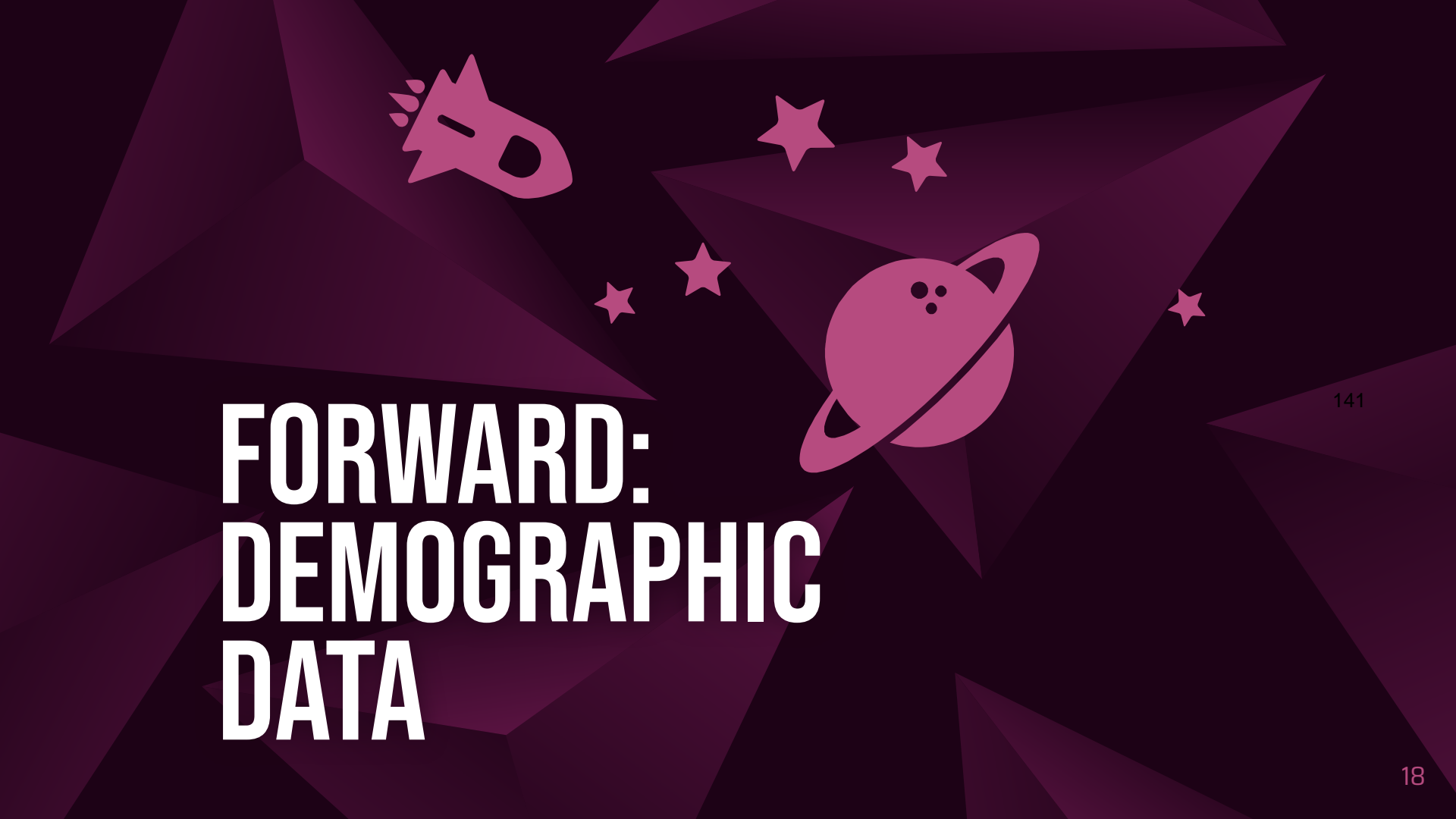


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AP TESTING OVER TIME

YEAR	PERCENT OF TOTAL AP STUDENTS SCORING 3+	TOTAL STUDENTS TESTED	TOTAL NUMBER OF EXAMS
2021	67.56	450	750
2020	74.33	483	746
2019	80.26	456	788
2018	80.41	434	818
2017	79.59	441	748

140

The background is a dark purple gradient with a geometric, low-poly pattern. It features several stylized icons: a rocket ship in the upper left, a planet with rings in the center-right, and several five-pointed stars scattered throughout. The text is in a bold, white, sans-serif font.

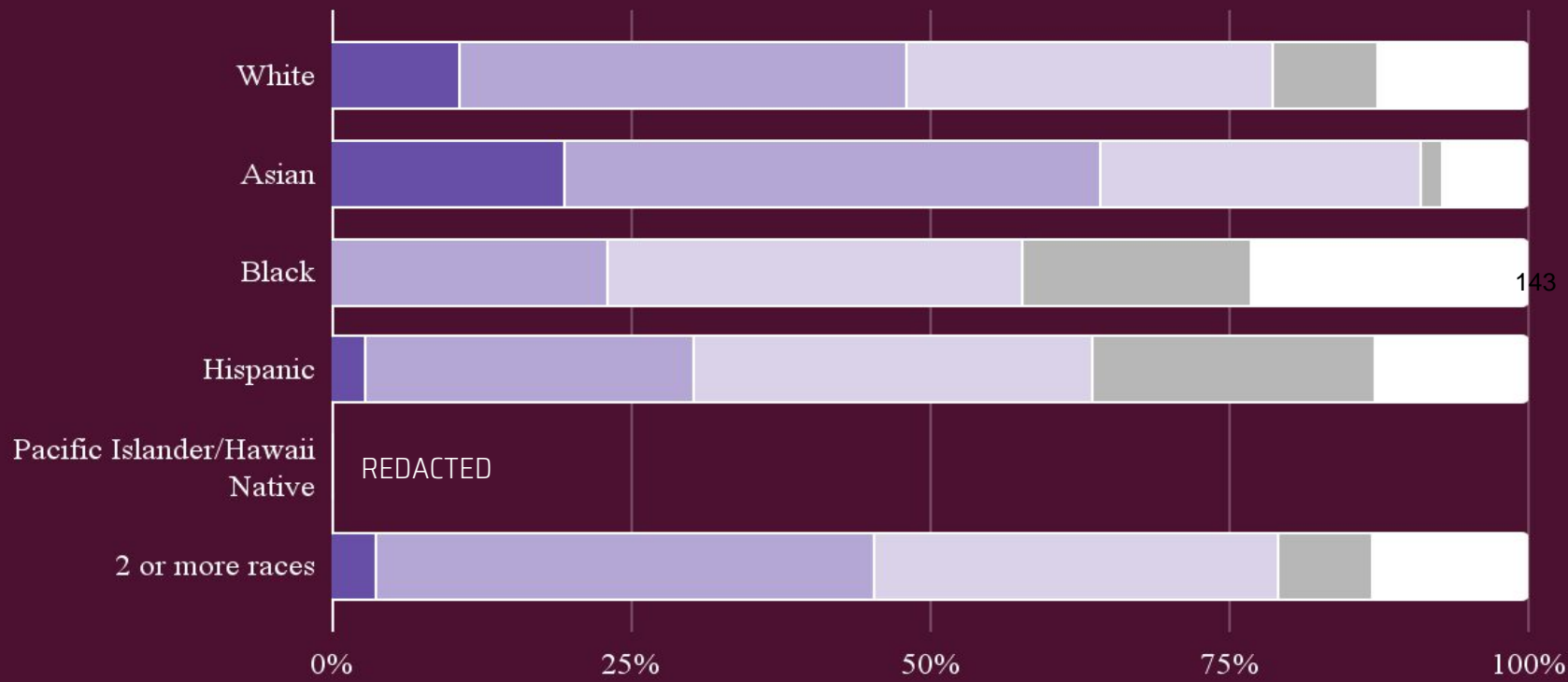
FORWARD: DEMOGRAPHIC DATA

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ENGLISH LANGUAGE ARTS

ELA Forward Demographic Breakdown: Race Spring 2021

■ Advanced
 ■ Proficient
 ■ Basic
 ■ Below Basic
 ■ Non-tested

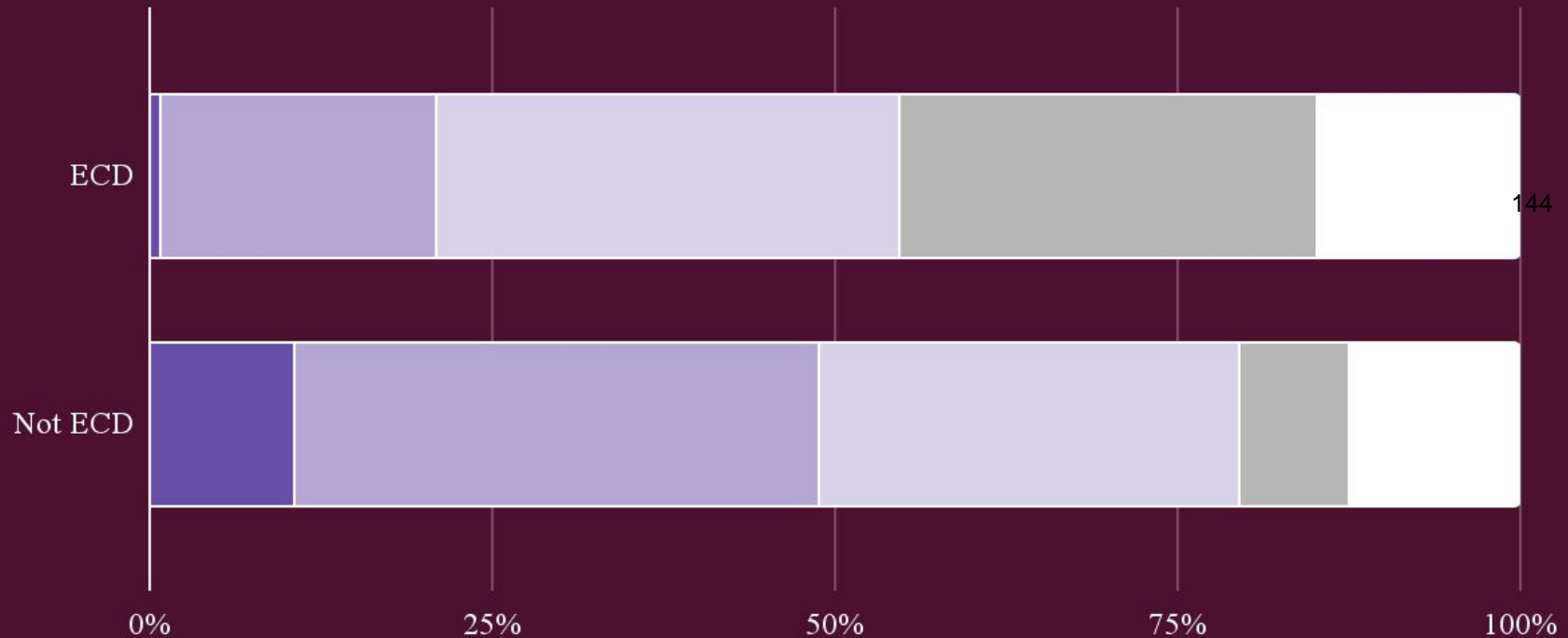


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Note: In the category of Pacific Islander/Hawaii Native, there were less than 10 students tested, so the data is redacted.

ELA Forward Demographic Breakdown: Economically Disadvantaged Spring 2021

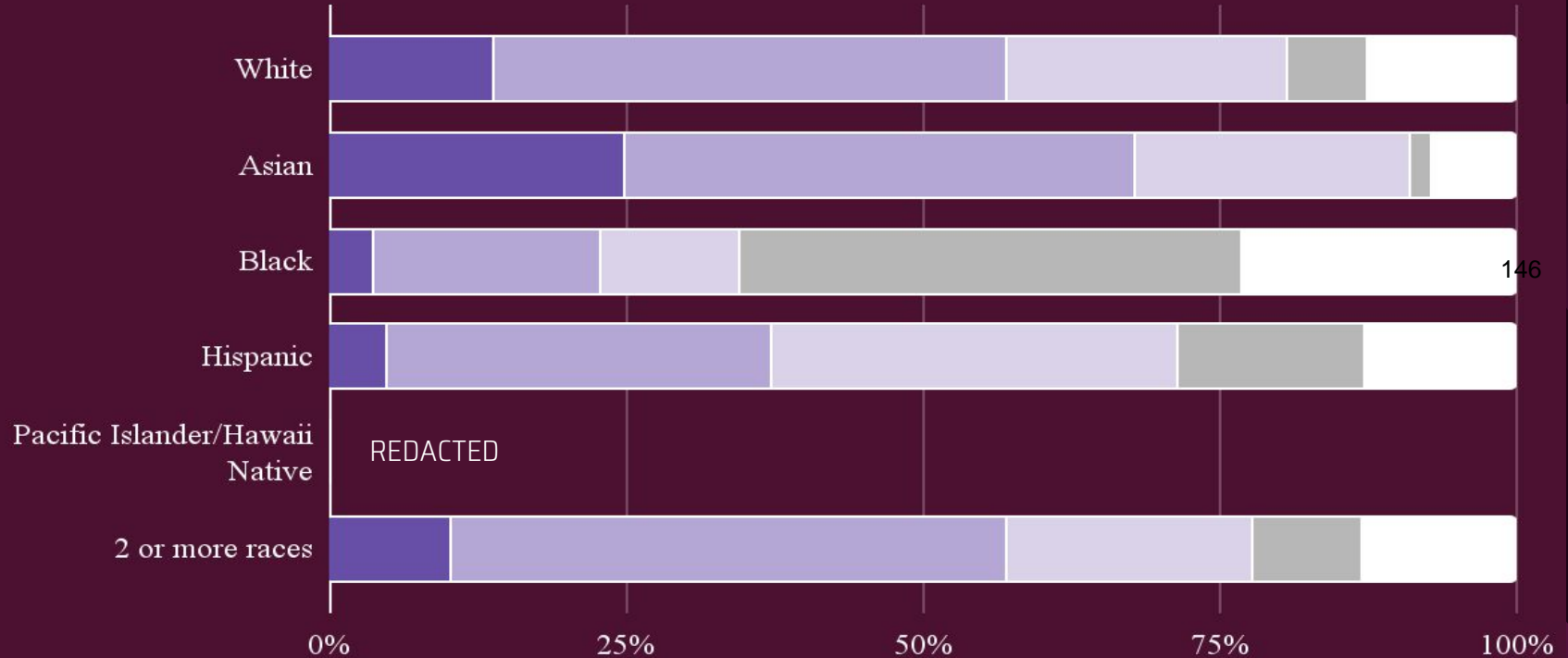
Advanced Proficient Basic Below Basic Non-tested



MATHEMATICS

Math Forward Demographic Breakdown: Race Spring 2021

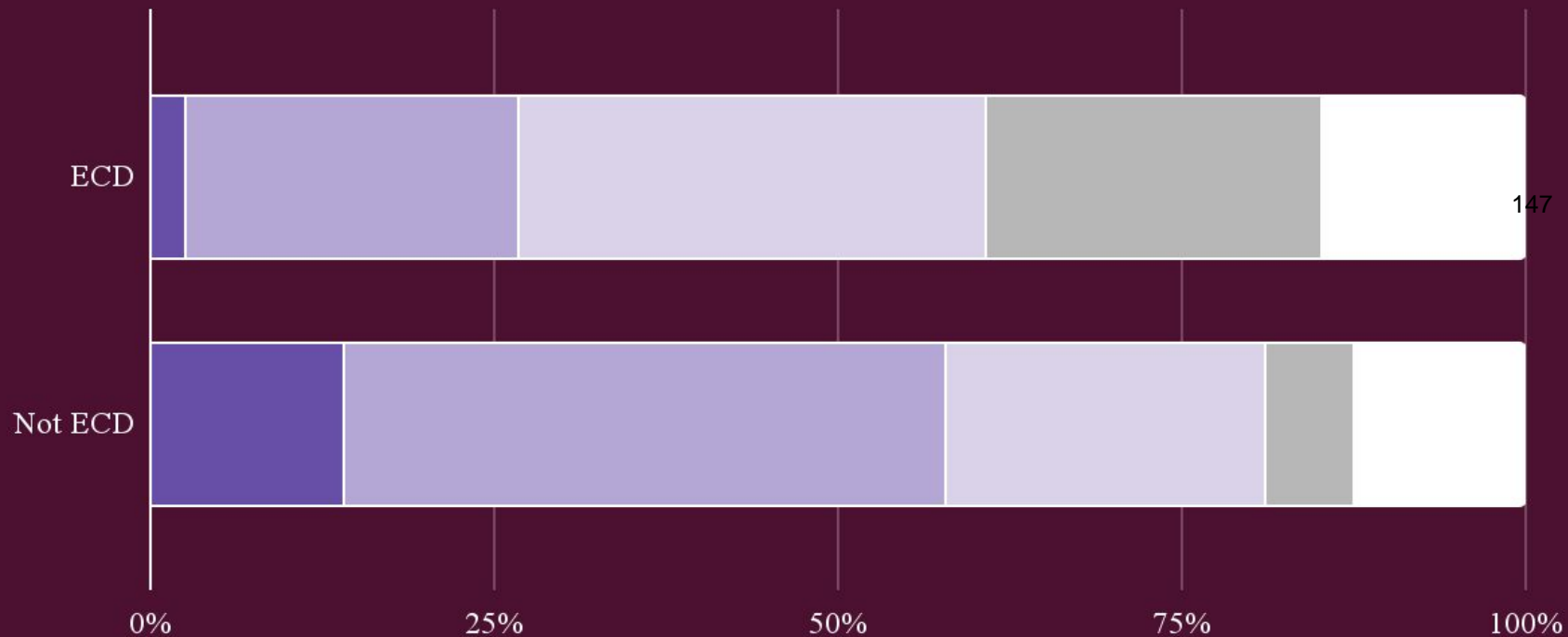
Advanced Proficient Basic Below Basic Non-tested



Note: In the category of Pacific Islander/Hawaii Native, there were less than 10 students tested, so the data is redacted.

Math Forward Demographic Breakdown: Economically Disadvantaged Spring 2021

Advanced Proficient Basic Below Basic Non-tested



The background is a dark purple field with a geometric, low-poly pattern. In the upper left, a stylized rocket ship is shown in profile, pointing towards the right. Scattered across the upper half are several five-pointed stars of varying sizes. In the center-right, a planet with a prominent ring system is depicted, facing the viewer. The overall aesthetic is modern and futuristic.

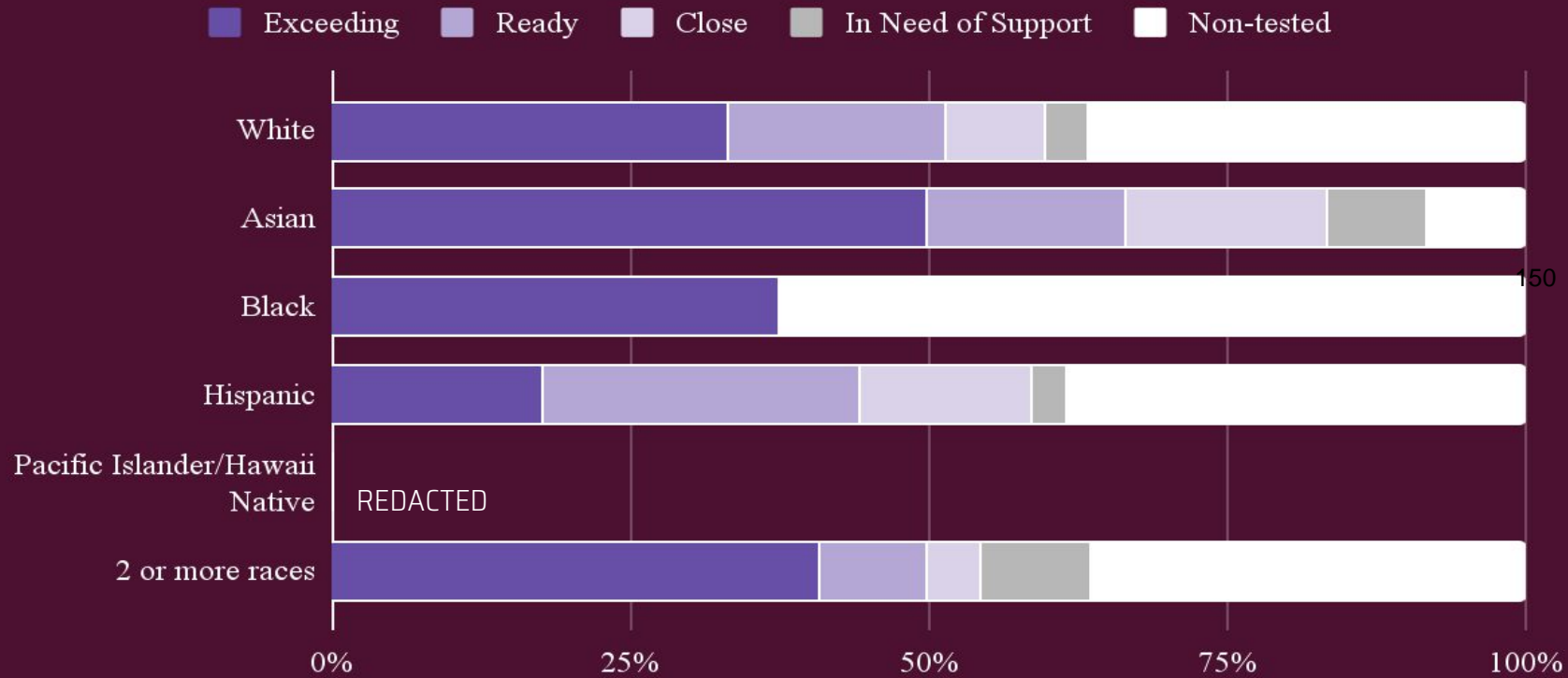
ACT ASPIRE DEMOGRAPHIC DATA

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ENGLISH LANGUAGE ARTS

ELA ACT Aspire Demographic Breakdown 9th and 10th grade: Race

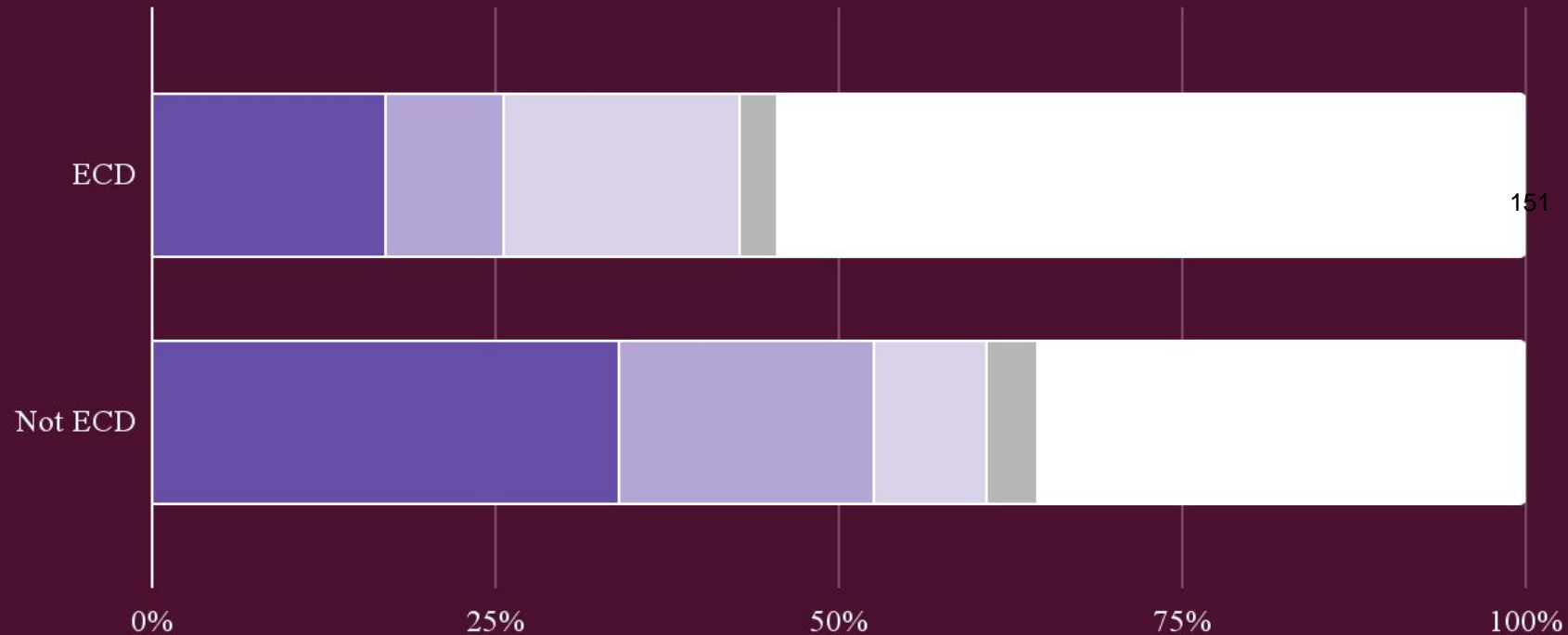
Spring 2021



Note: In the category of Pacific Islander/Hawaii Native, there were less than 5 students tested, so the data is redacted.

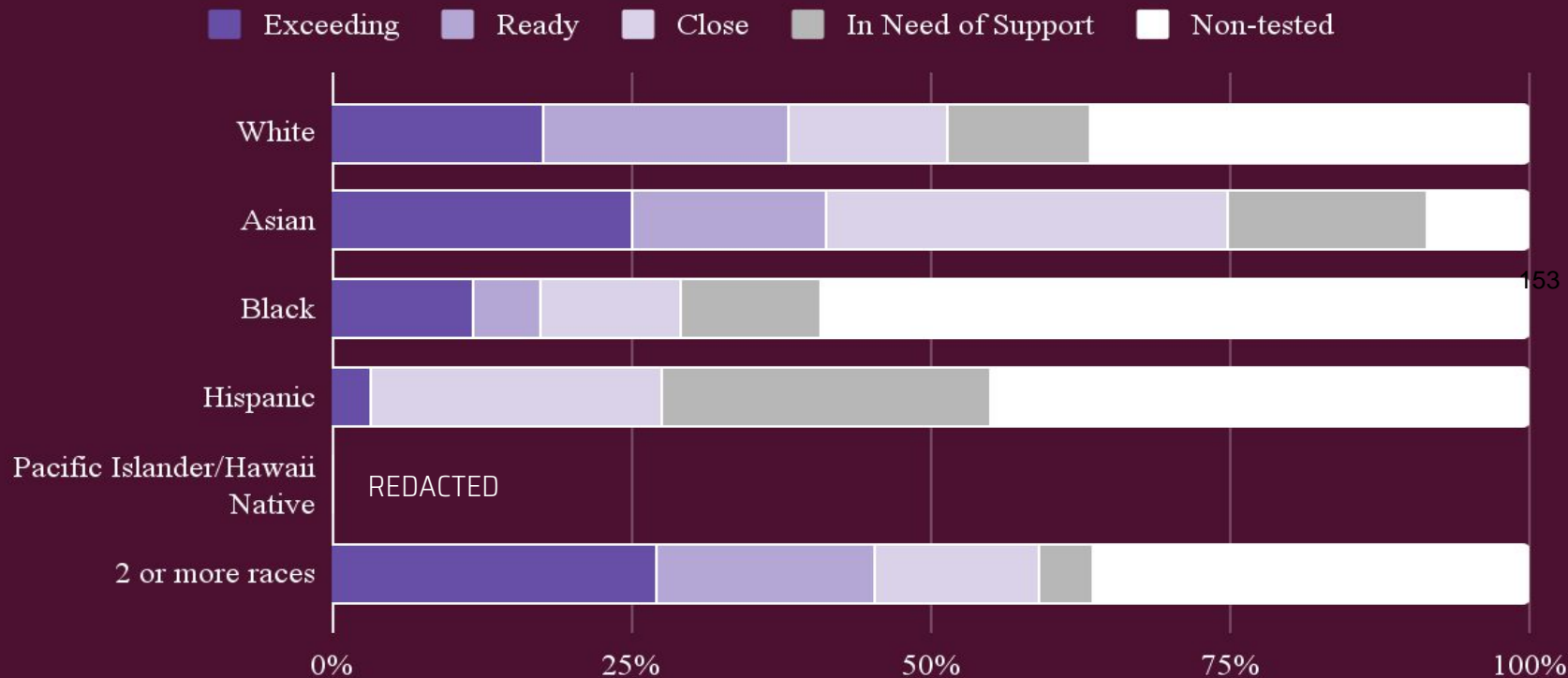
ELA ACT Aspire Demographic Breakdown: Economically Disadvantaged Spring 2021

Exceeding Ready Close In Need of Support Non-tested



MATHEMATICS

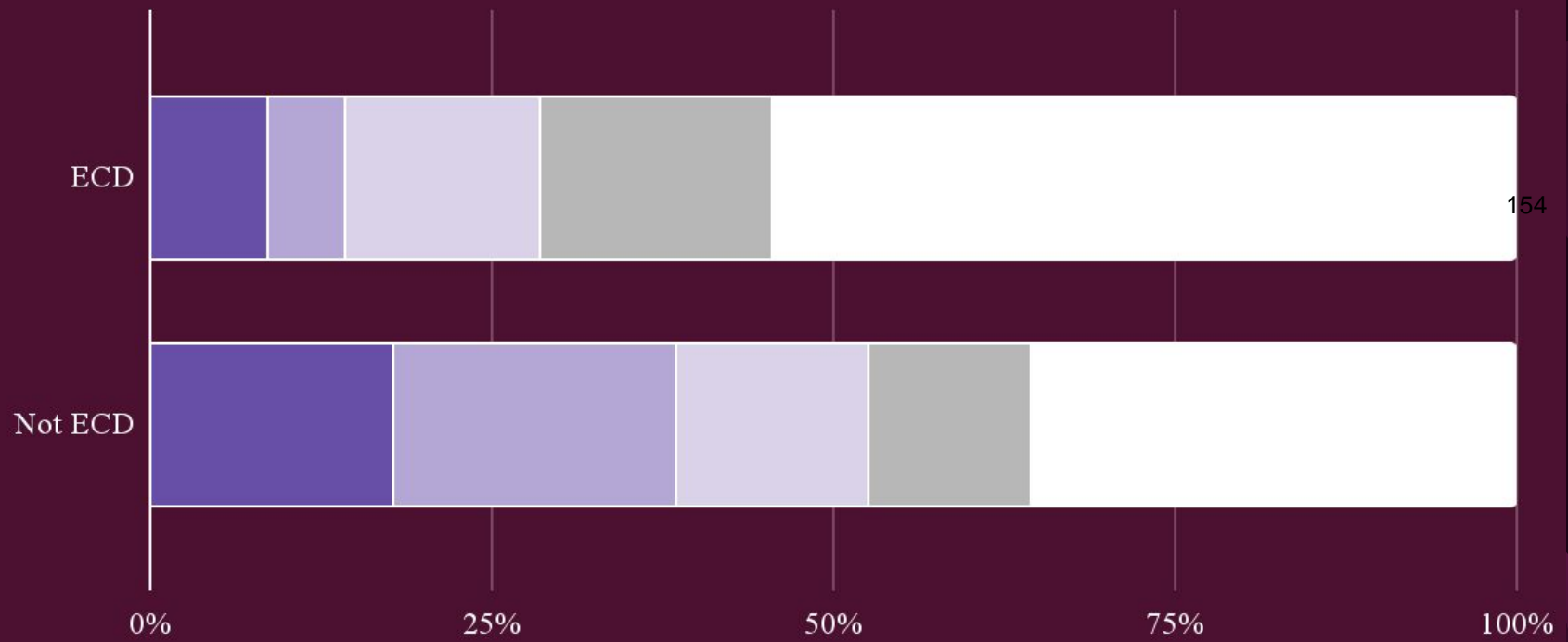
Math ACT Aspire Demographic Breakdown 9th and 10th grade: Race Spring 2021



Note: In the category of Pacific Islander/Hawaii Native, there were less than 5 students tested. so the data is redacted.

Math ACT Aspire Demographic Breakdown: Economically Disadvantaged Spring 2021

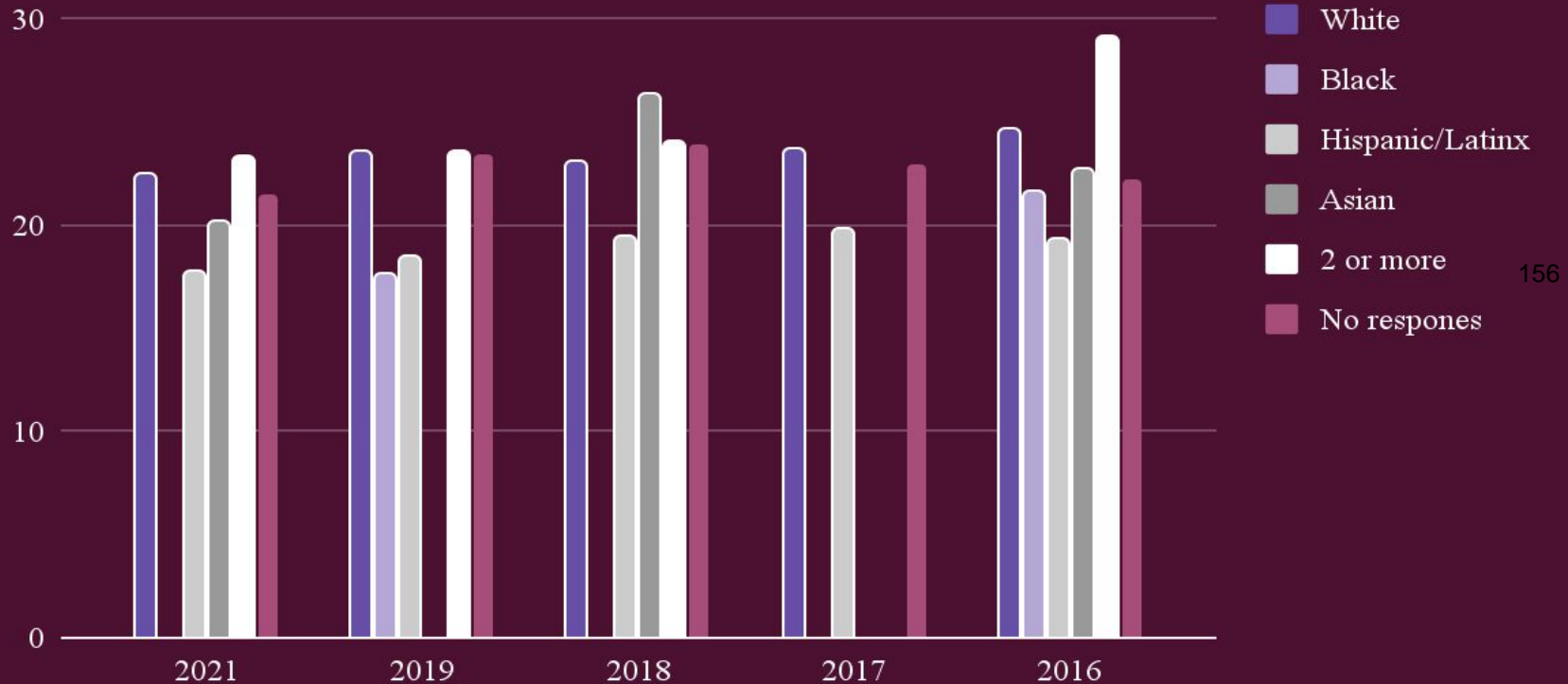
Exceeding Ready Close In Need of Support Non-tested



ACT DEMOGRAPHIC DATA

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ACT Composite Score over time for Students-Demographic Breakdown of Race 2021



Note: if there were less than five students tested, the data is redacted and no bar is present.

QUESTIONS?

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**WAUNAKEE COMMUNITY
SCHOOL DISTRICT
2020-21 DATA**

TABLE OF CONTENTS

- ▶ Forward Data
- ▶ Aspire Data
- ▶ ACT Data
- ▶ Forward: Demographic Data
- ▶ Forward: Comparative Demographic Data
- ▶ ACT Aspire: Demographic Data
- ▶ ACT: Demographic Data
- ▶ Appendix

THINGS TO CONSIDER

- Higher rates of non-tested
- Virtual school year
-

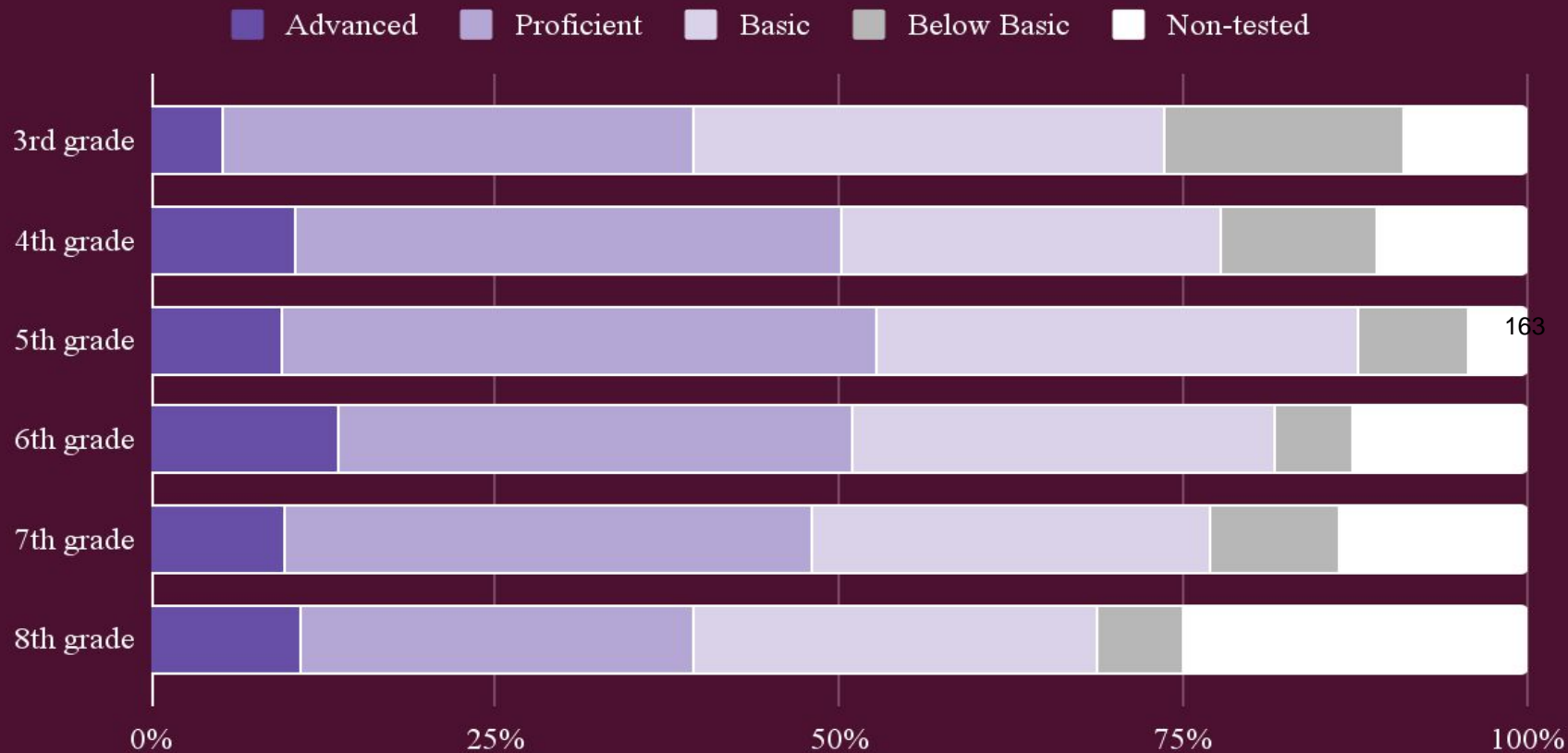
FORWARD TESTING DATA



ENGLISH LANGUAGE ARTS

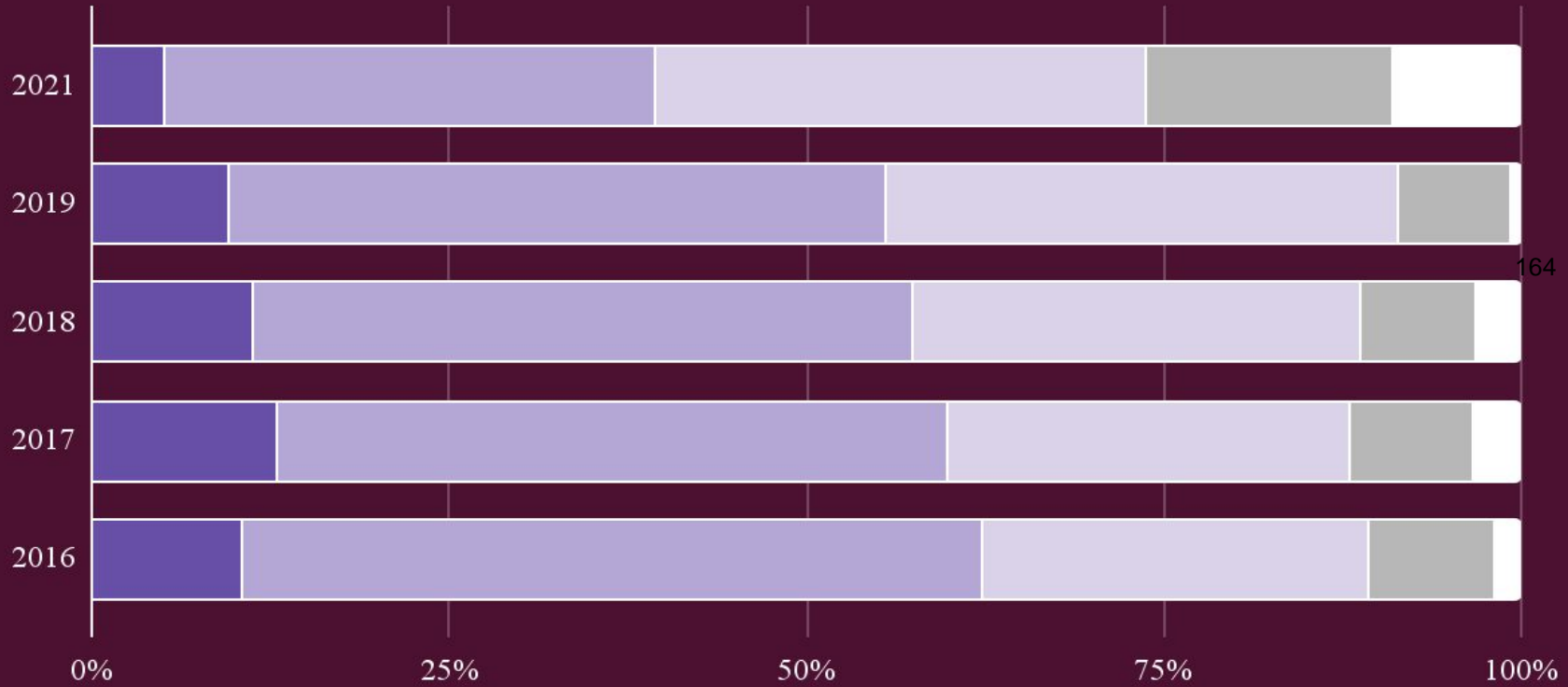
All numerical data for graphs can be found in the Appendix

ELA Forward Scores across Grade Levels Spring 2021



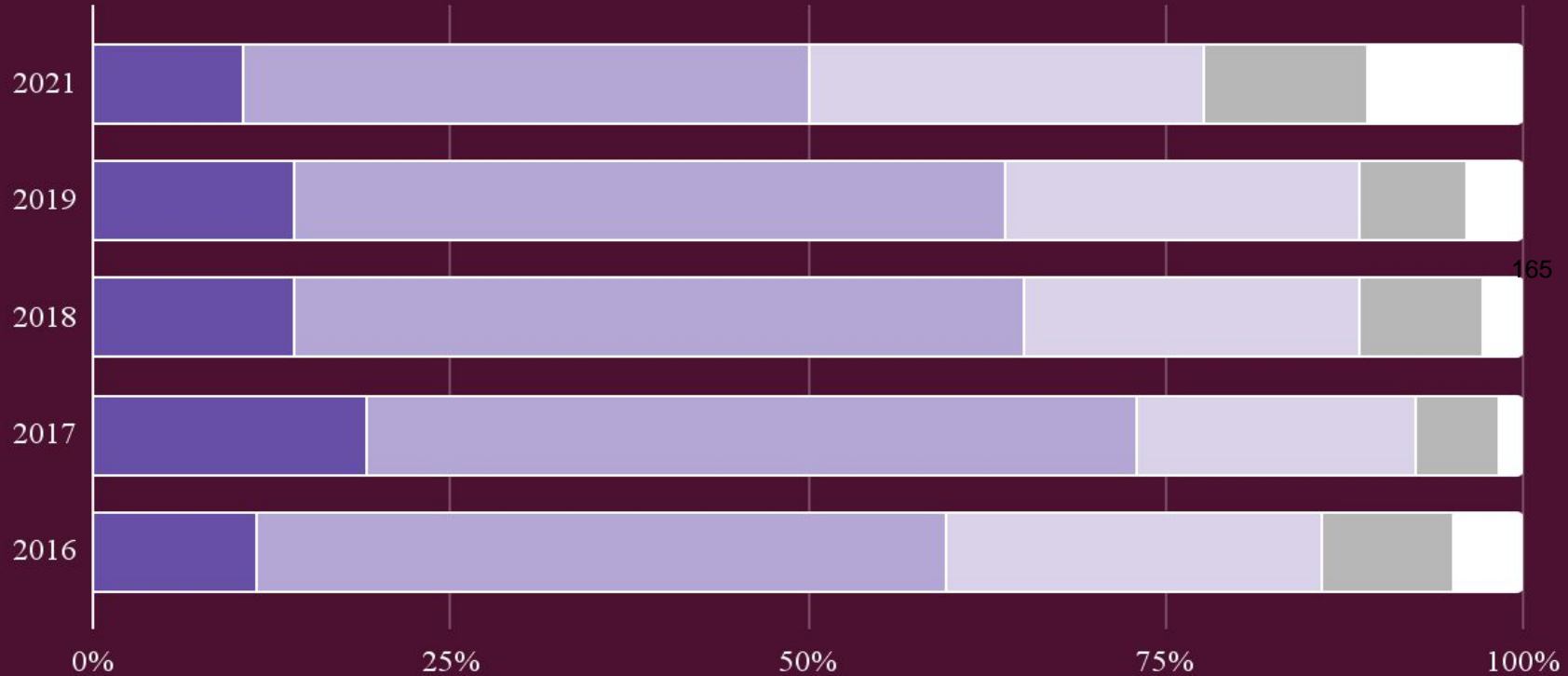
ELA Forward Scores over time in 3rd grade

Advanced Proficient Basic Below Basic Non-tested



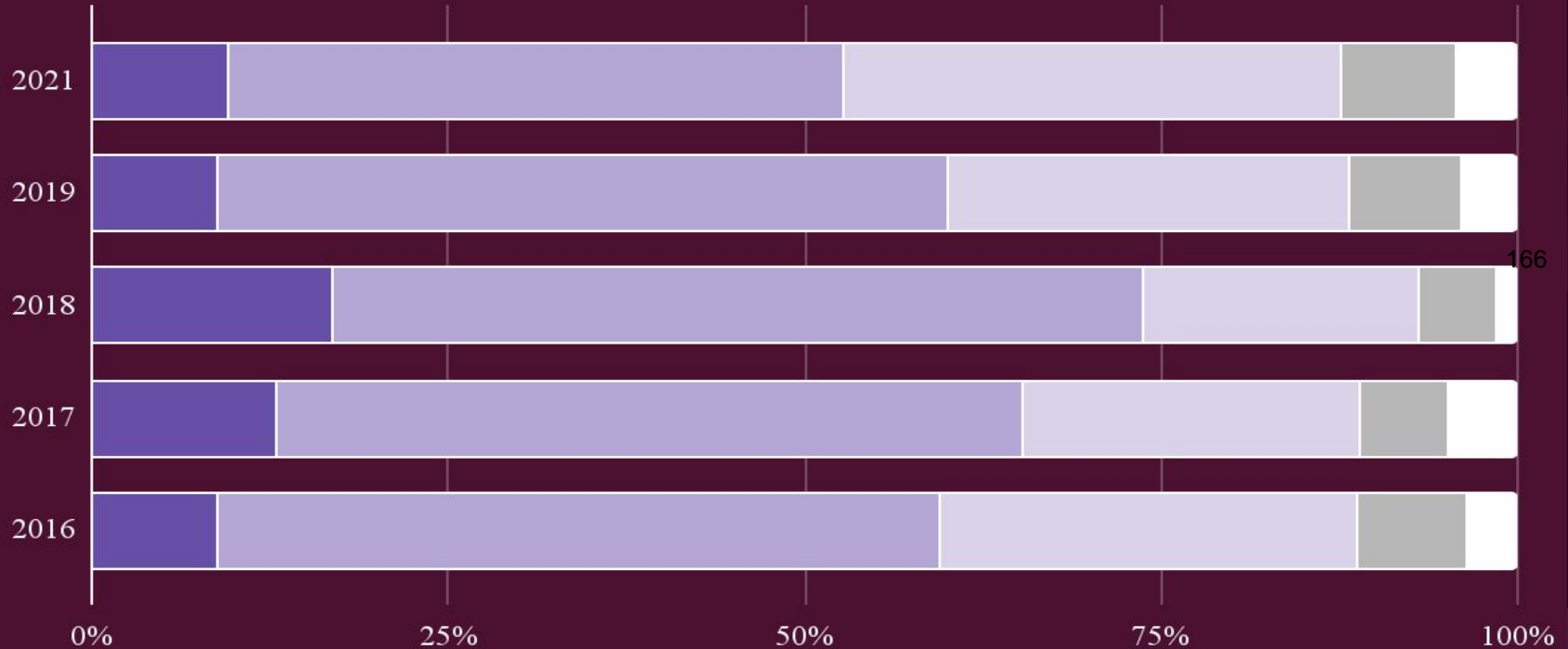
ELA Forward Scores over time in 4th grade

Advanced Proficient Basic Below Basic Non-tested



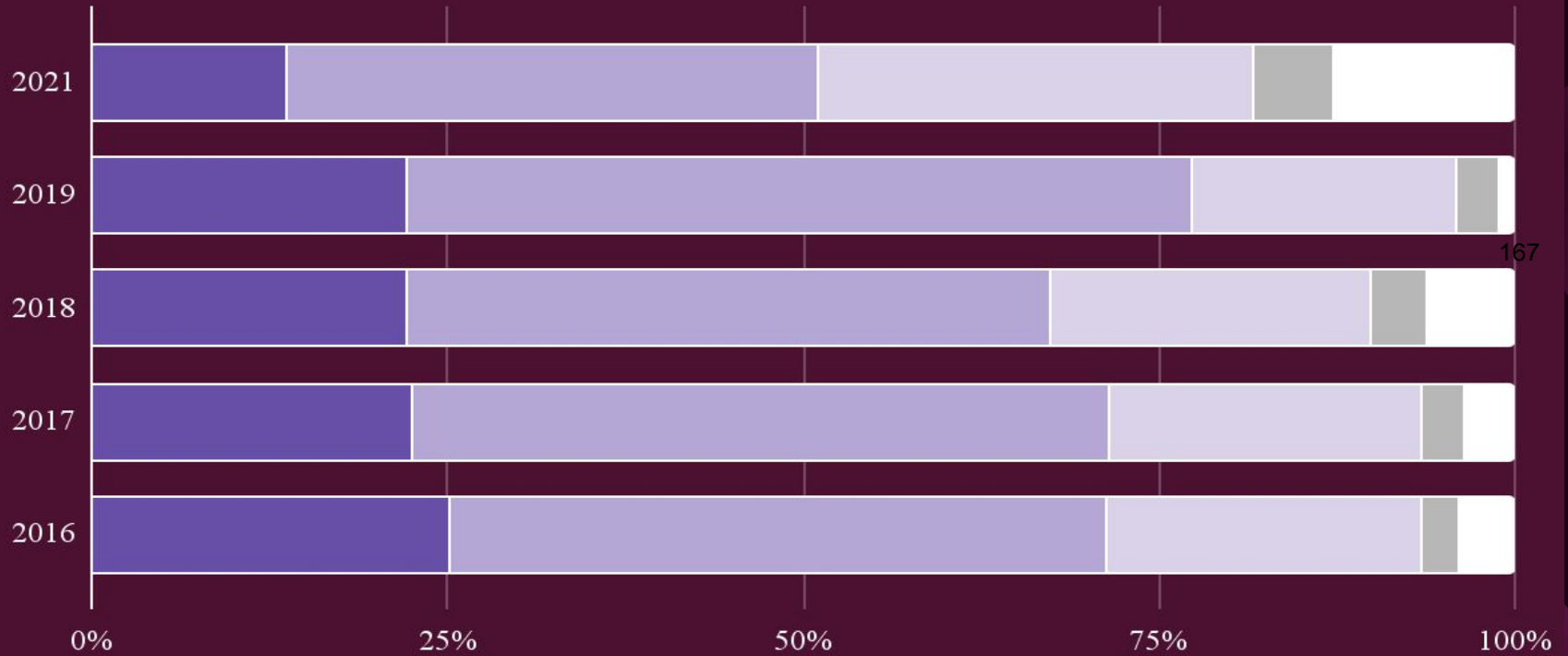
ELA Forward Scores over time in 5th grade

Advanced Proficient Basic Below Basic Non-tested



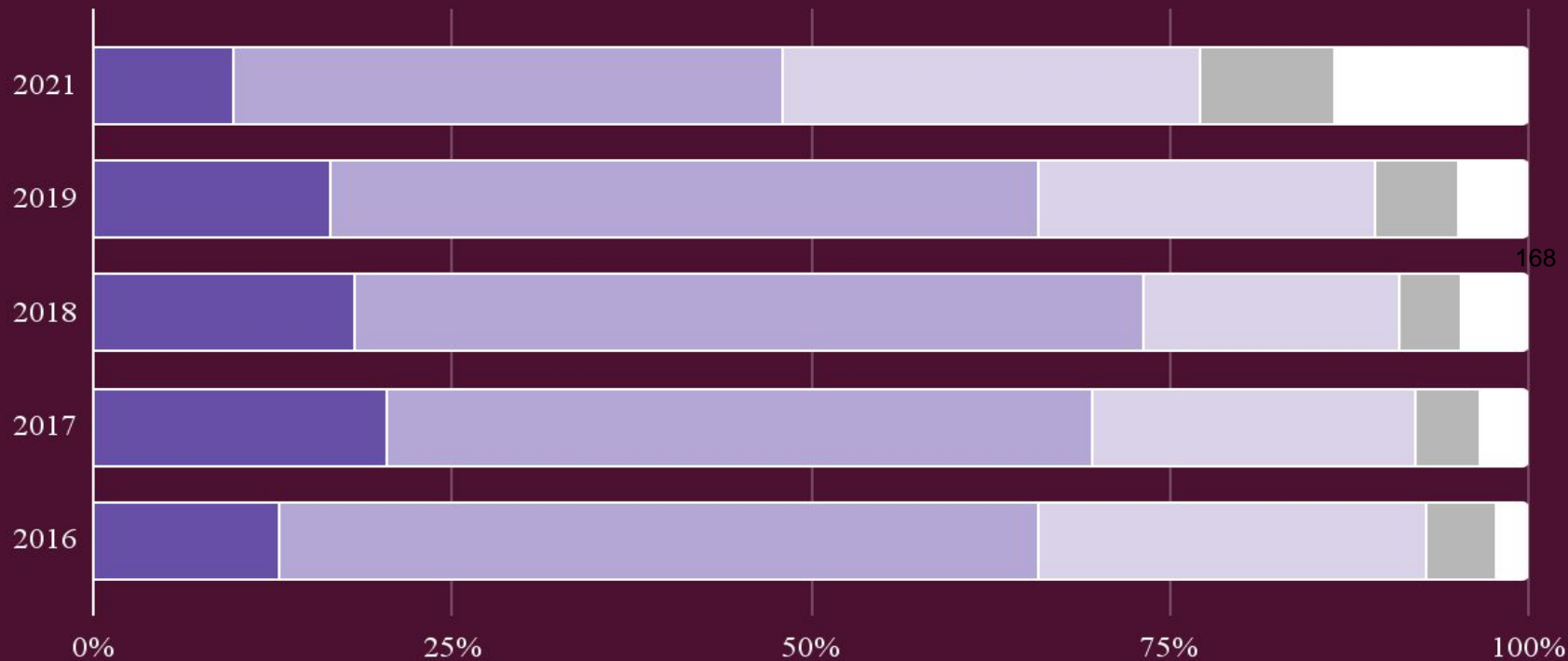
ELA Forward Scores over time in 6th grade

Advanced Proficient Basic Below Basic Non-tested



ELA Forward Scores over time in 7th grade

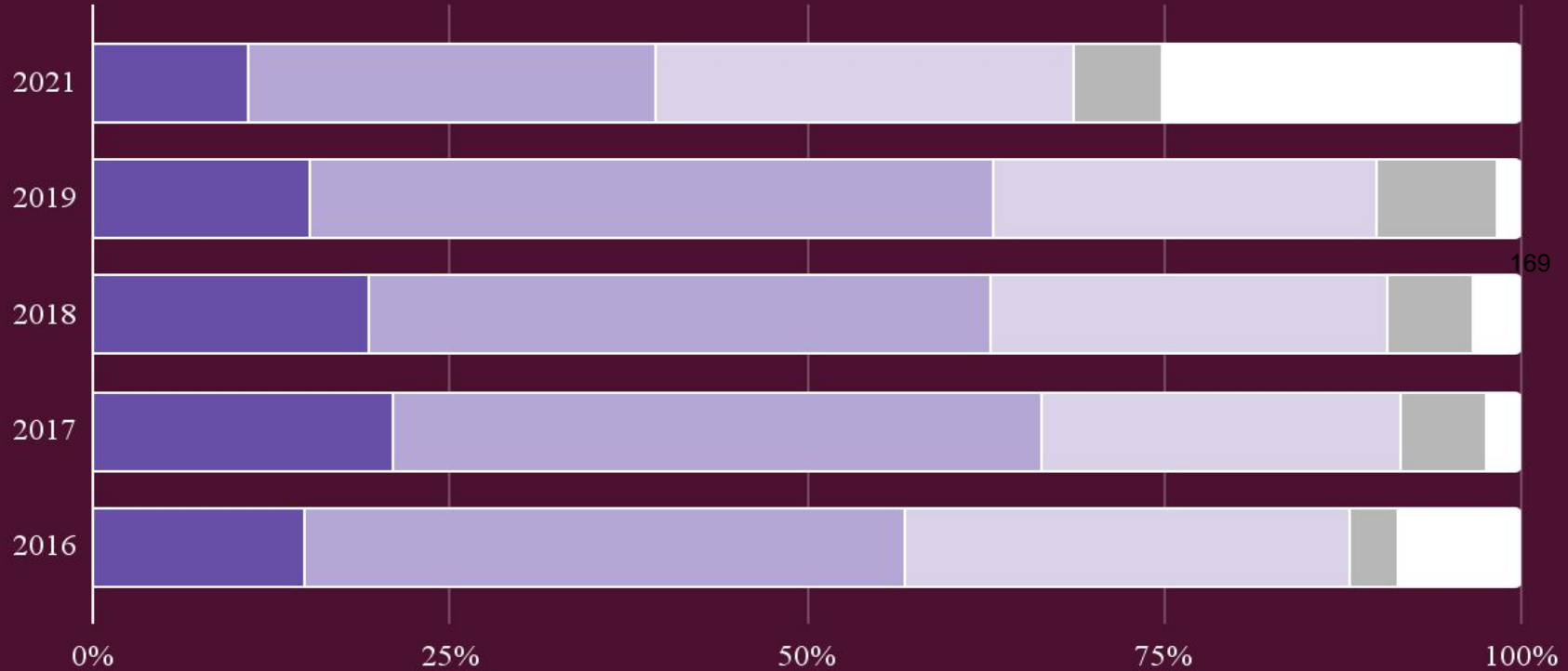
Advanced Proficient Basic Below Basic Non-tested



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ELA Forward Scores over time in 8th grade

Advanced Proficient Basic Below Basic Non-tested

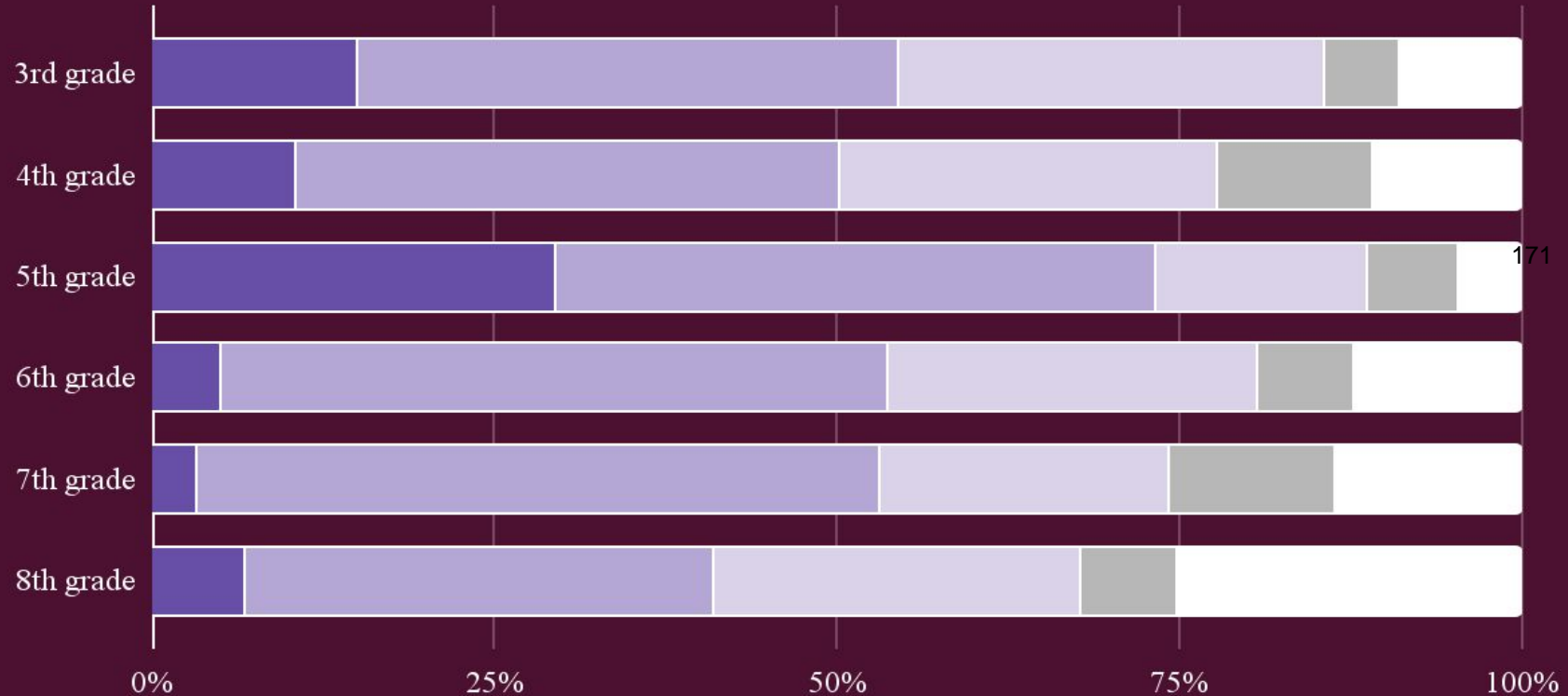


MATHEMATICS

All numerical data for graphs can be found in the Appendix

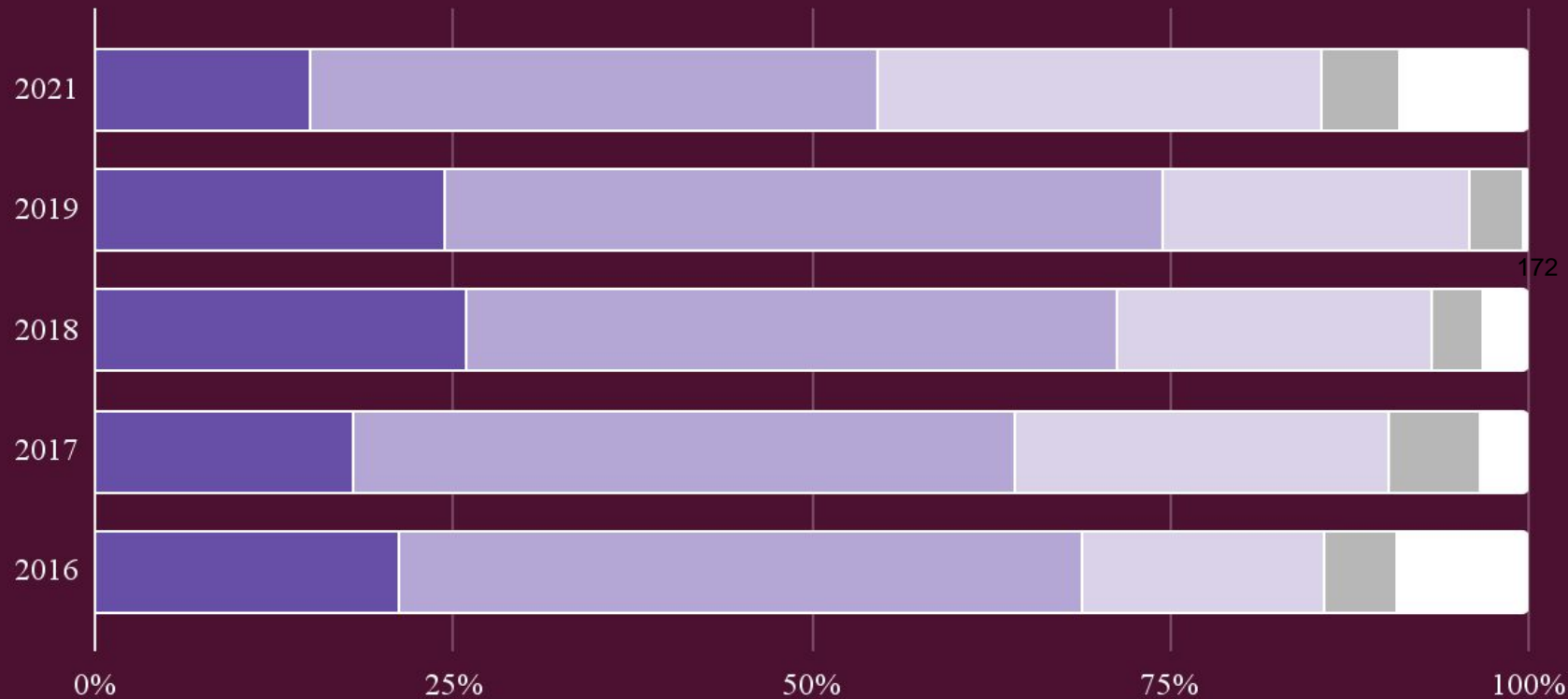
Math Forward Scores across Grade Levels Spring 2021

Advanced Proficient Basic Below Basic Non-tested



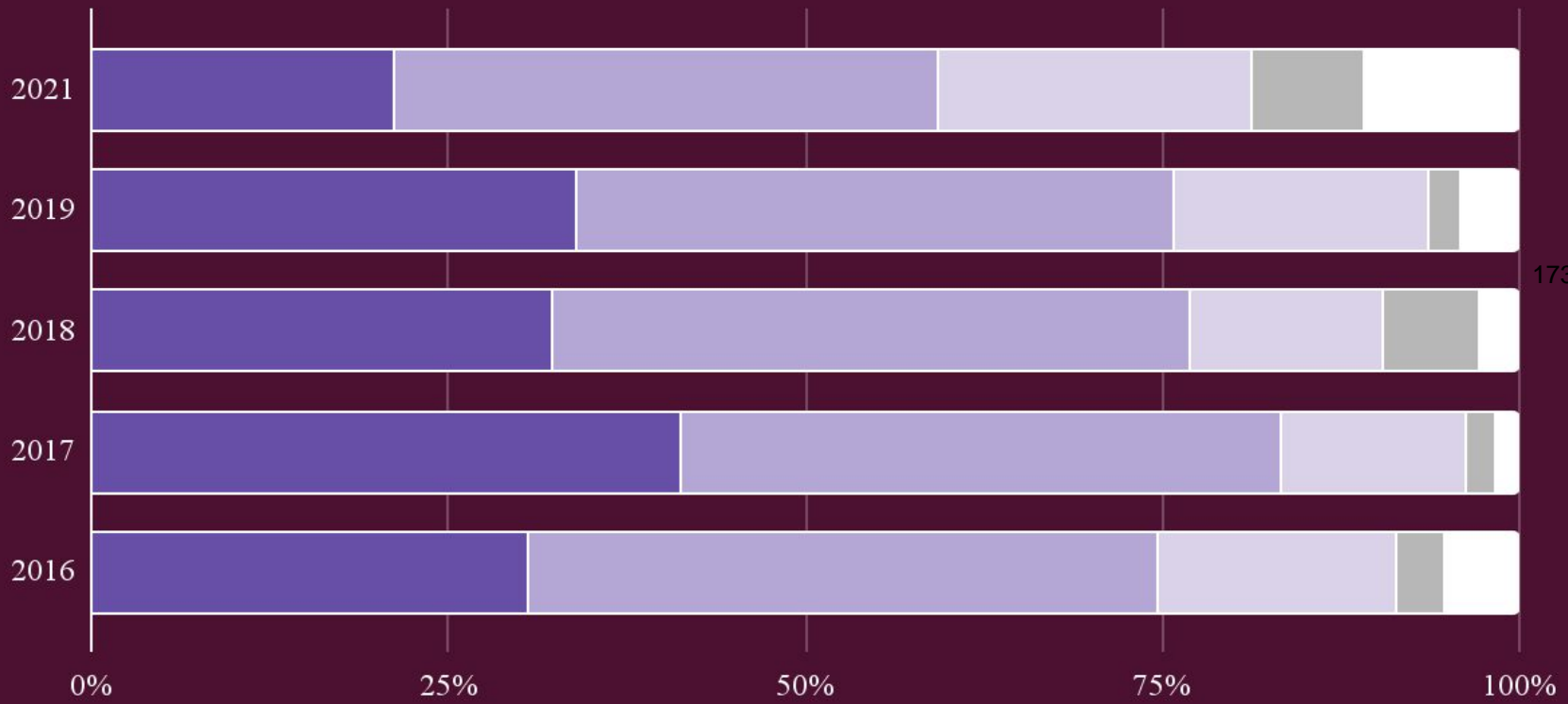
Math Forward Scores over time in 3rd grade

Advanced Proficient Basic Below Basic Non-tested



Math Forward Scores over time in 4th grade

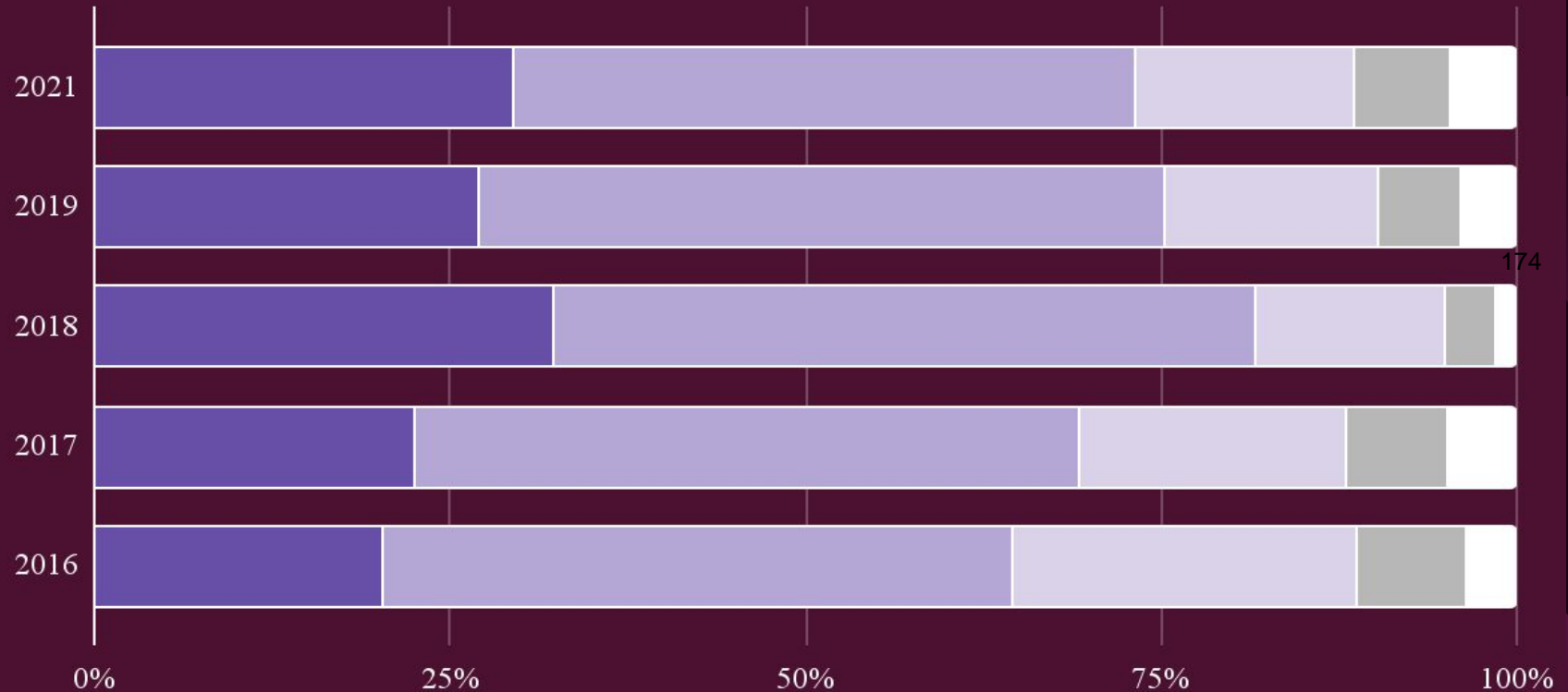
Advanced Proficient Basic Below Basic Non-tested



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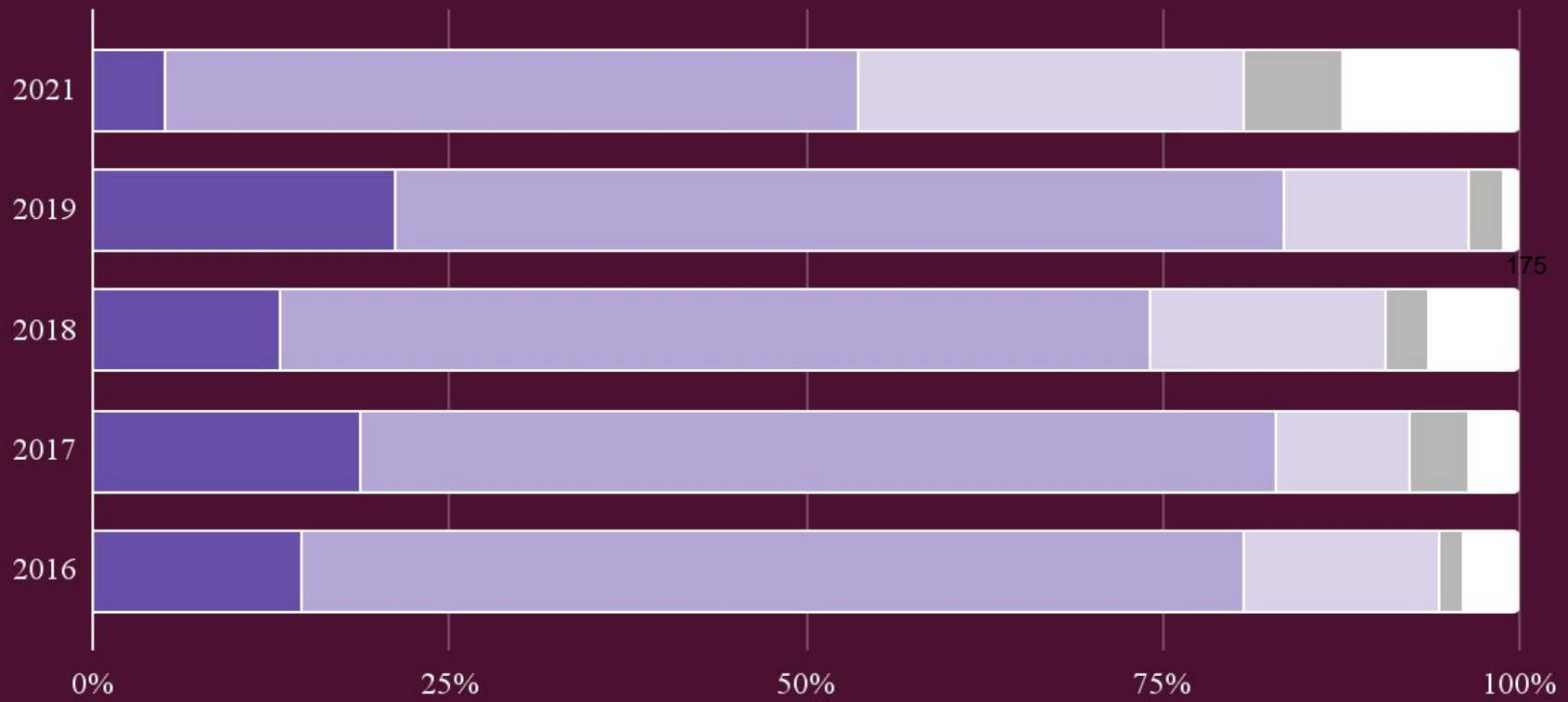
Math Forward Scores over time in 5th grade

Advanced Proficient Basic Below Basic Non-tested



Math Forward Scores over time in 6th grade

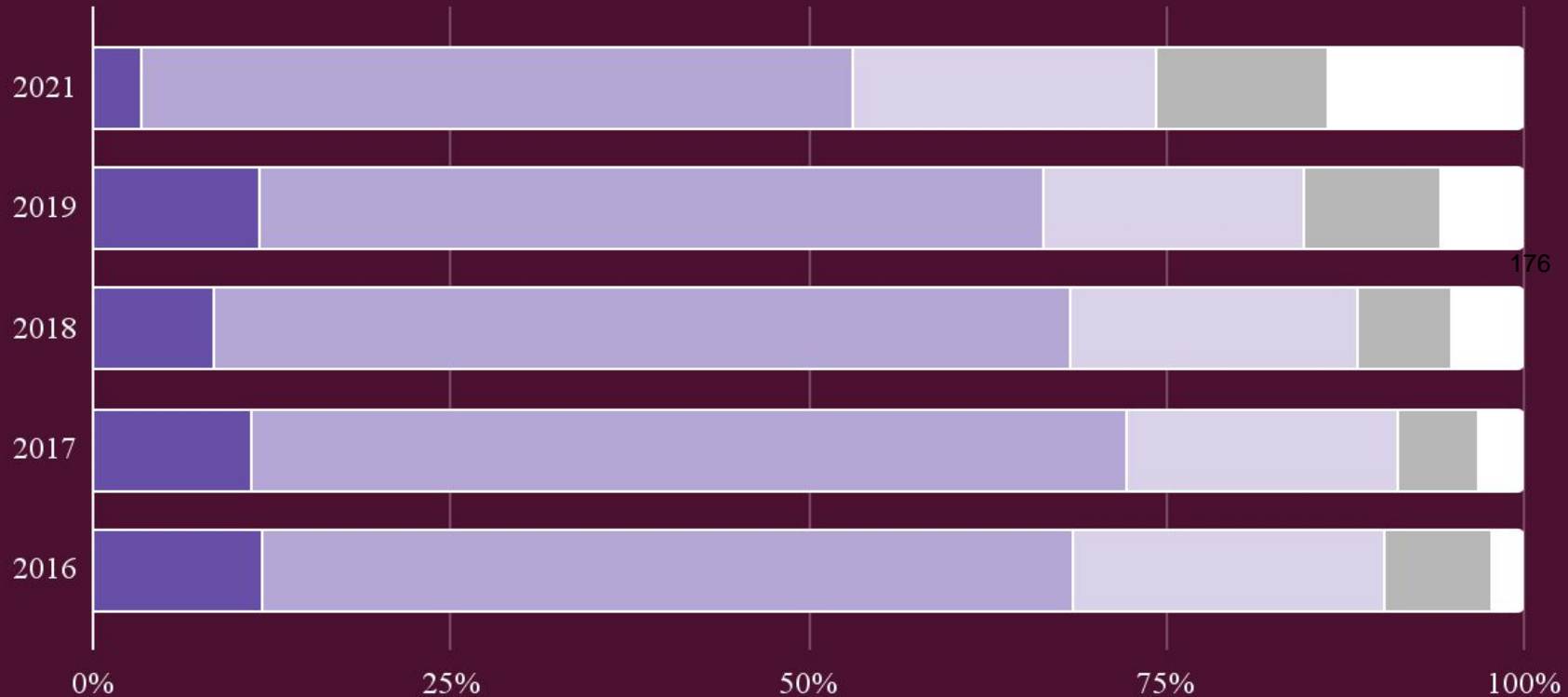
Advanced Proficient Basic Below Basic Non-tested



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Math Forward Scores over time in 7th grade

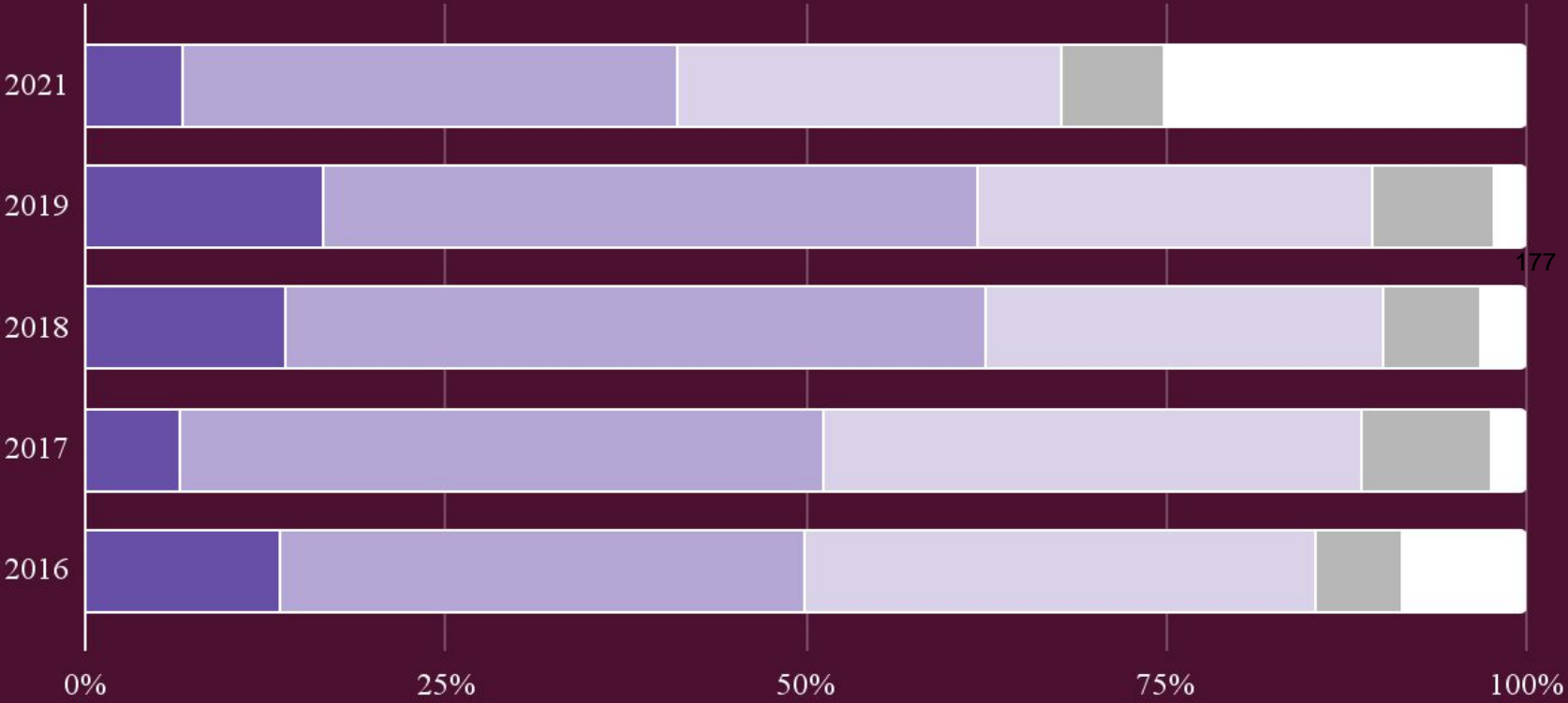
Advanced Proficient Basic Below Basic Non-tested



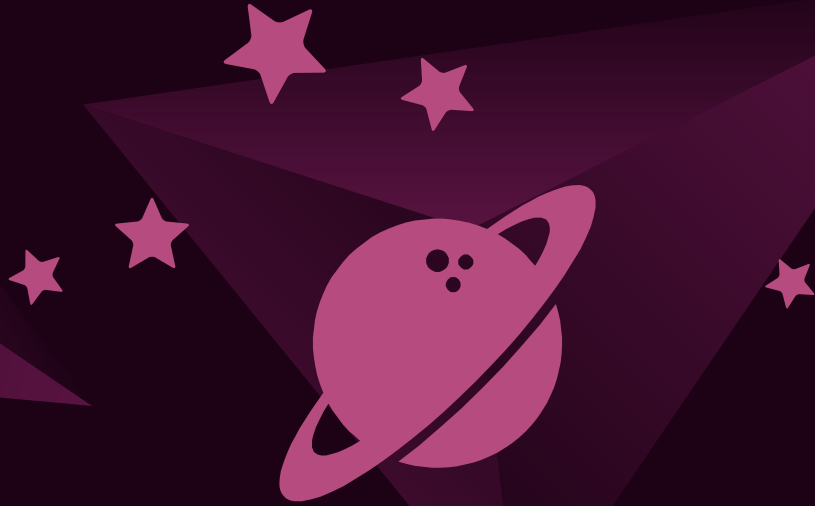
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Math Forward Scores over time in 8th grade

Advanced Proficient Basic Below Basic Non-tested



ASPIRE TESTING DATA

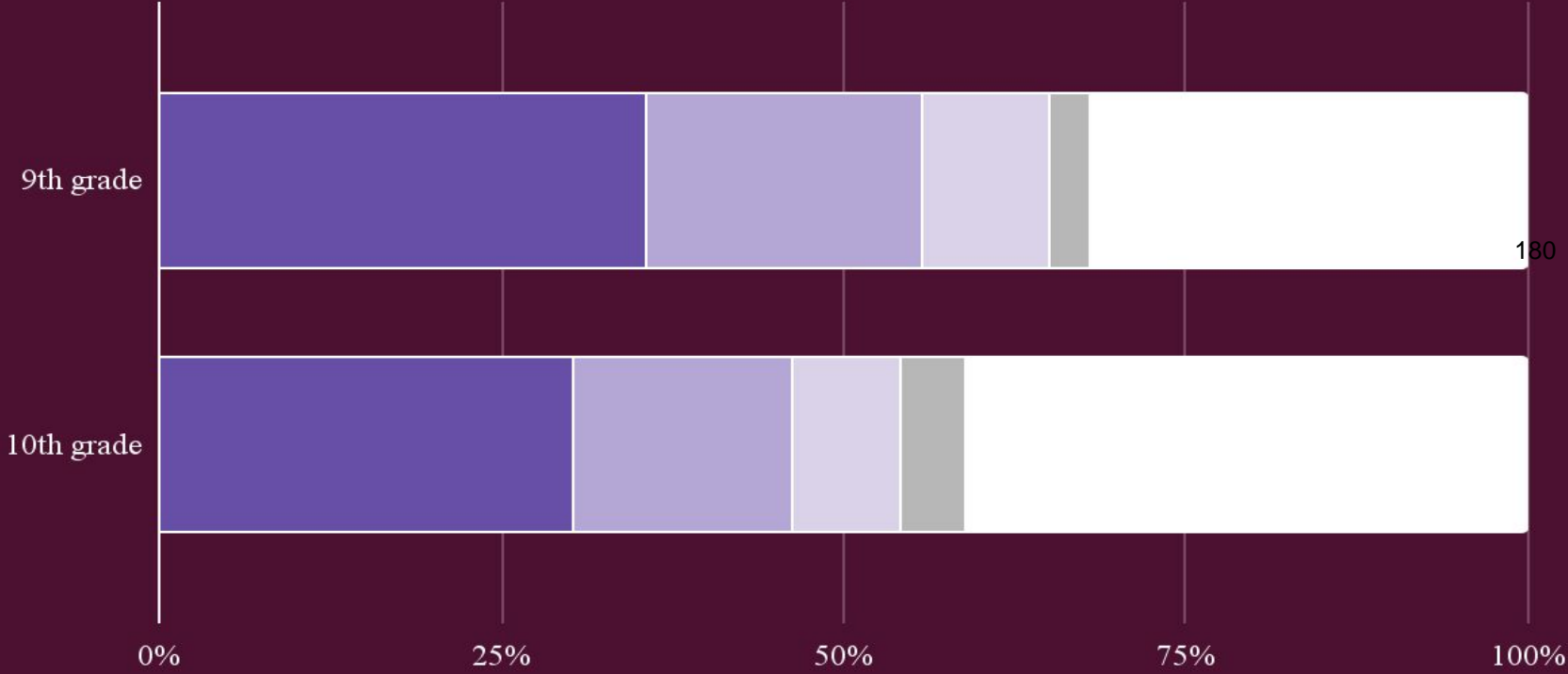


ENGLISH

All numerical data for graphs can be found in the Appendix

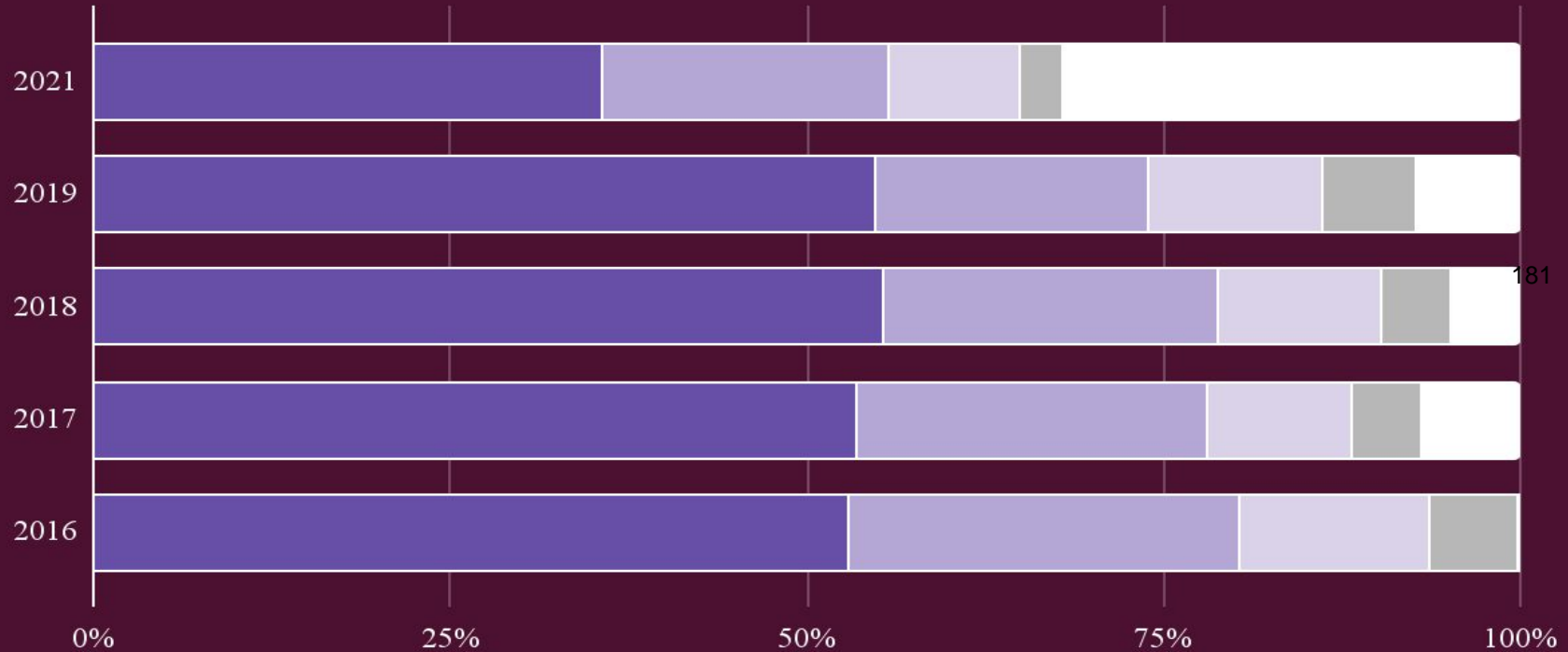
English Aspire for 9th and 10th grades Spring 2021

Exceeding Ready Close In Need of Support Non-tested



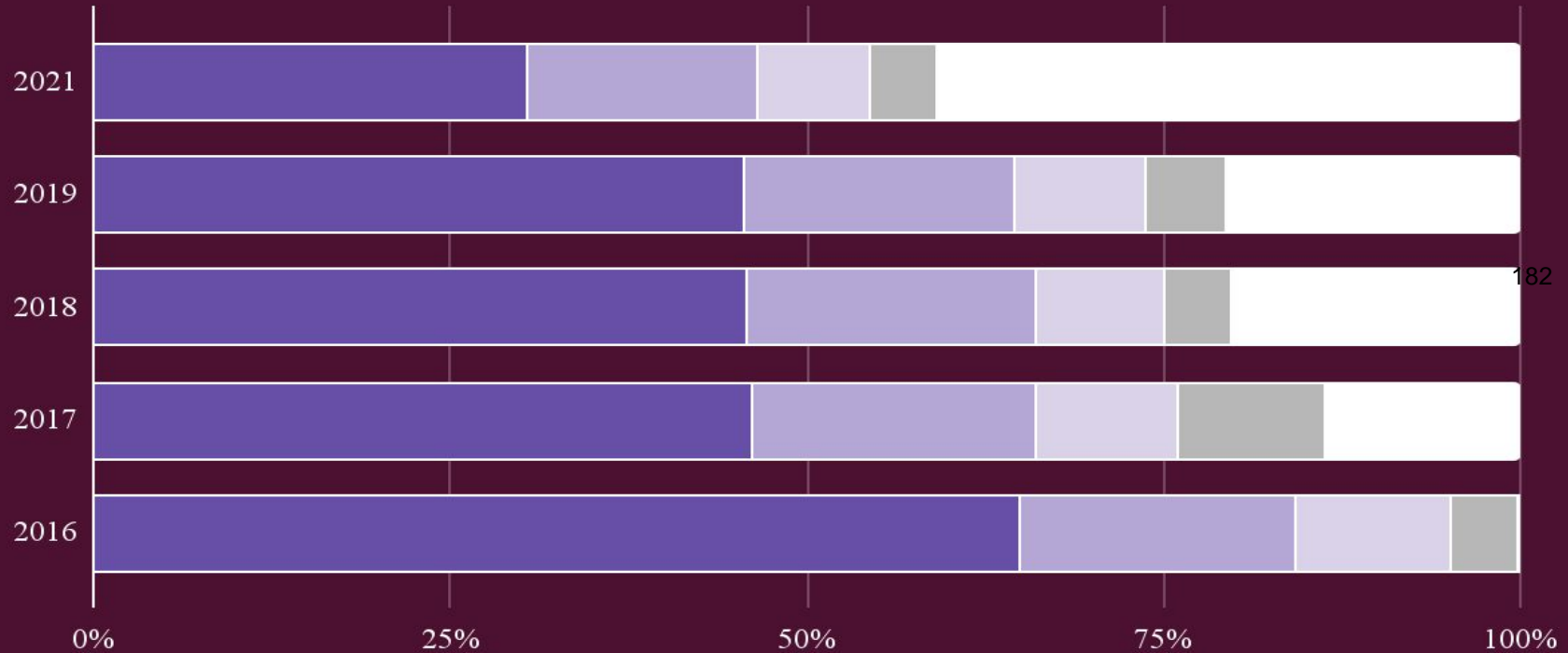
English Aspire over time for 9th grade

Exceeding Ready Close In Need of Support Non-tested



English Aspire over time for 10th grade

Exceeding Ready Close In Need of Support Non-tested

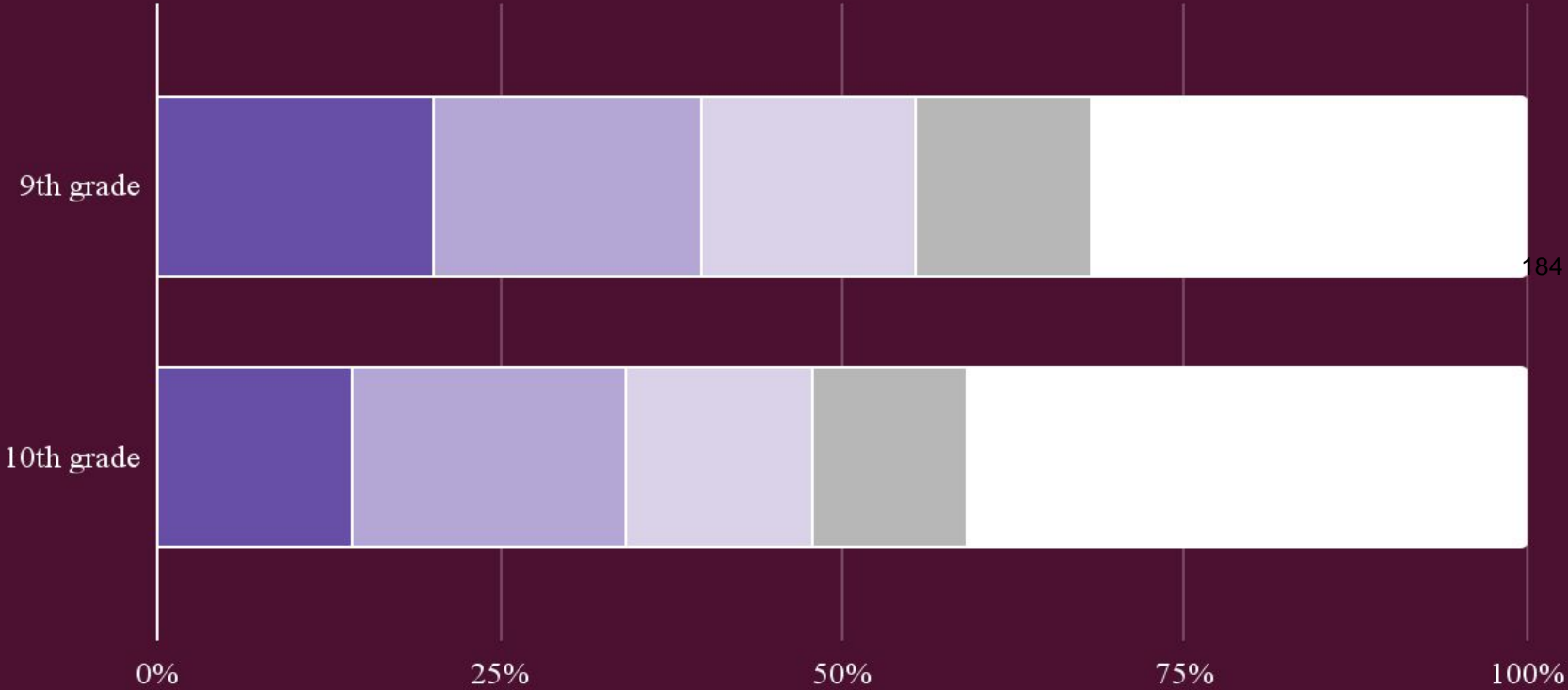


MATHEMATICS

All numerical data for graphs can be found in the Appendix

Math Aspire for 9th and 10th grades Spring 2021

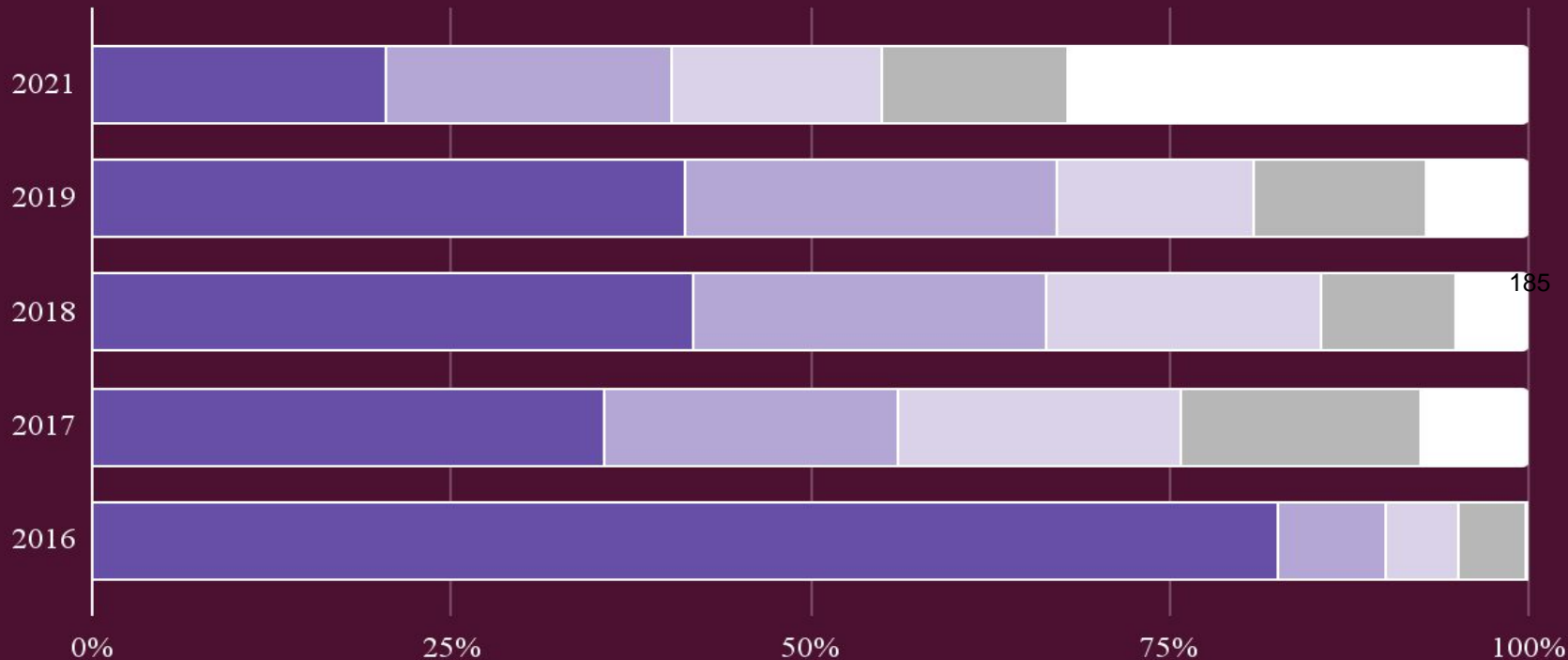
Exceeding Ready Close In Need of Support Non-tested



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Math Aspire over time for 9th grade

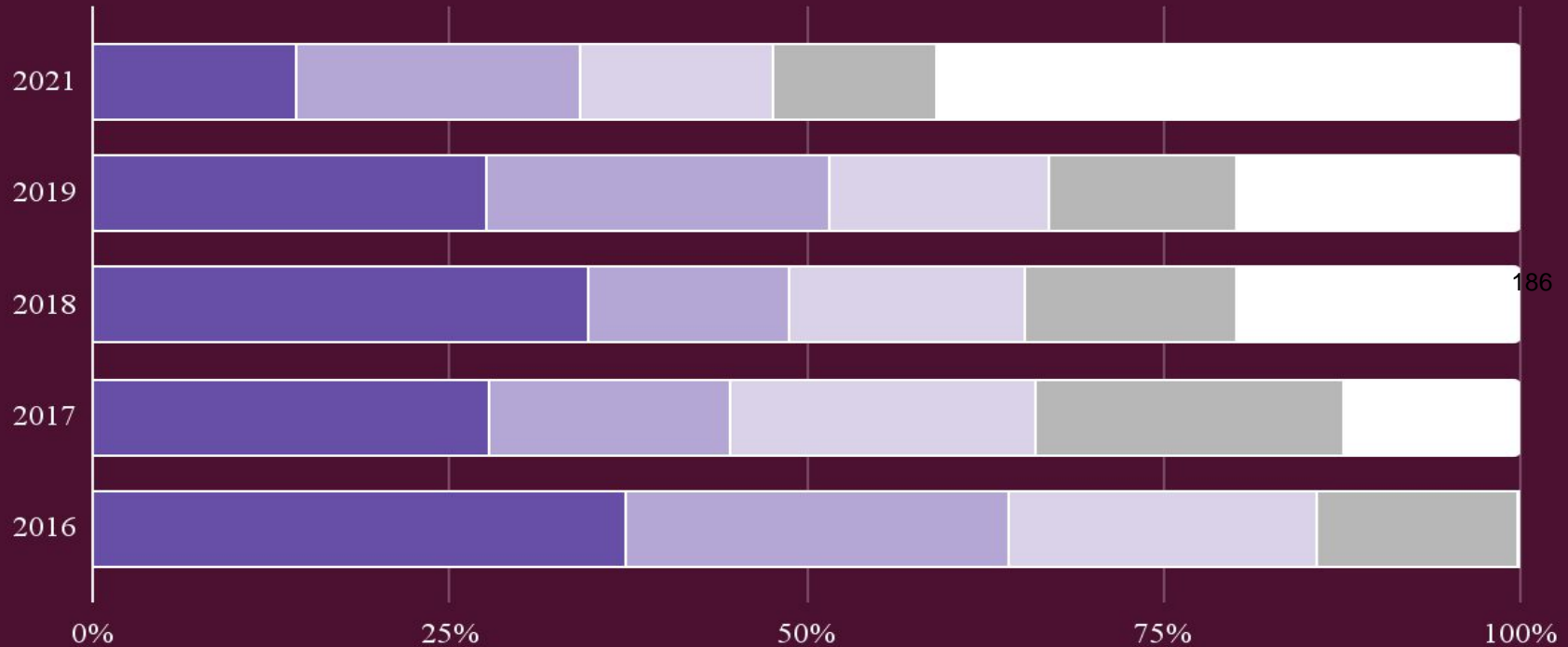
Exceeding Ready Close In Need of Support Non-tested



Notes: 1) In 2016, Exceeding was not a category. Ready, Close, and In Need of Support were the only three possible ranges.
2) Data does not factor in number of non-tested.

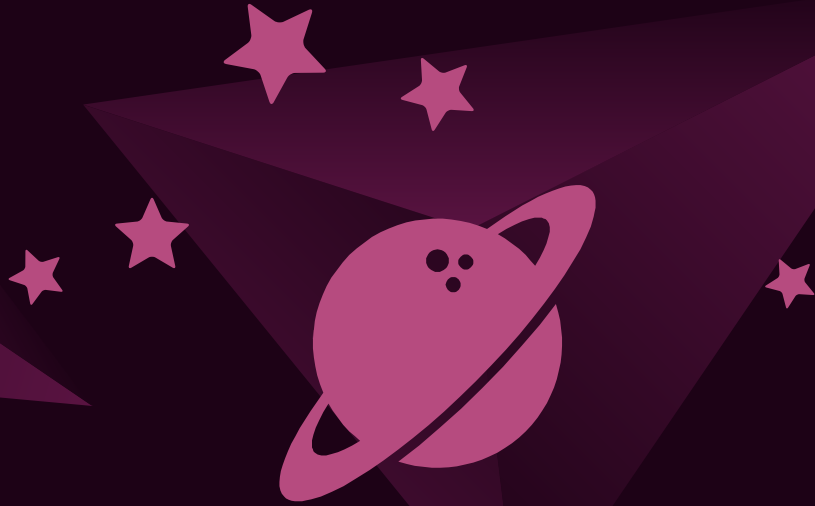
Math Aspire over time for 10th grade

Exceeding Ready Close In Need of Support Non-tested



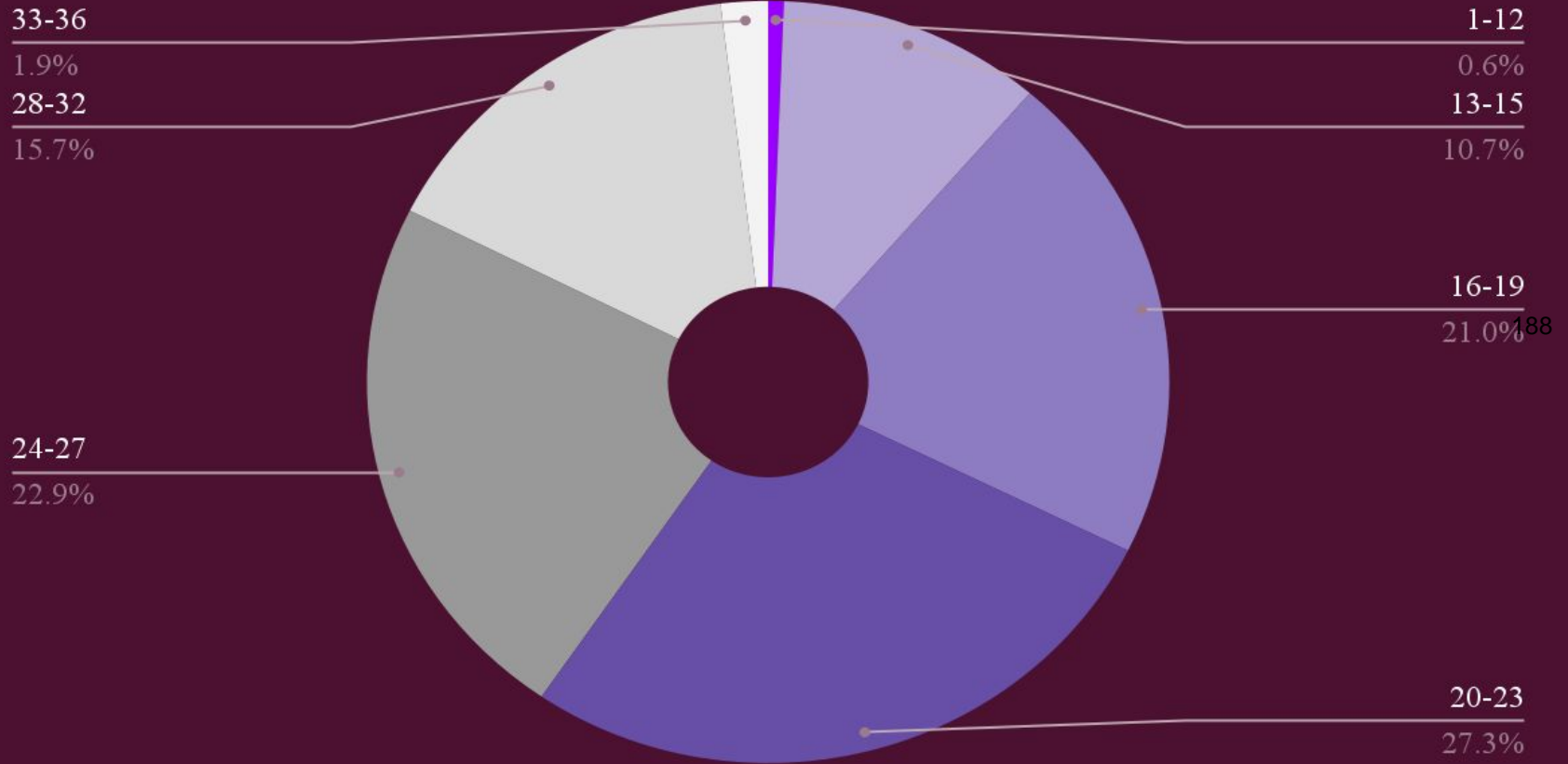
Notes: 1) In 2016, Exceeding was not a category. Ready, Close, and In Need of Support were the only three possible ranges.
2) Data does not factor in number of non-tested.

ACT DATA

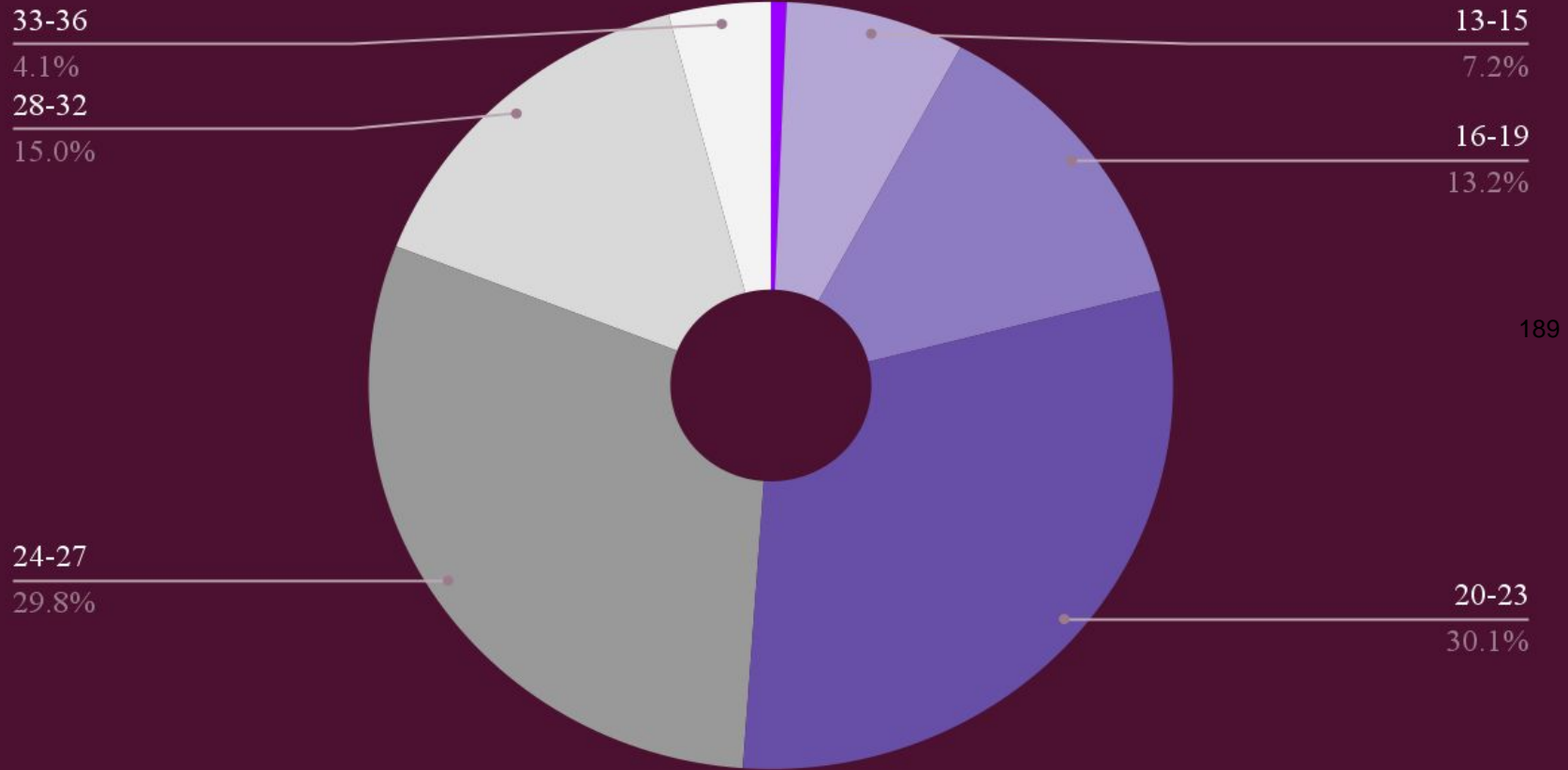


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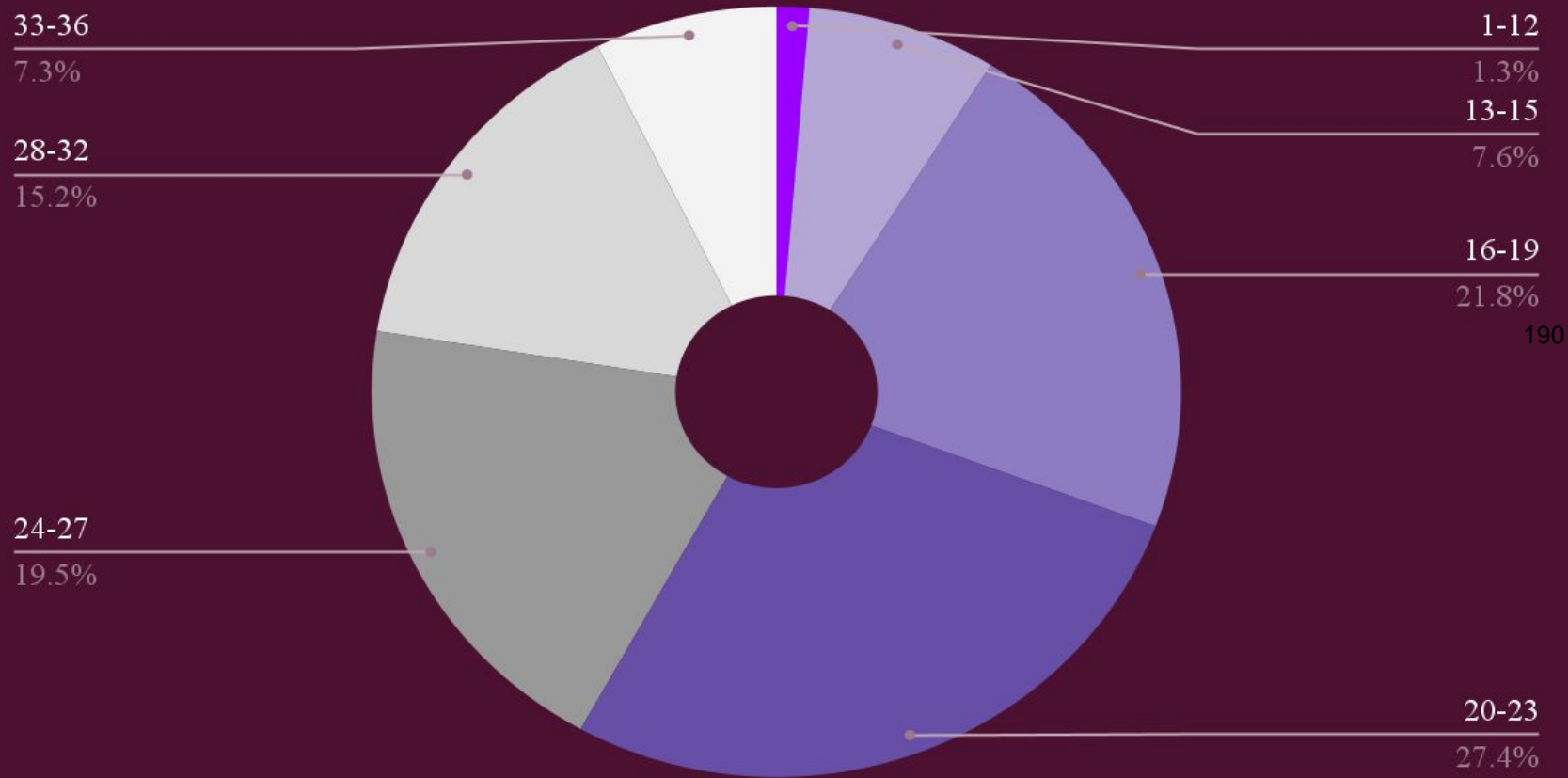
ACT Percent of Students' Scores in Score Bands Spring 2021



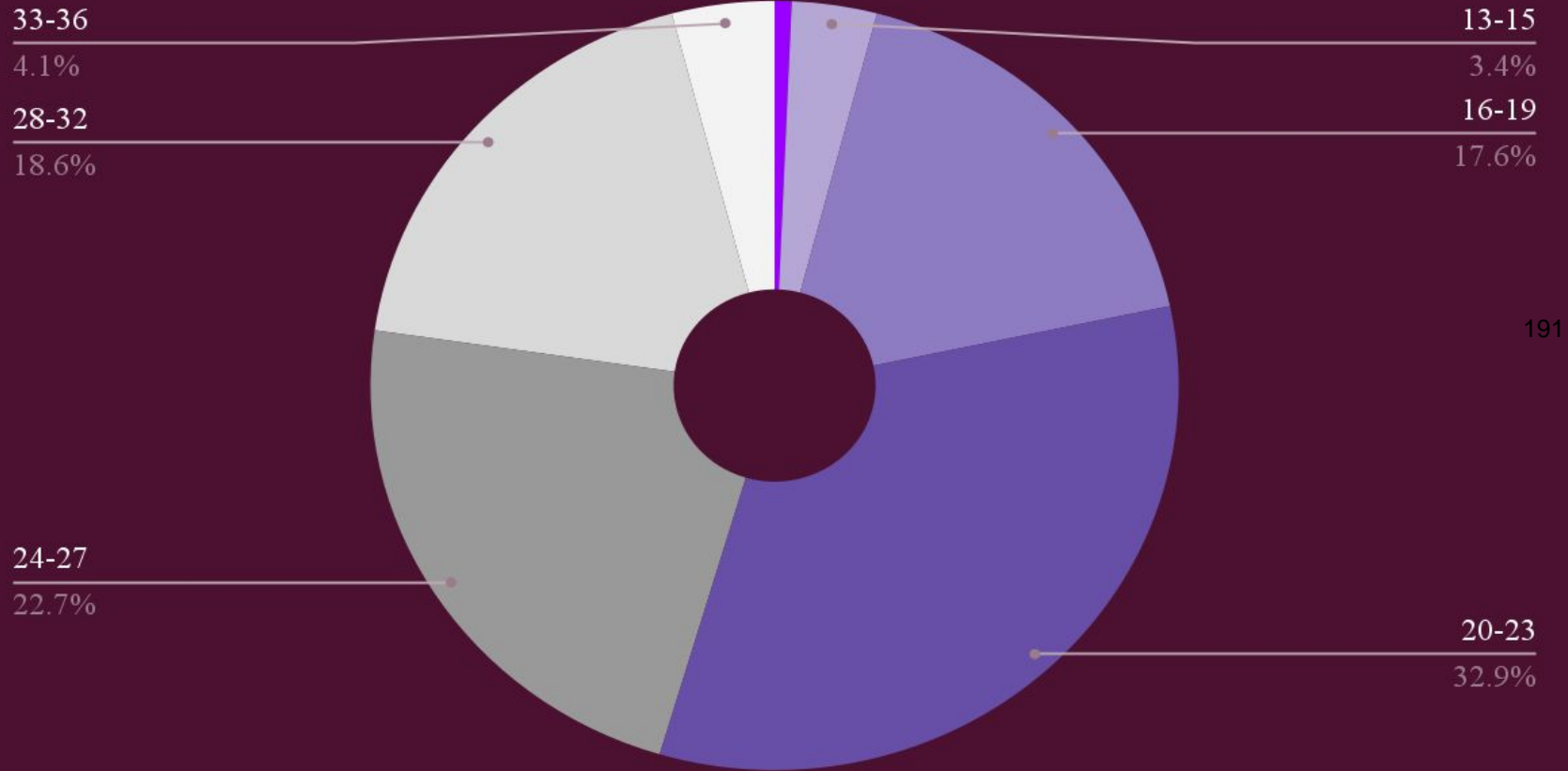
ACT Percent of Students' Scores in Score Bands Spring 2020



ACT Percent of Students' Scores in Score Bands Spring 2019

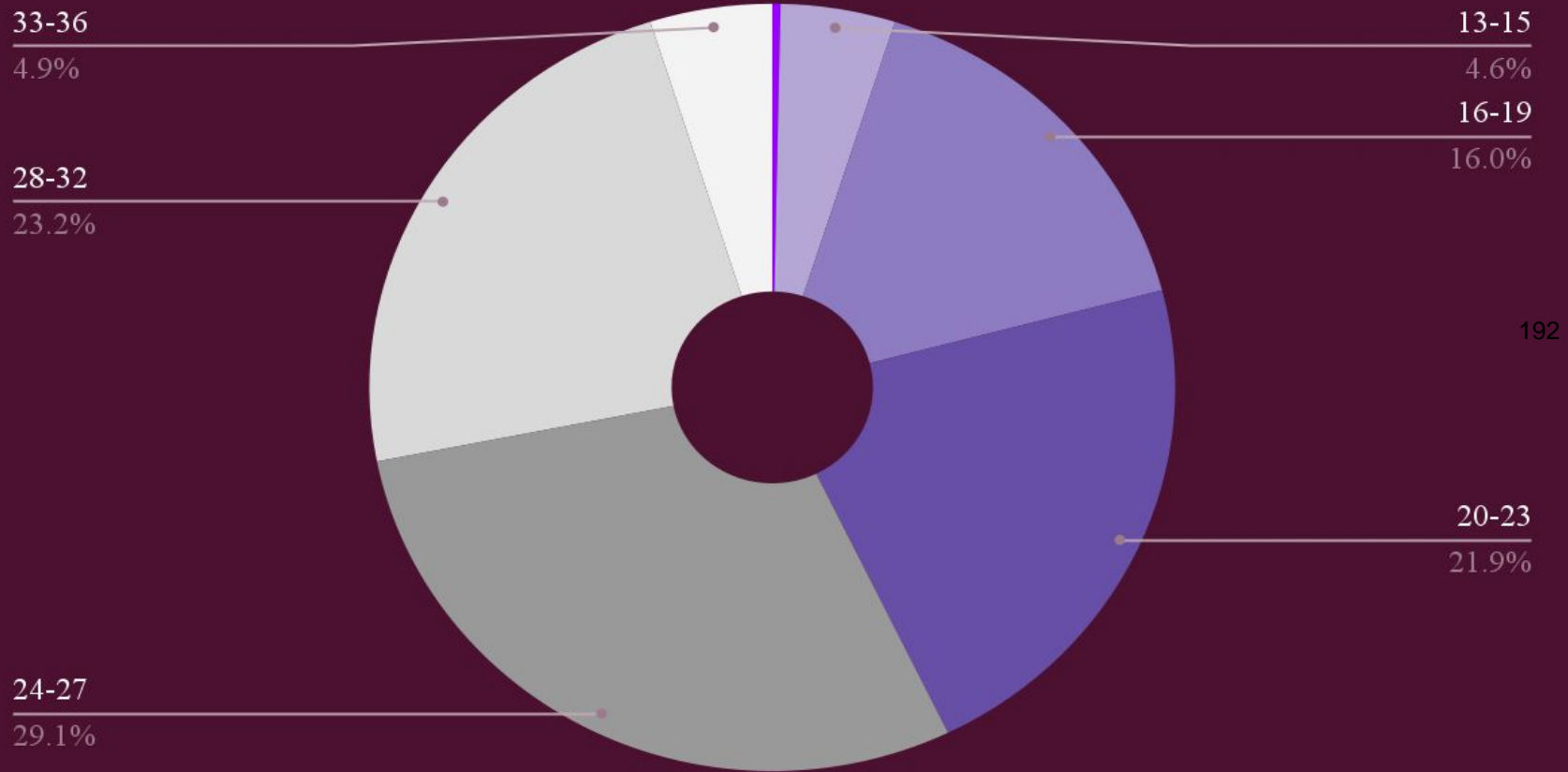


ACT Percent of Students' Scores in Score Bands Spring 2018

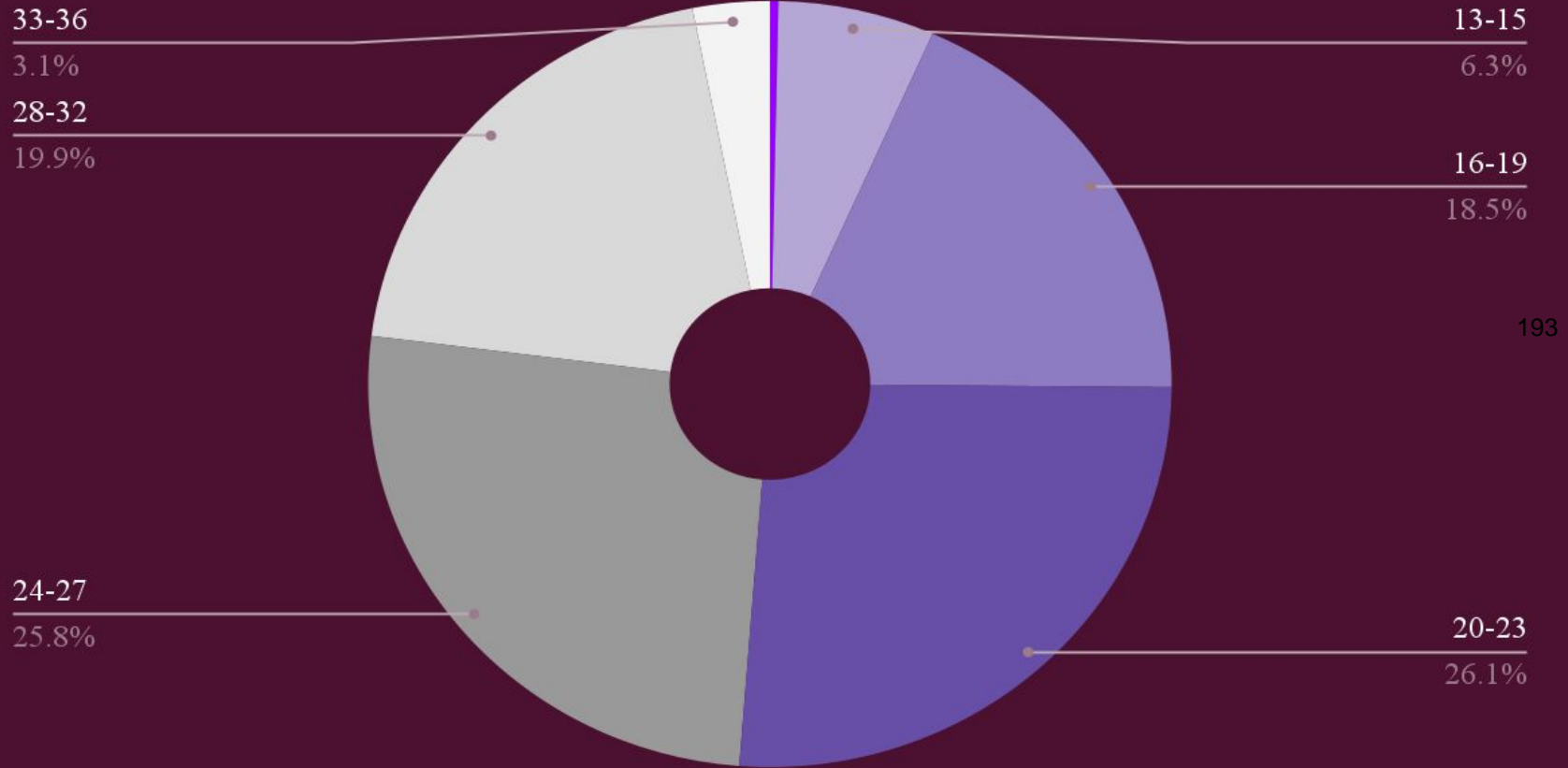


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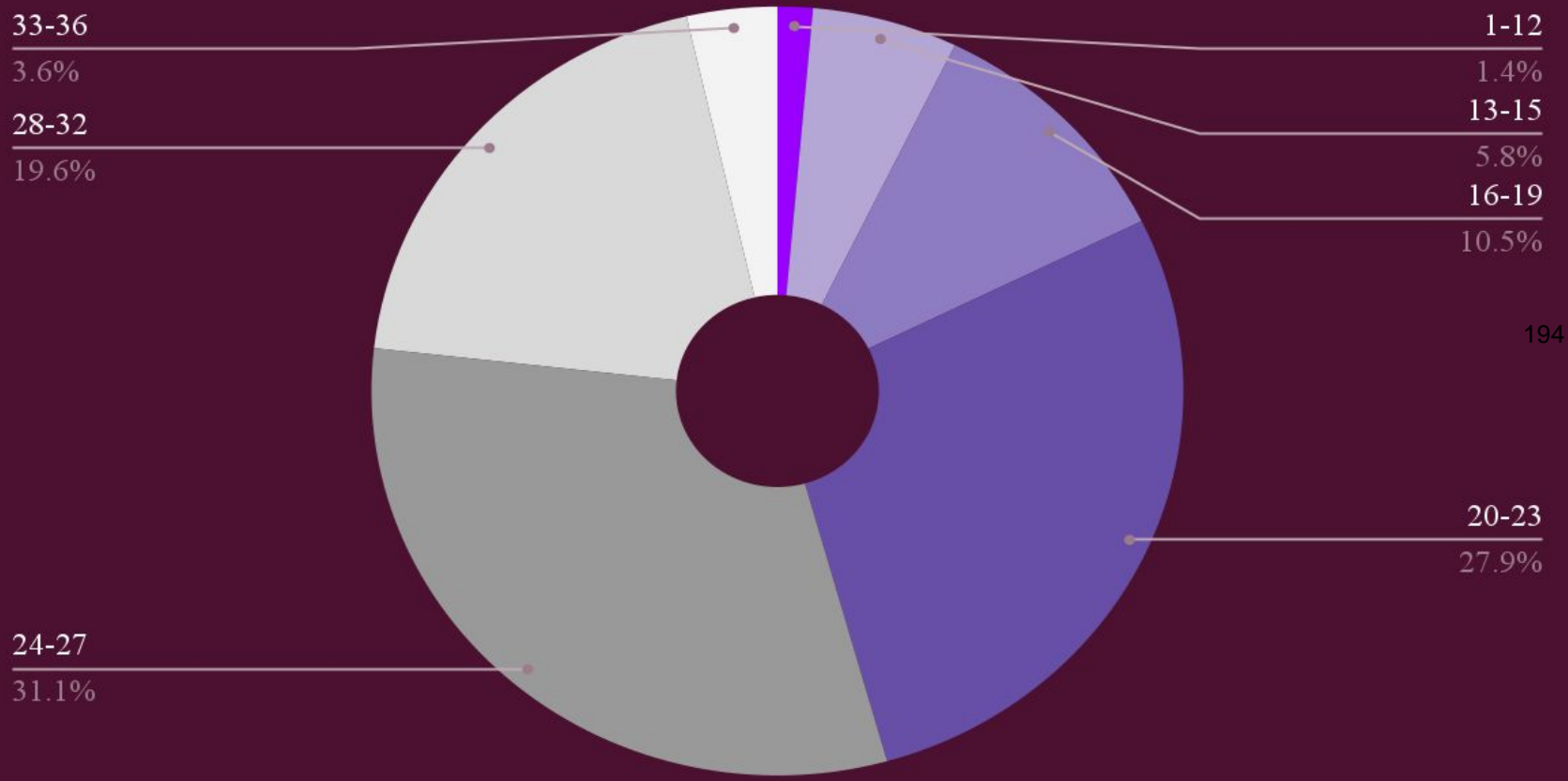
ACT Percent of Students' Scores in Score Bands Spring 2017



ACT Percent of Students' Scores in Score Bands Spring 2016

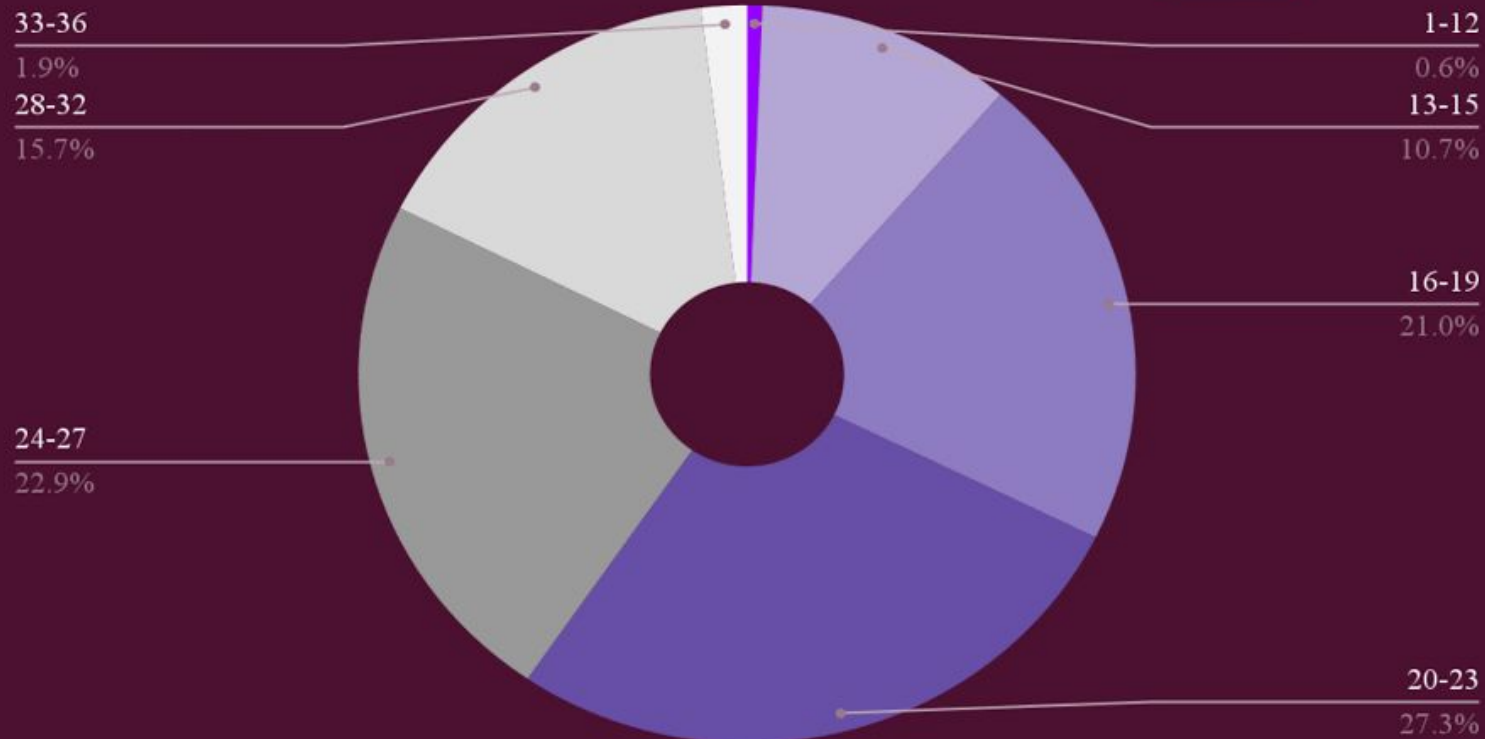


ACT Percent of Students' Scores in Score Bands Spring 2015



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ACT Percent of Students' Scores in Score Bands Spring 2021



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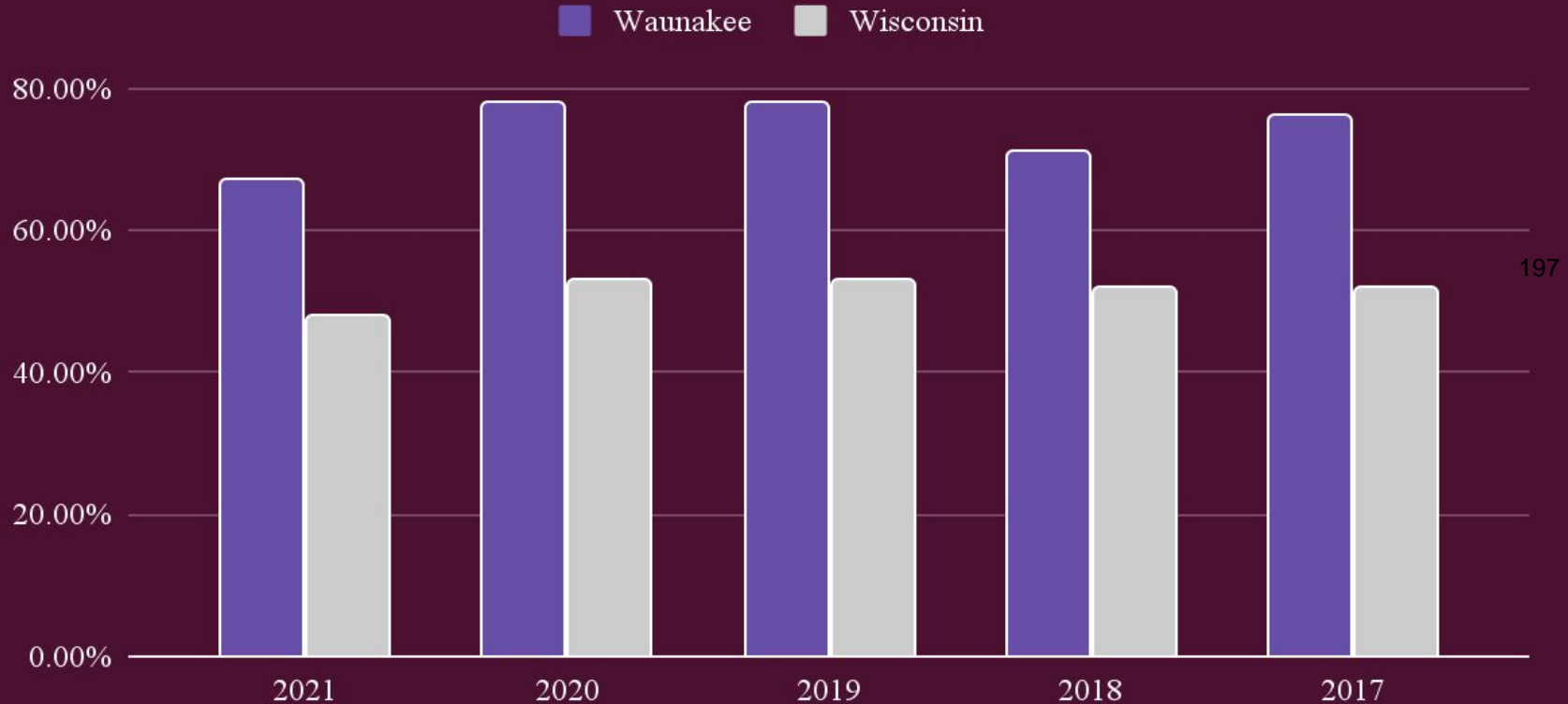
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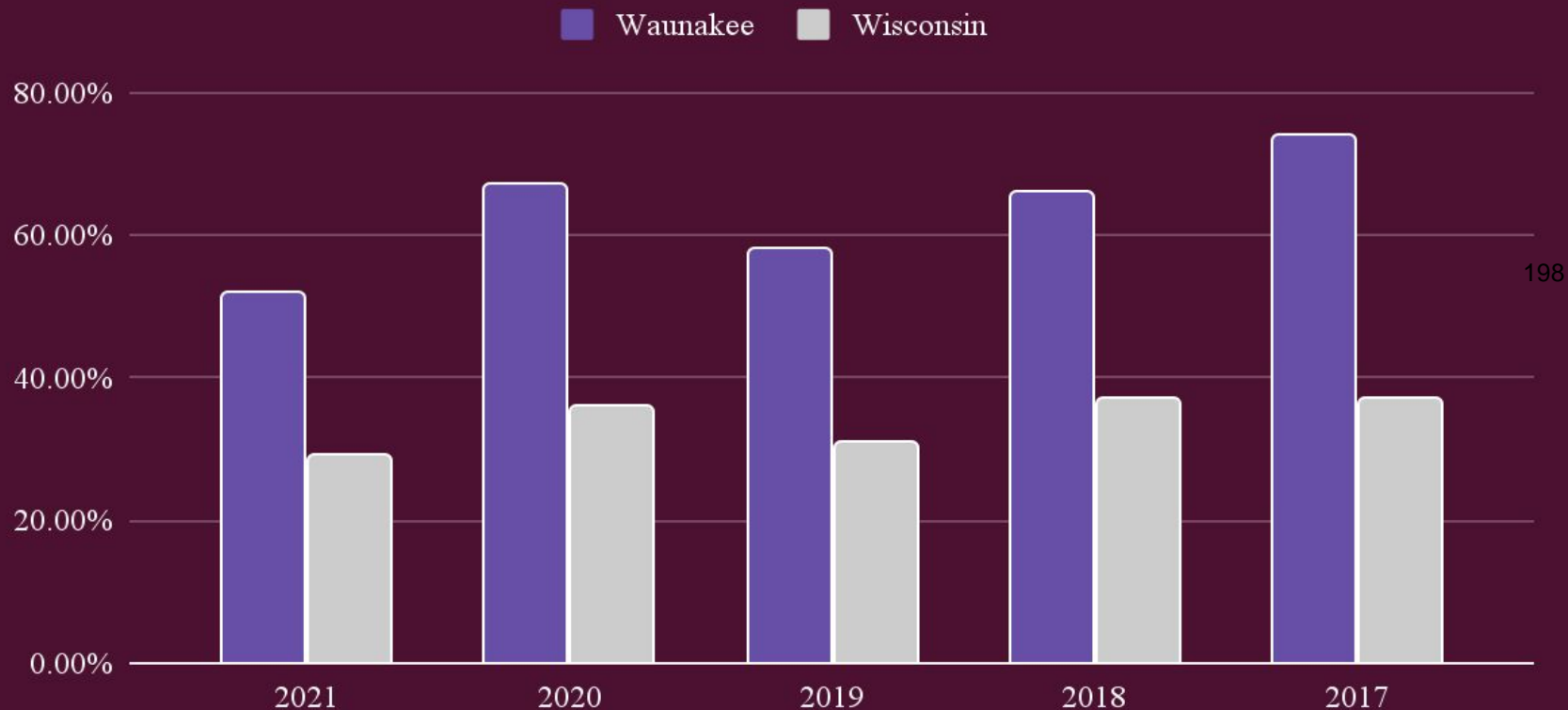
ACT Average Composite Score: Waunakee compared with Wisconsin Spring 2021



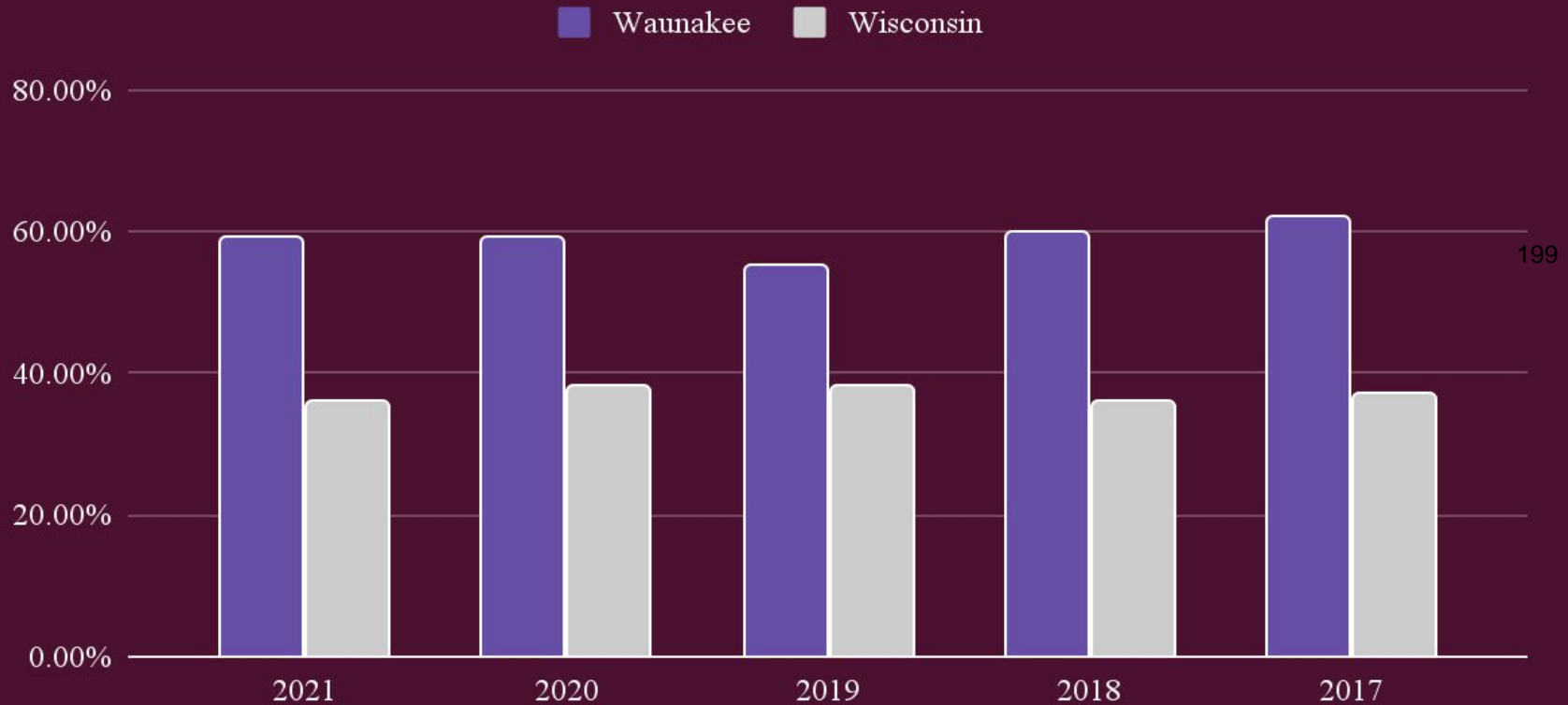
ACT Students who Met College Readiness Benchmarks: Waunakee compared with Wisconsin; English Spring 2021



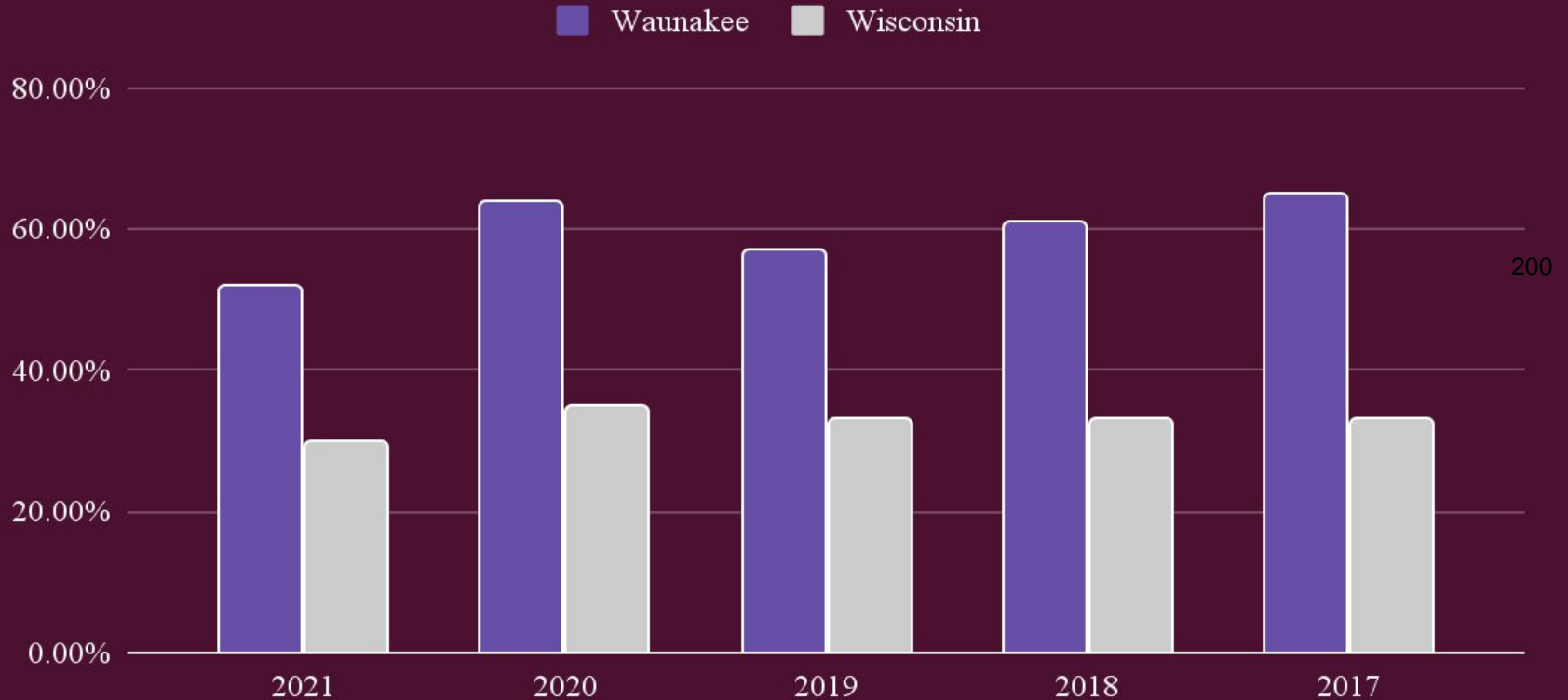
ACT Students who Met College Readiness Benchmarks: Waunakee compared with Wisconsin; Math Spring 2021



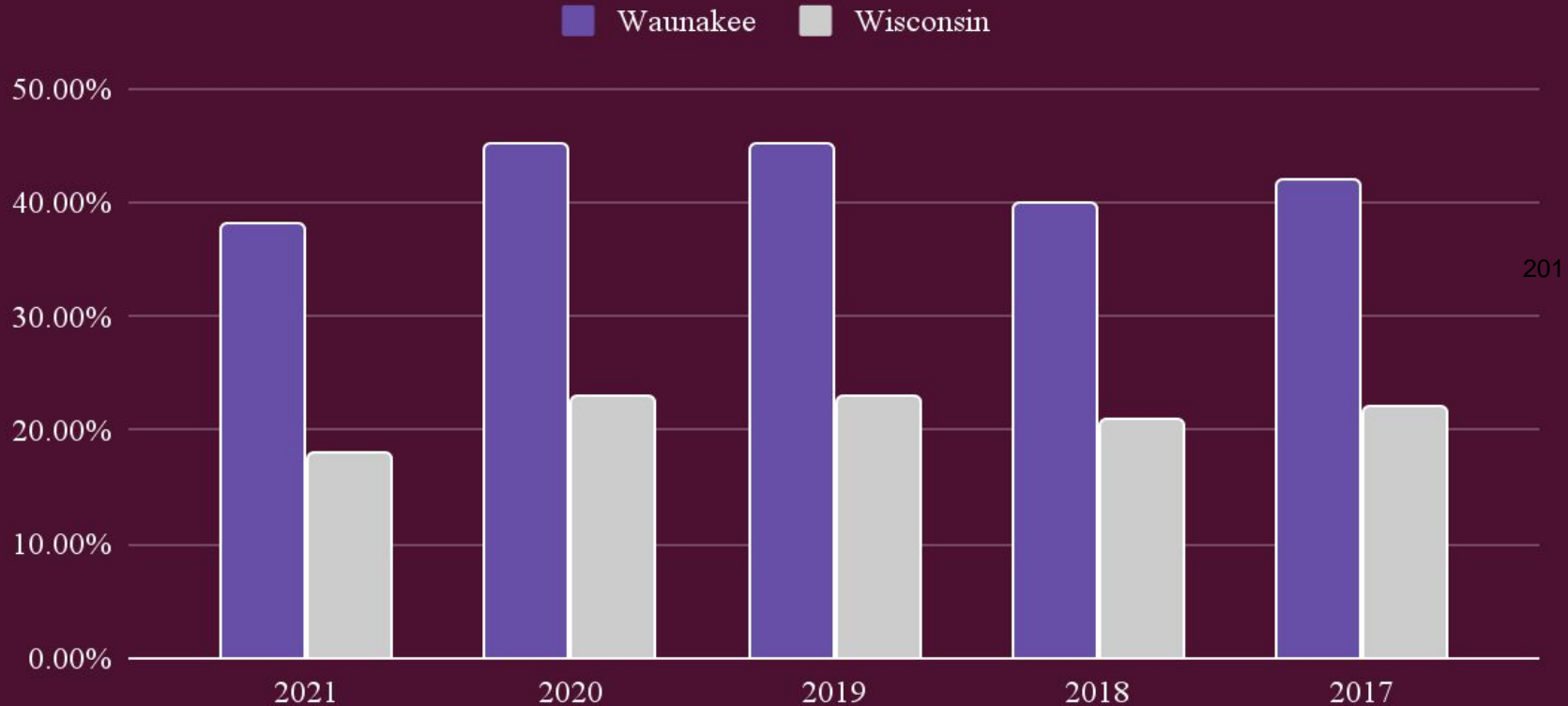
ACT Students who Met College Readiness Benchmarks: Waunakee compared with Wisconsin; Reading Spring 2021



ACT Students who Met College Readiness Benchmarks: Waunakee compared with Wisconsin; Science Spring 2021



ACT Students who Met College Readiness Benchmarks: Waunakee compared with Wisconsin; Met all Four Spring 2021

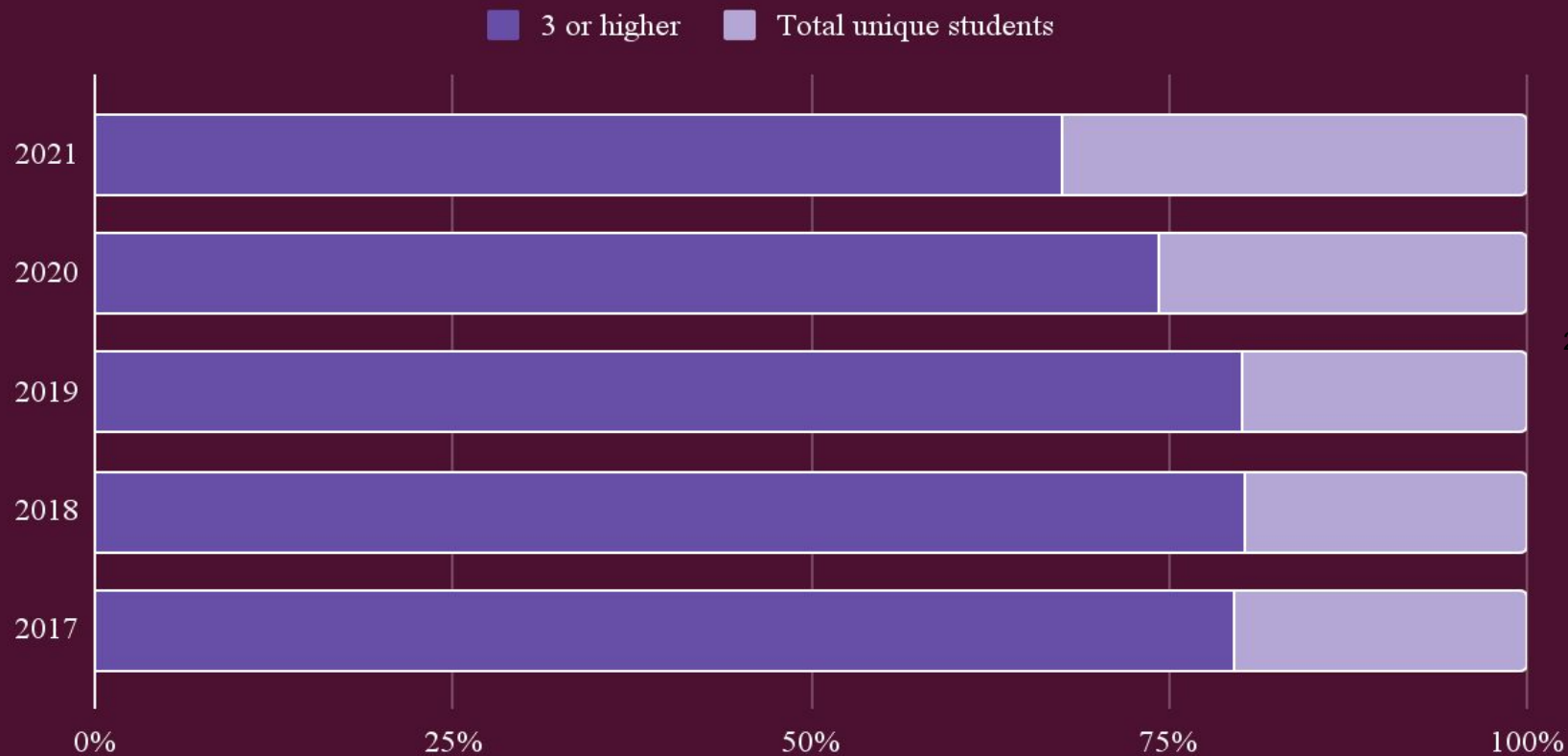


AP DATA



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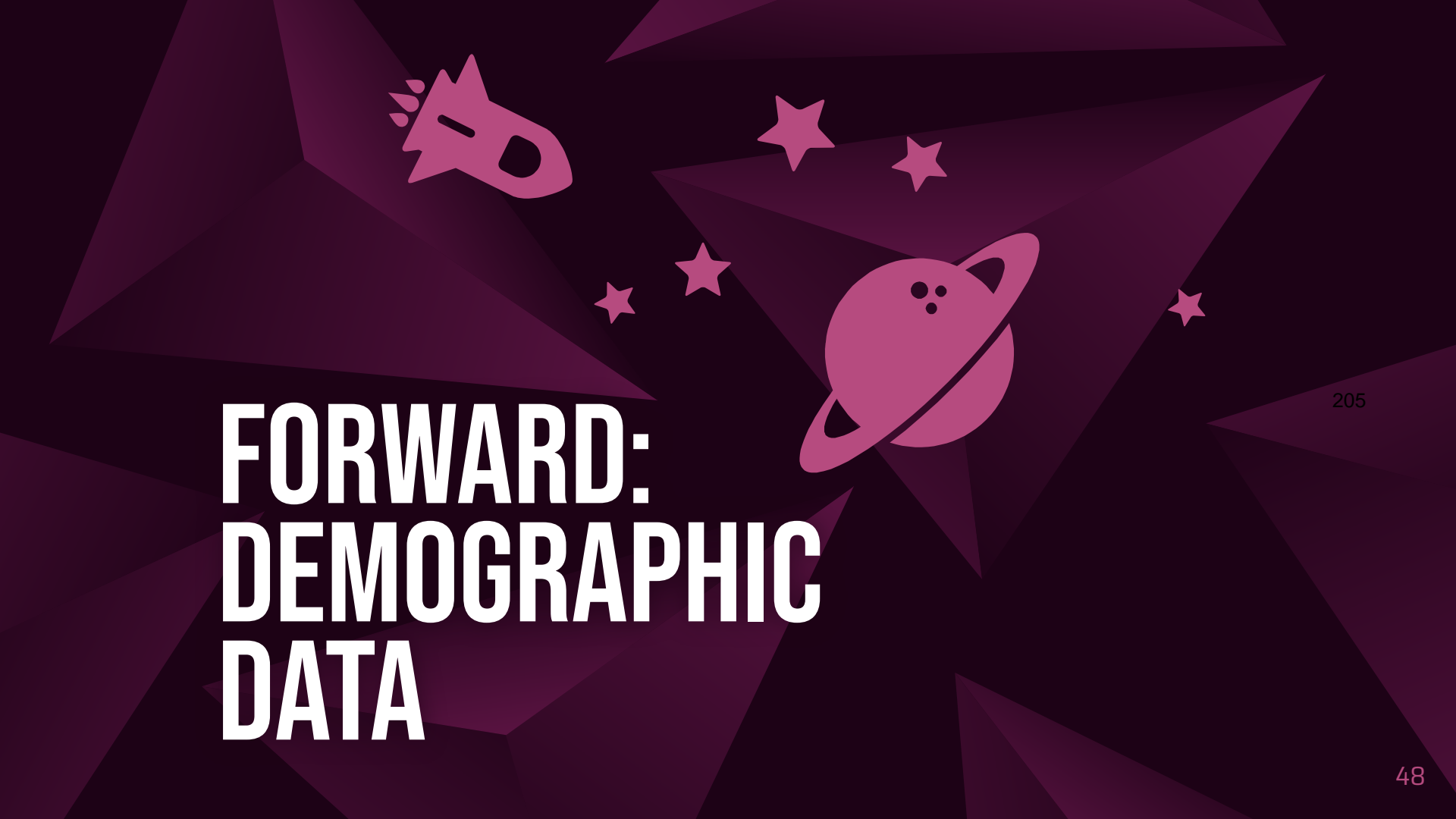
AP Testing, Scoring 3 or higher, Over time



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AP TESTING OVER TIME

YEAR	PERCENT OF TOTAL AP STUDENTS SCORING 3+	TOTAL STUDENTS TESTED	TOTAL NUMBER OF EXAMS
2021	67.56	450	750
2020	74.33	483	746
2019	80.26	456	788
2018	80.41	434	818
2017	79.59	441	748

The background is a dark purple color with a geometric pattern of lighter purple triangles. In the upper left, there is a stylized rocket ship icon. In the center, there are several five-pointed stars of varying sizes. On the right side, there is a stylized planet with a ring system, resembling Saturn. The text "FORWARD: DEMOGRAPHIC DATA" is written in a bold, white, sans-serif font, stacked in three lines on the left side of the image.

FORWARD: DEMOGRAPHIC DATA

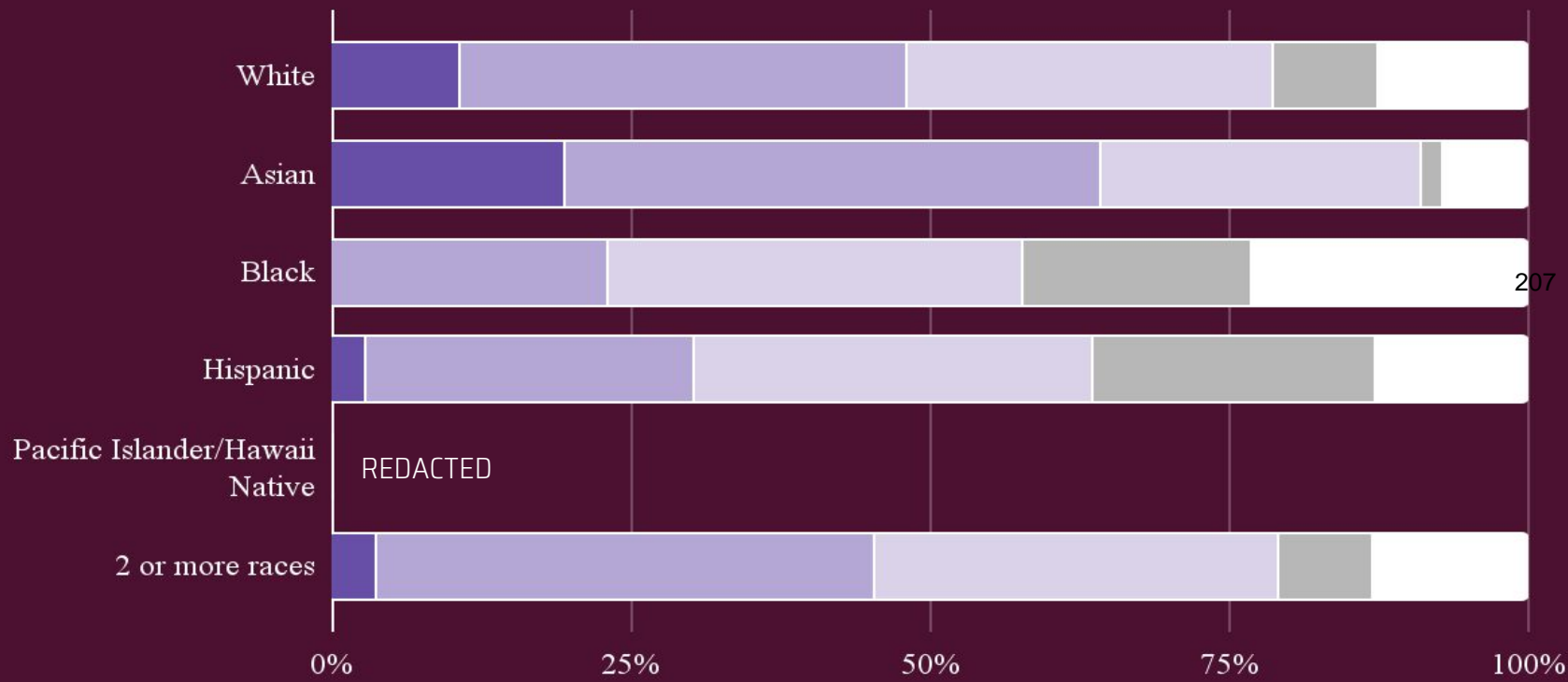
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ENGLISH LANGUAGE ARTS

All numerical data for graphs can be found in the Appendix

ELA Forward Demographic Breakdown: Race Spring 2021

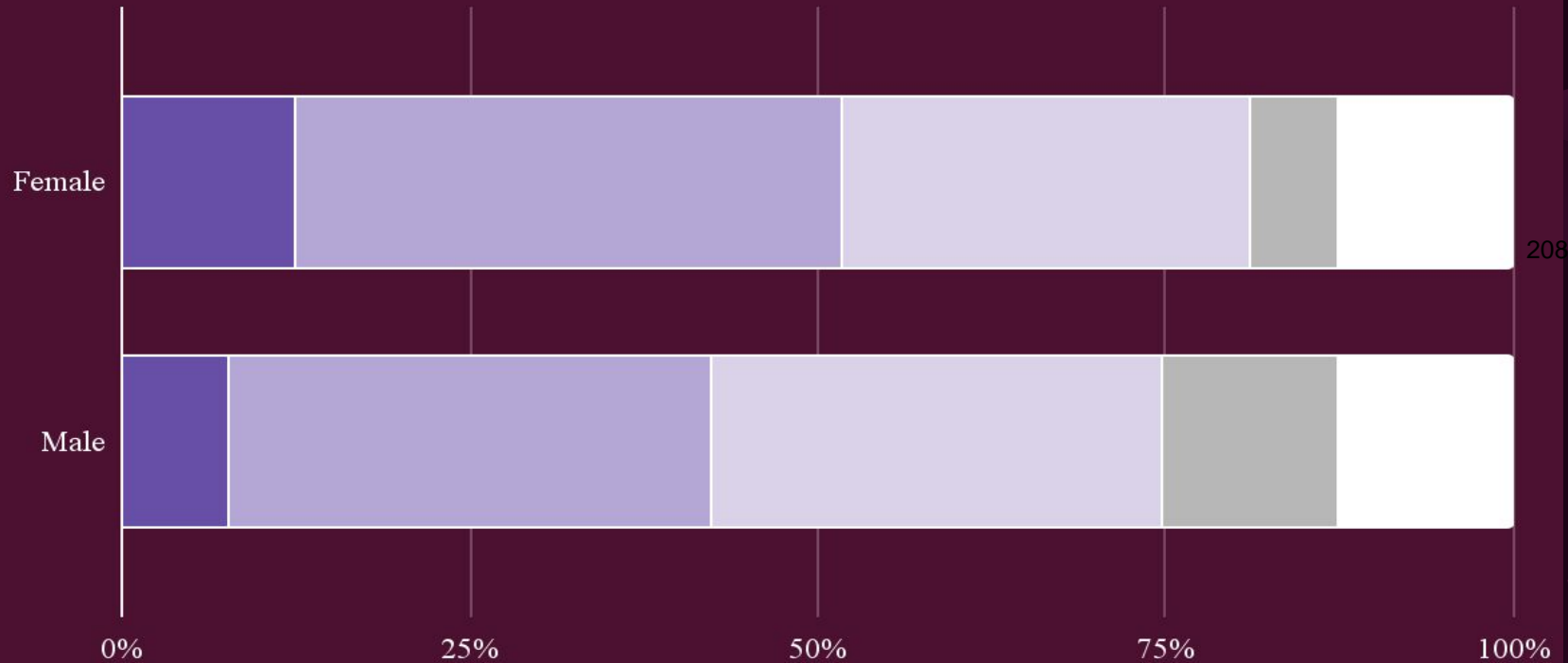
■ Advanced
 ■ Proficient
 ■ Basic
 ■ Below Basic
 ■ Non-tested



Note: In the category of Pacific Islander/Hawaii Native, there were less than 10 students so the data is redacted.

ELA Forward Demographic Breakdown: Gender Spring 2021

Advanced Proficient Basic Below Basic Non-tested

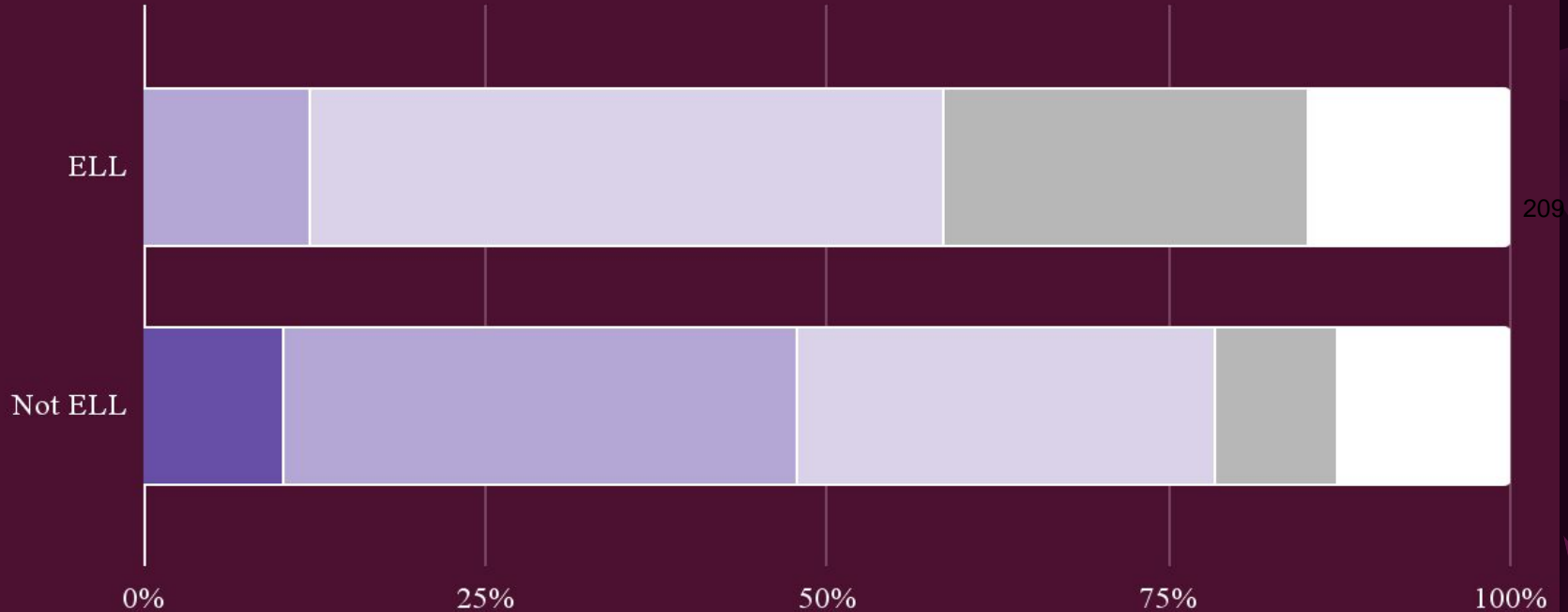


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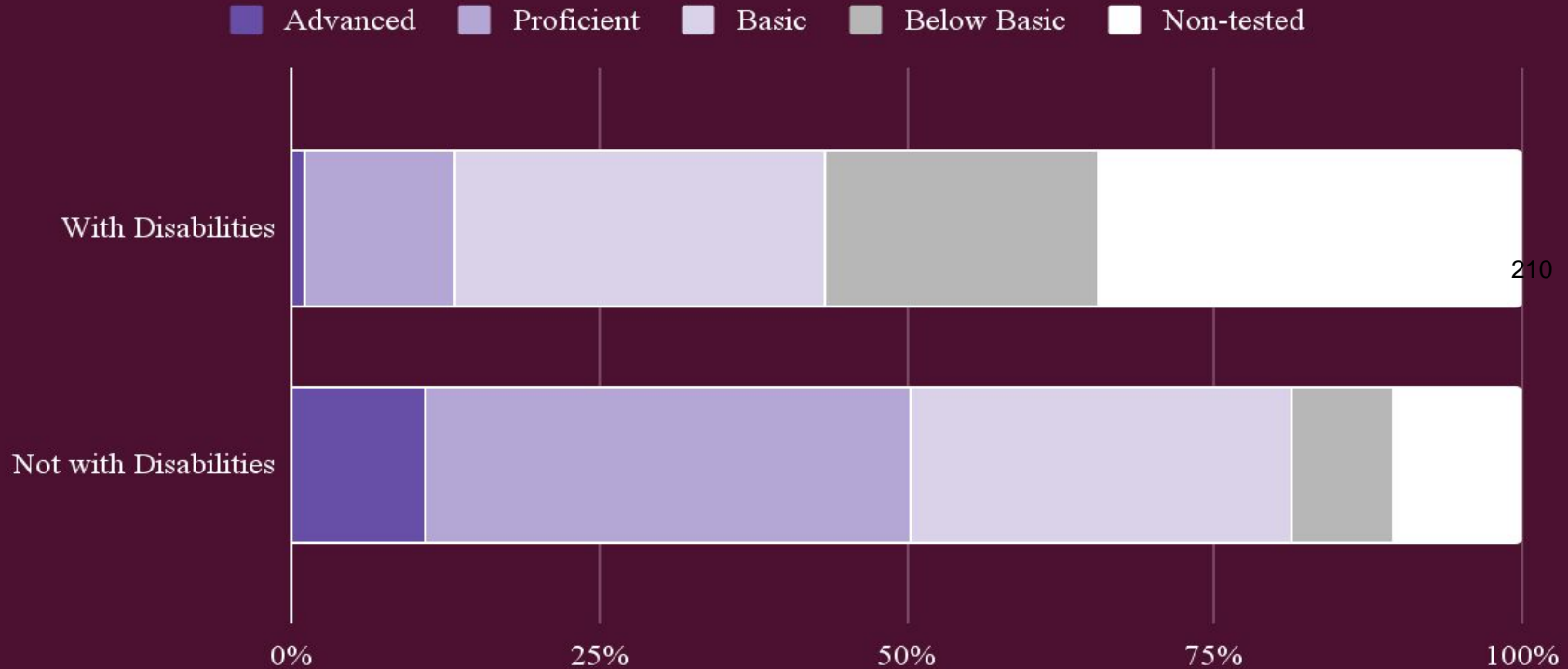
ELA Forward Demographic Breakdown: English Language Learners

Spring 2021

Advanced Proficient Basic Below Basic Non-tested

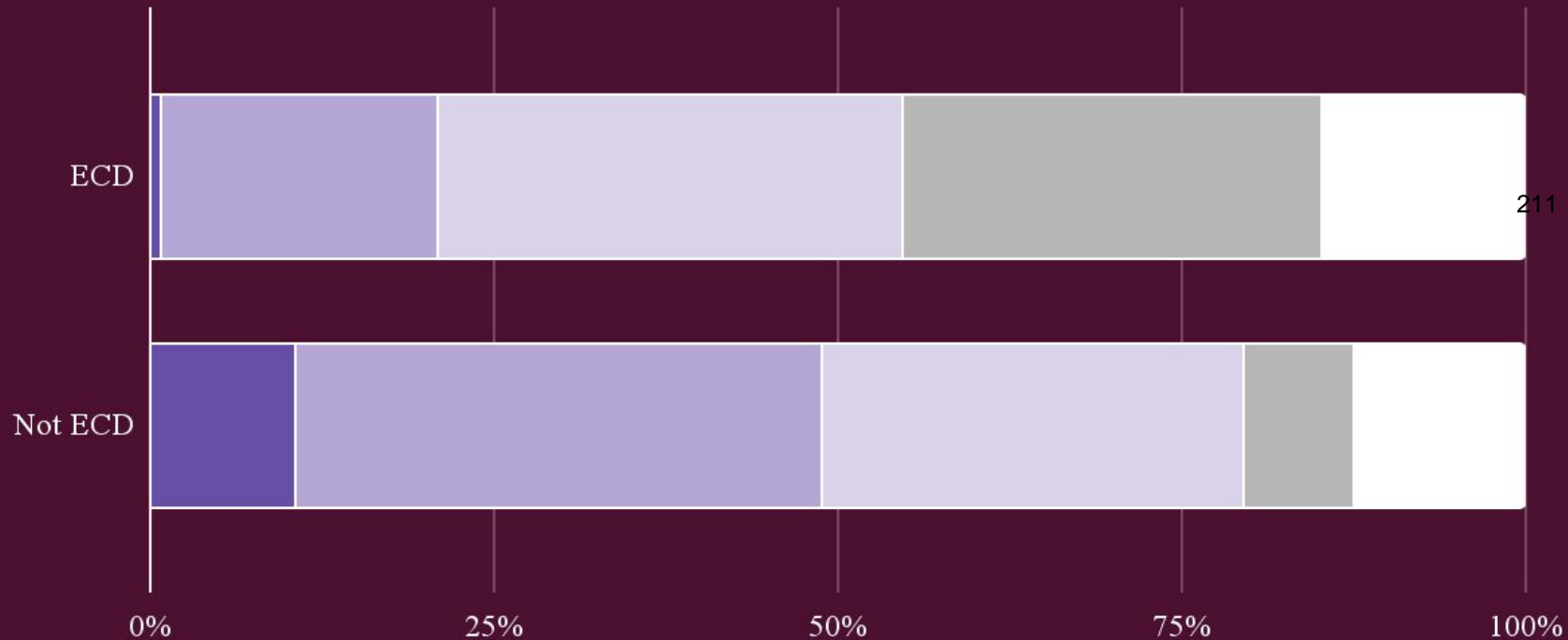


ELA Forward Demographic Breakdown: Students with Disabilities Spring 2021



ELA Forward Demographic Breakdown: Economically Disadvantaged Spring 2021

Advanced Proficient Basic Below Basic Non-tested

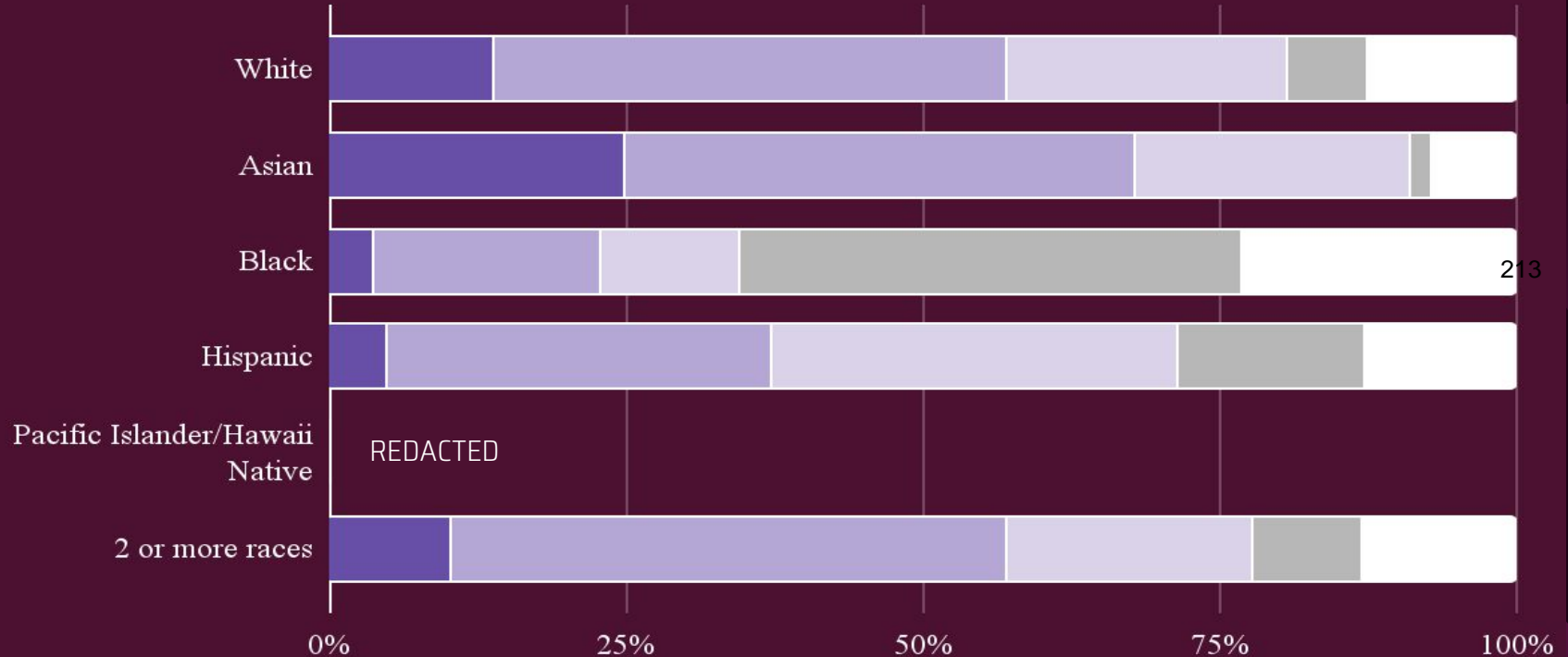


MATHEMATICS

All numerical data for graphs can be found in the Appendix

Math Forward Demographic Breakdown: Race Spring 2021

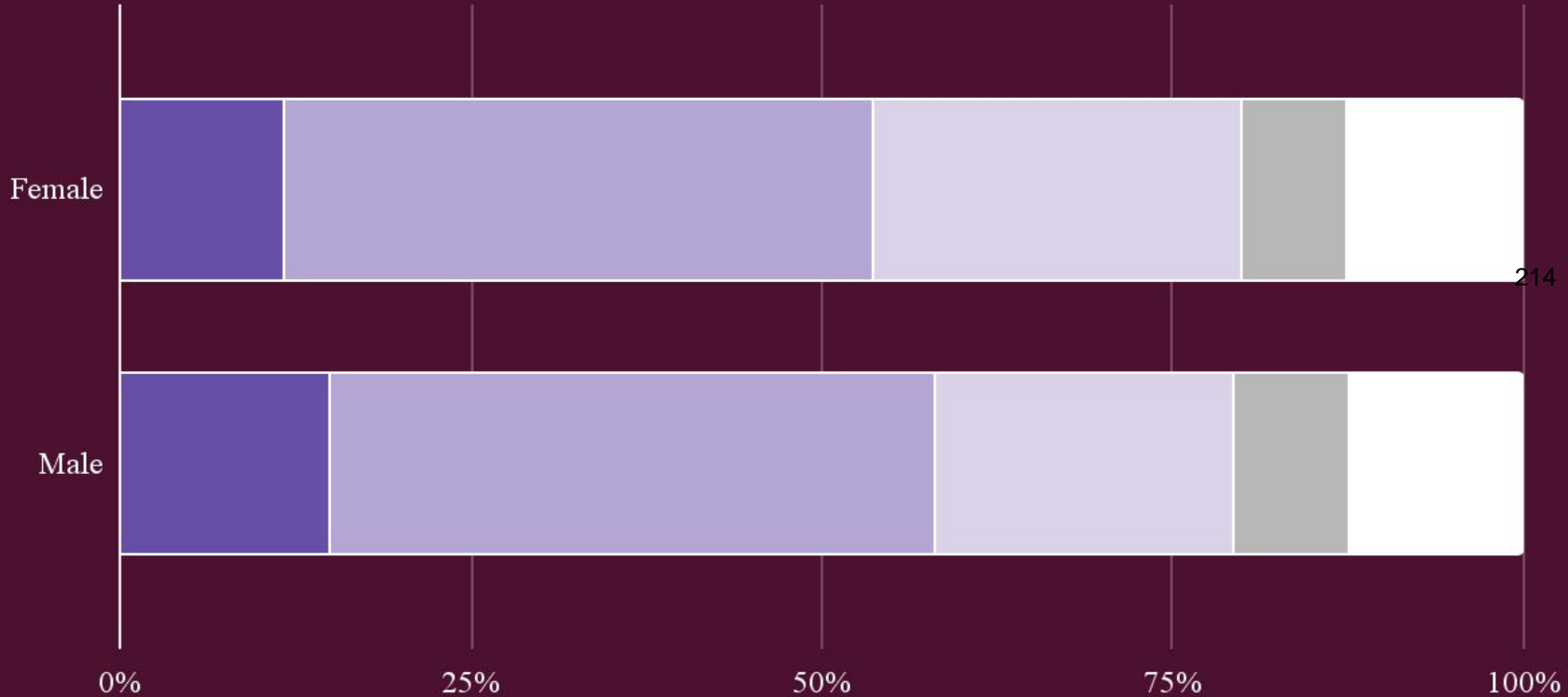
Advanced Proficient Basic Below Basic Non-tested



Note: In the category of Pacific Islander/Hawaii Native, there were less than 10 students so the data is redacted.

Math Forward Demographic Breakdown: Gender Spring 2021

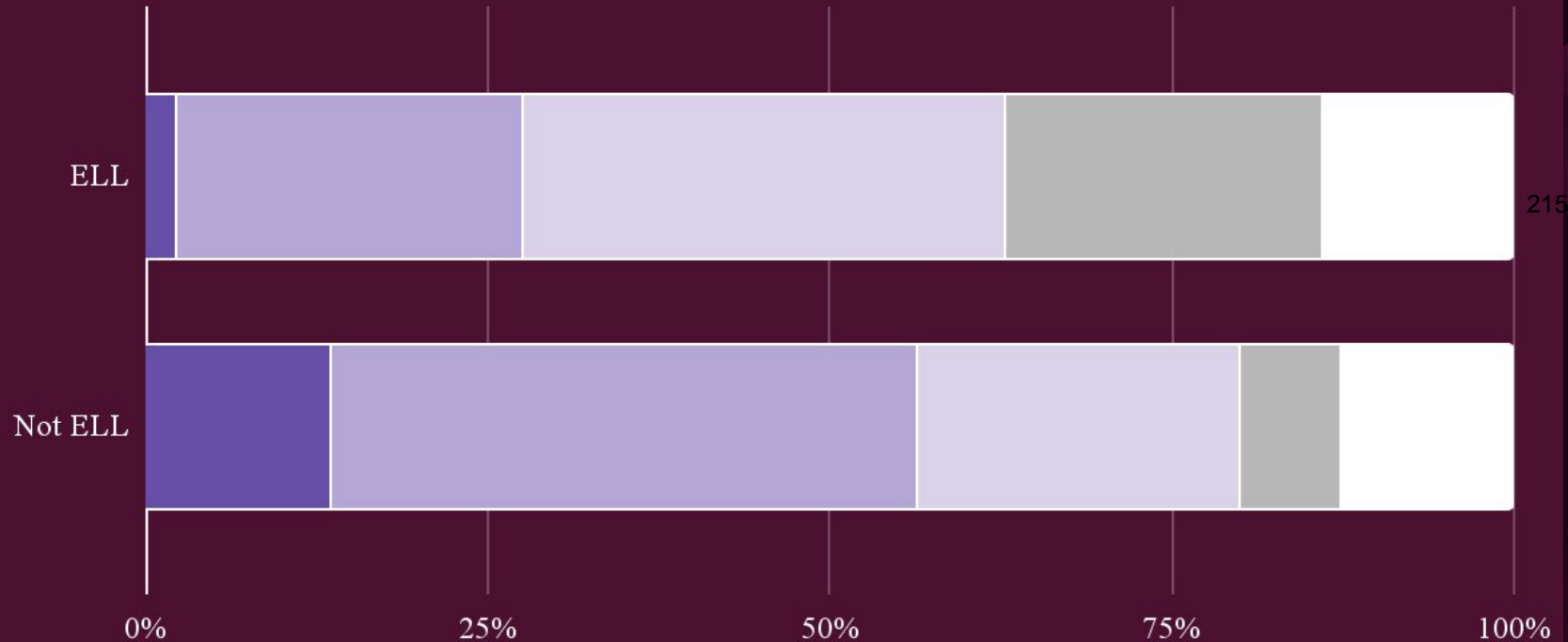
Advanced Proficient Basic Below Basic Non-tested



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Math Forward Demographic Breakdown: English Language Learners Spring 2021

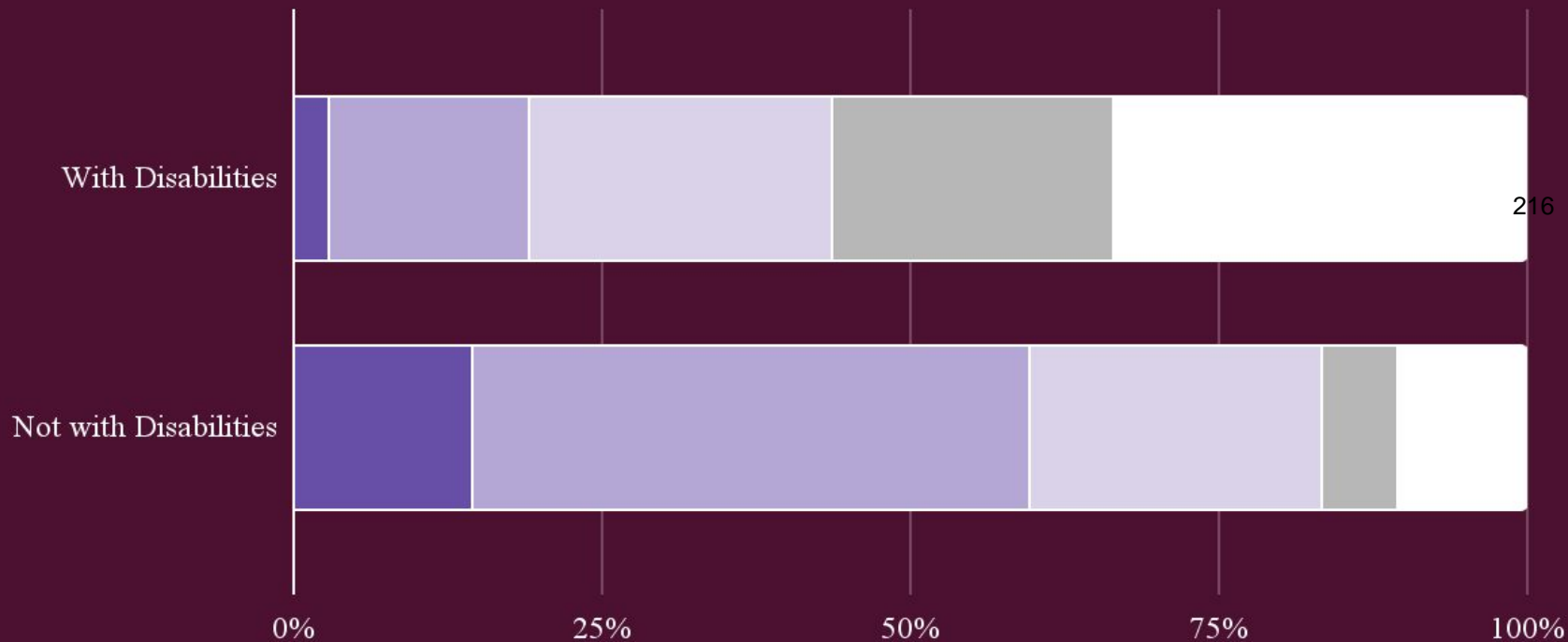
Advanced Proficient Basic Below Basic Non-tested



Math Forward Demographic Breakdown: Students with Disabilities

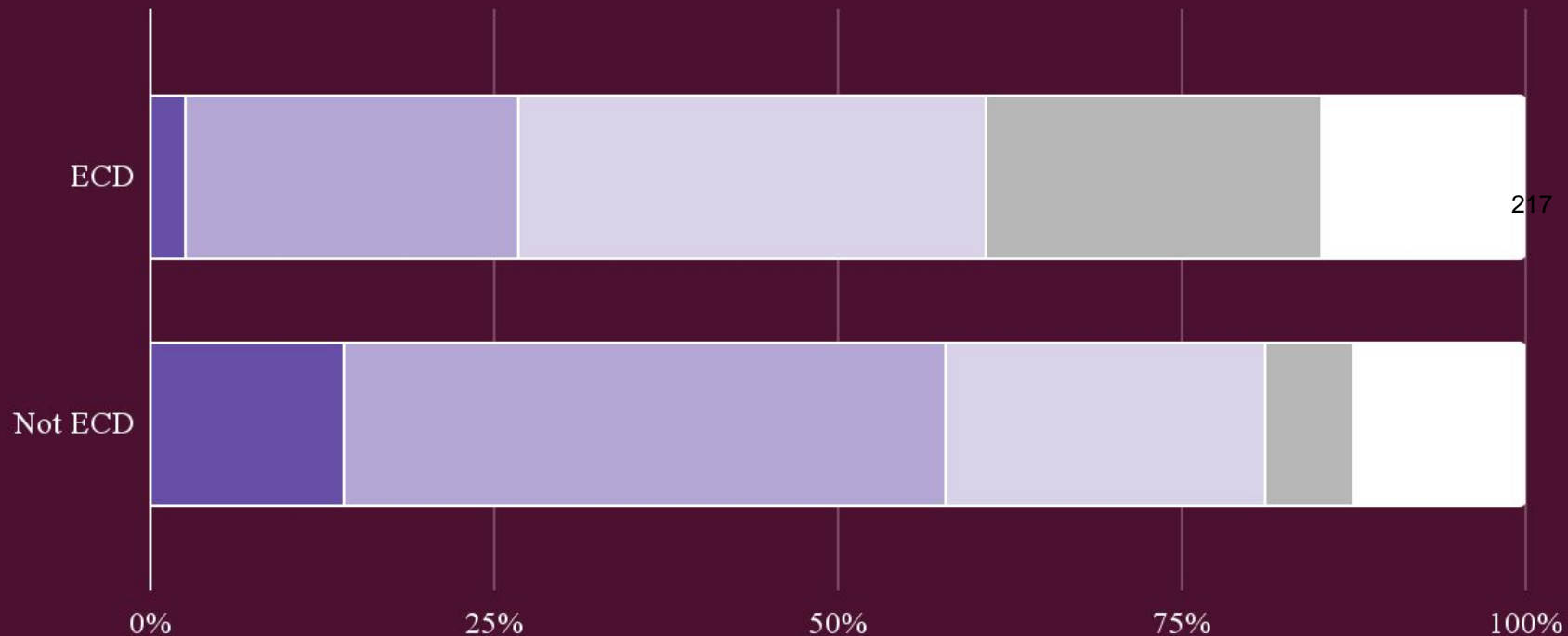
Spring 2021

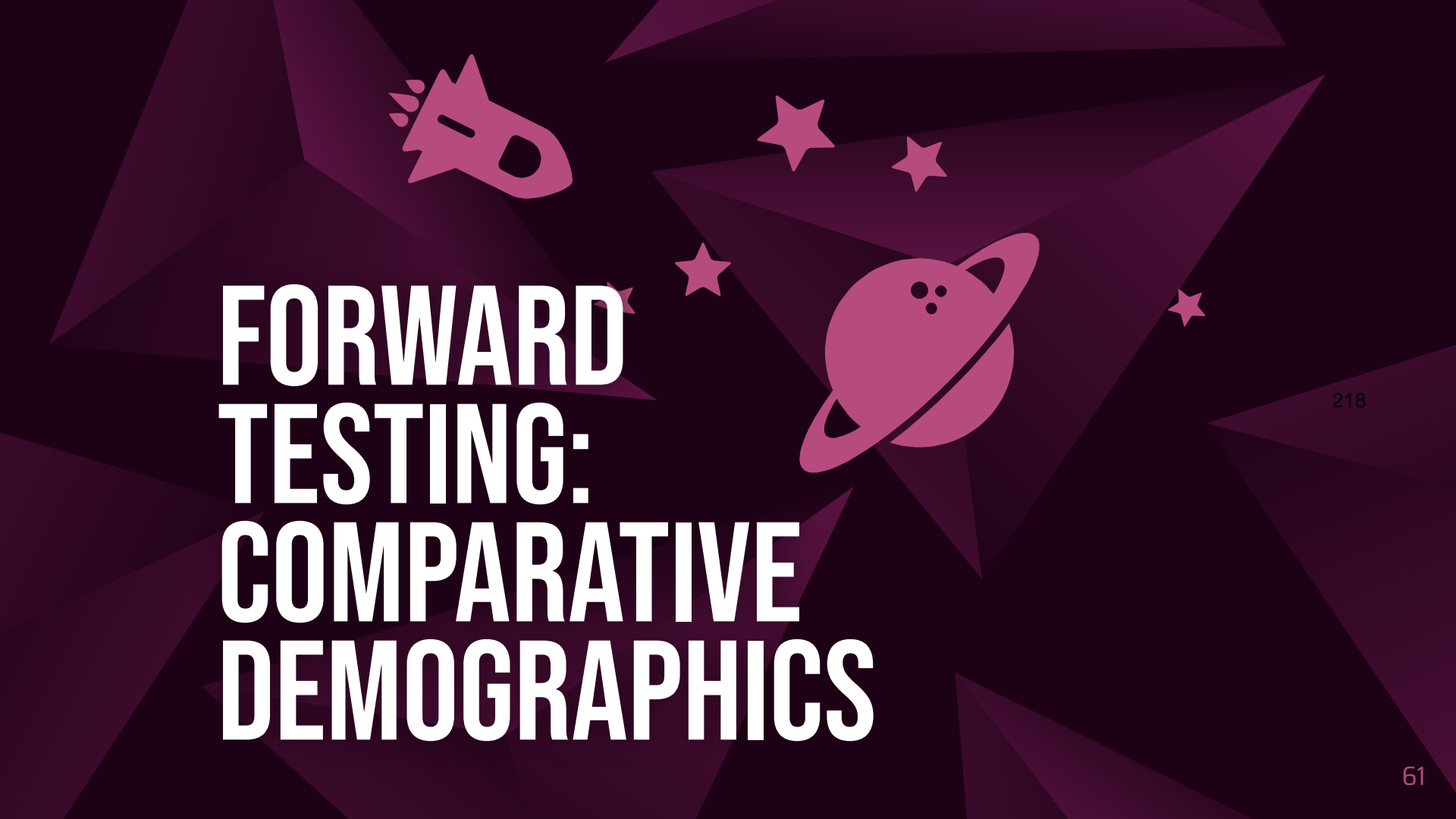
Advanced Proficient Basic Below Basic Non-tested



Math Forward Demographic Breakdown: Economically Disadvantaged Spring 2021

Advanced Proficient Basic Below Basic Non-tested



The background is a dark purple gradient with several large, lighter purple triangles pointing in various directions. In the upper left, there is a stylized rocket ship icon. In the center-right, there is a planet with a ring system and two small dots on its surface. Several five-pointed stars of varying sizes are scattered across the background.

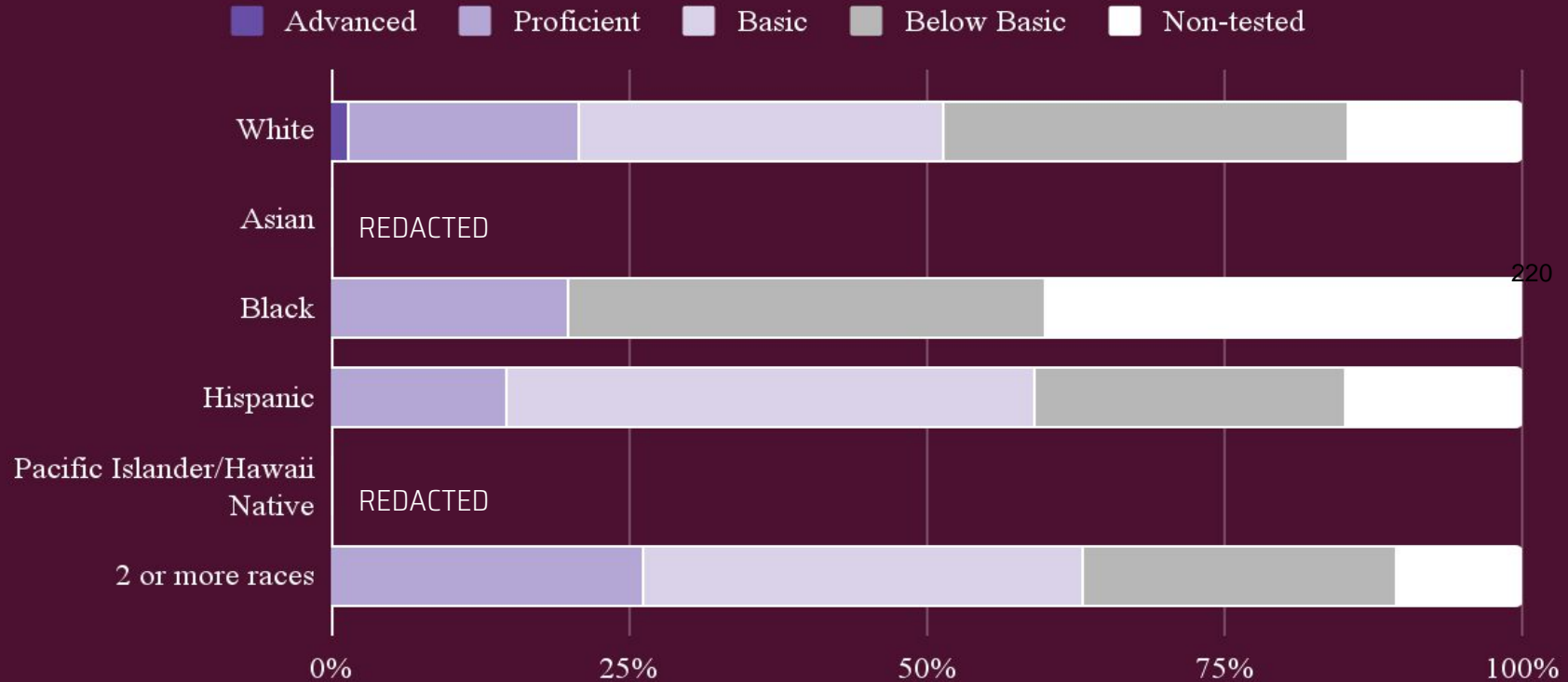
FORWARD TESTING: COMPARATIVE DEMOGRAPHICS

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ENGLISH LANGUAGE ARTS

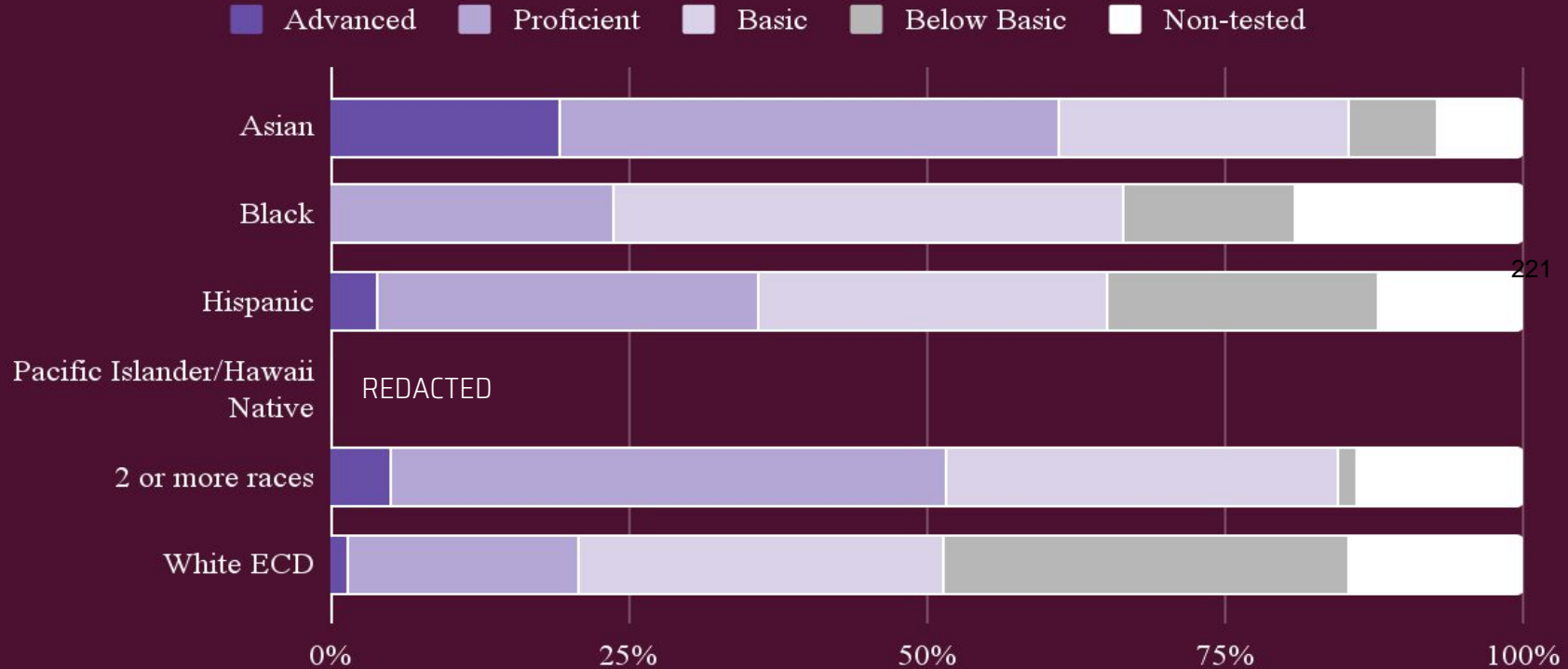
All numerical data for graphs can be found in the Appendix

Forward ELA Comparative Demographics: Economically Disadvantaged and Race Spring 2021



Note: In the category of Asian and Pacific Islander/Hawaii Native, there were less than 5 students so the data is redacted.

Forward ELA Comparative Demographics: Not Economically Disadvantaged + Race with White ECD Spring 2021

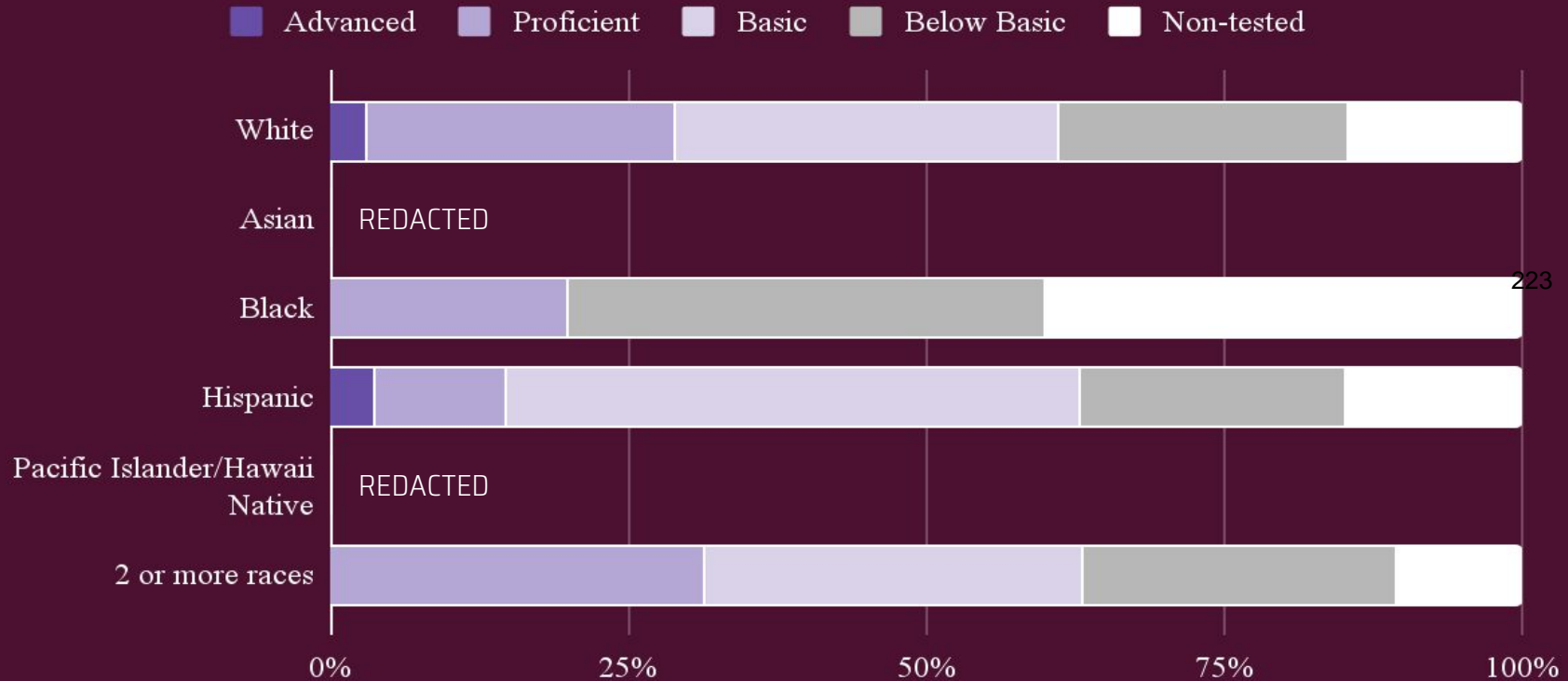


Note: In the category of Pacific Islander/Hawaii Native, there were less than 10 students so the data is redacted.

MATHEMATICS

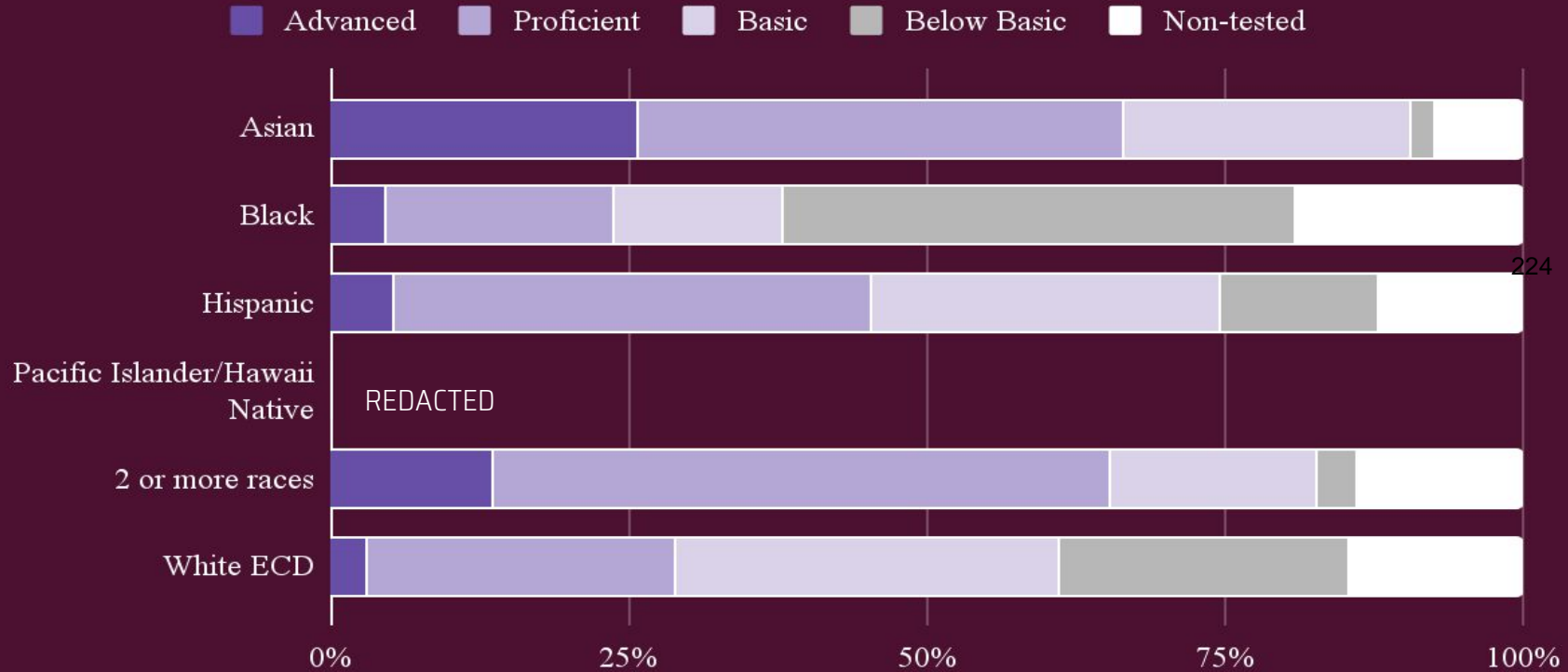
All numerical data for graphs can be found in the Appendix

Forward Math Comparative Demographics: Economically Disadvantaged and Race Spring 2021



Note: In the category of Asian and Pacific Islander/Hawaii Native, there were less than 5 students so the data is redacted.

Forward Math Comparative Demographics: Not Economically Disadvantaged + Race with White ECD Spring 2021



Note: In the category of and Pacific Islander/Hawaii Native, there were less than 10 students so the data is redacted.

The background is a dark purple field with large, angular, lighter purple shapes. In the upper left, there is a stylized rocket ship with a flame trail. Scattered throughout are several five-pointed stars of varying sizes. In the center-right, there is a planet with a ring system and two small moons. The text 'ACT ASPIRE DEMOGRAPHIC DATA' is positioned in the lower-left quadrant.

ACT ASPIRE DEMOGRAPHIC DATA

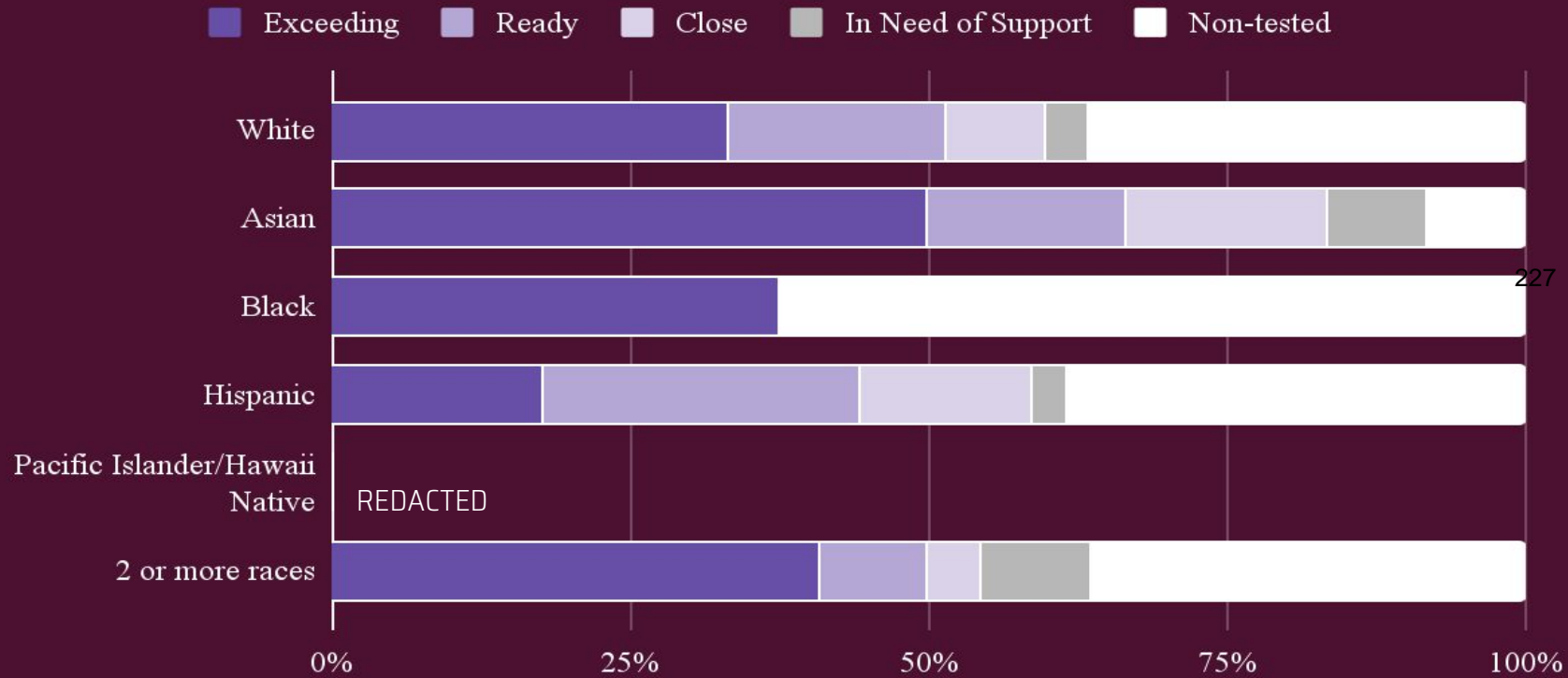
225

ENGLISH LANGUAGE ARTS

All numerical data for graphs can be found in the Appendix

ELA ACT Aspire Demographic Breakdown 9th and 10th grade: Race

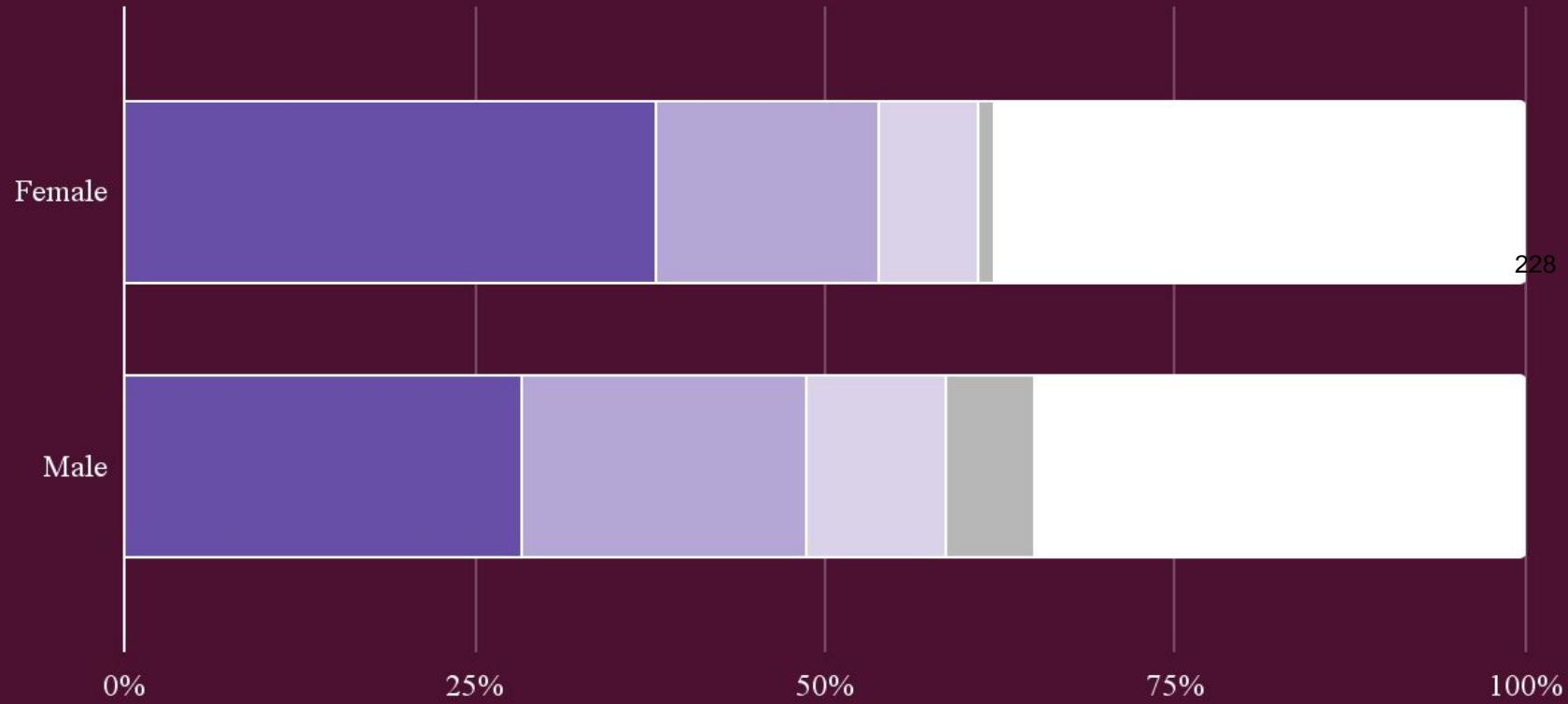
Spring 2021



Note: In the category of Pacific Islander/Hawaii Native, there were less than 5 students so the data is redacted.

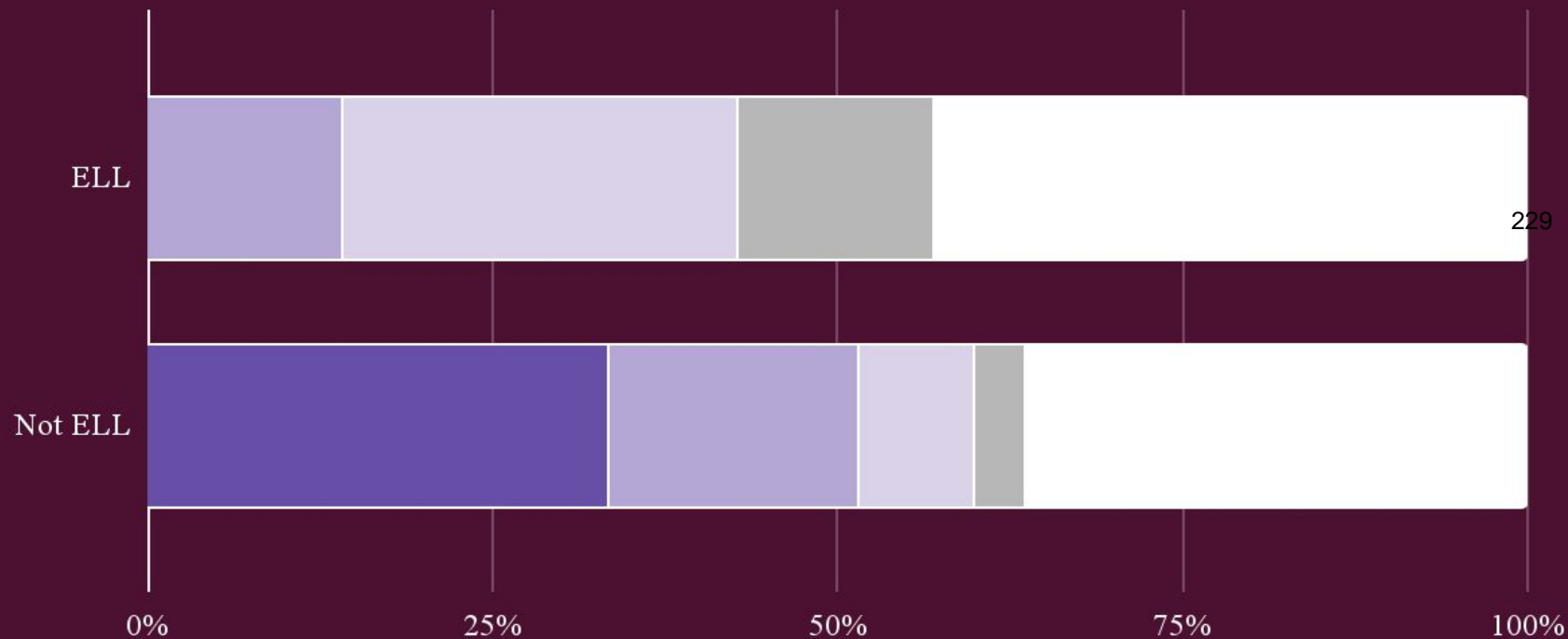
ELA ACT Aspire Demographic Breakdown: Gender Spring 2021

Exceeding Ready Close In Need of Support Non-tested



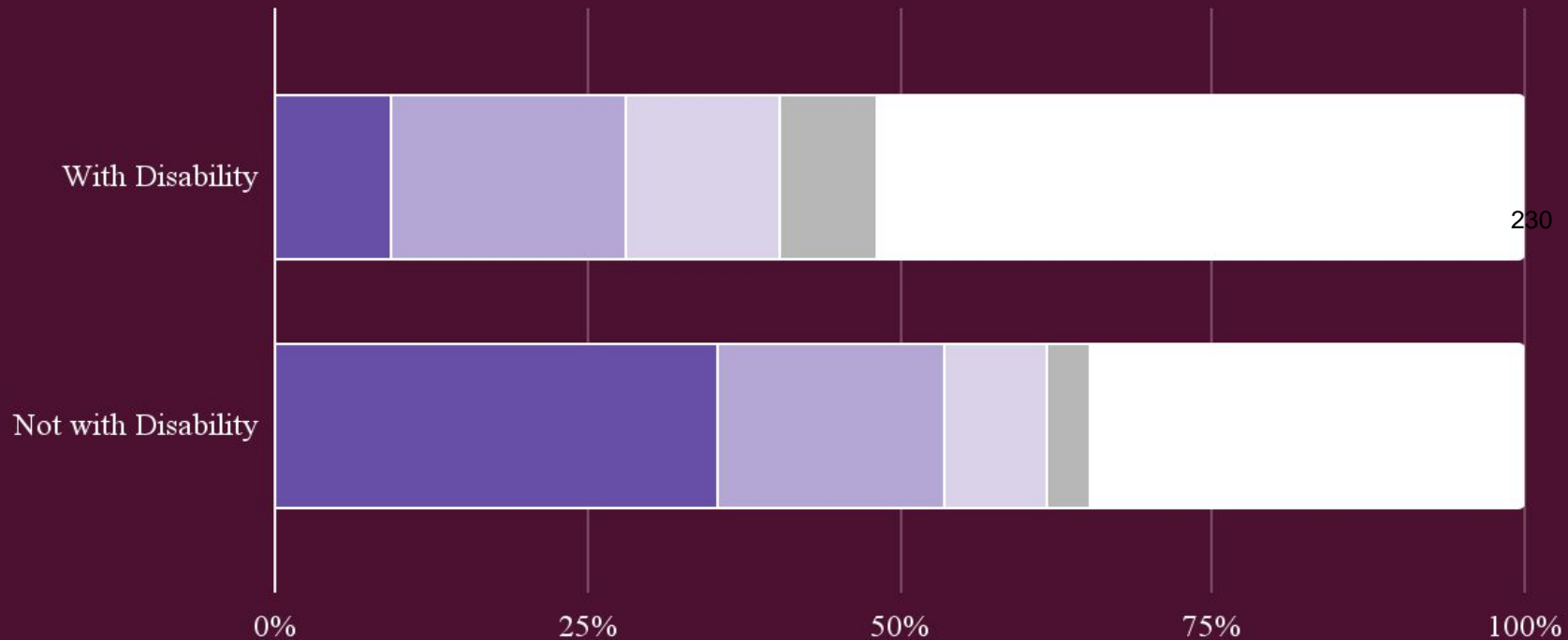
ELA ACT Aspire Demographic Breakdown: English Language Learners Spring 2021

Exceeding Ready Close In Need of Support Non-tested



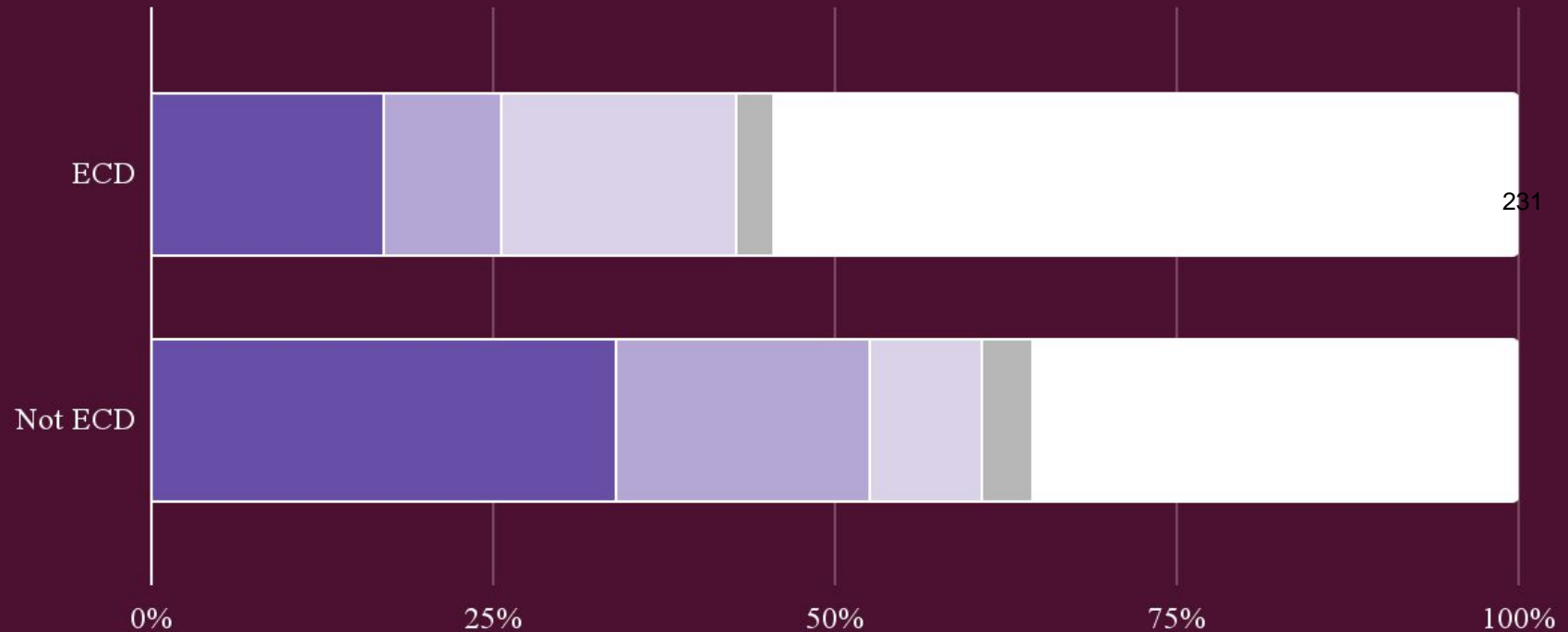
ELA ACT Aspire Demographic Breakdown: Students with Disabilities Spring 2021

Exceeding Ready Close In Need of Support Non-tested



ELA ACT Aspire Demographic Breakdown: Economically Disadvantaged Spring 2021

■ Exceeding ■ Ready ■ Close ■ In Need of Support ■ Non-tested

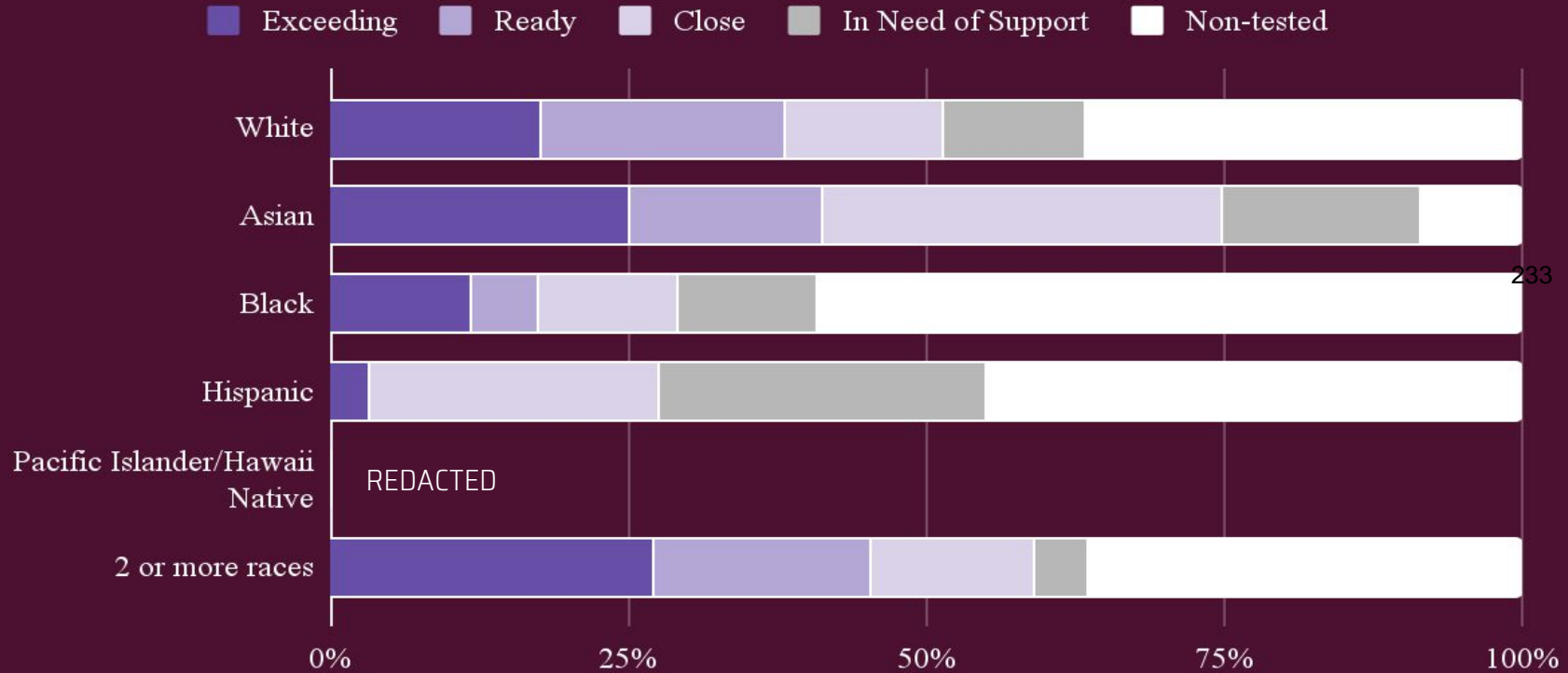


MATHEMATICS

All numerical data for graphs can be found in the Appendix

Math ACT Aspire Demographic Breakdown 9th and 10th grade: Race Spring 2021

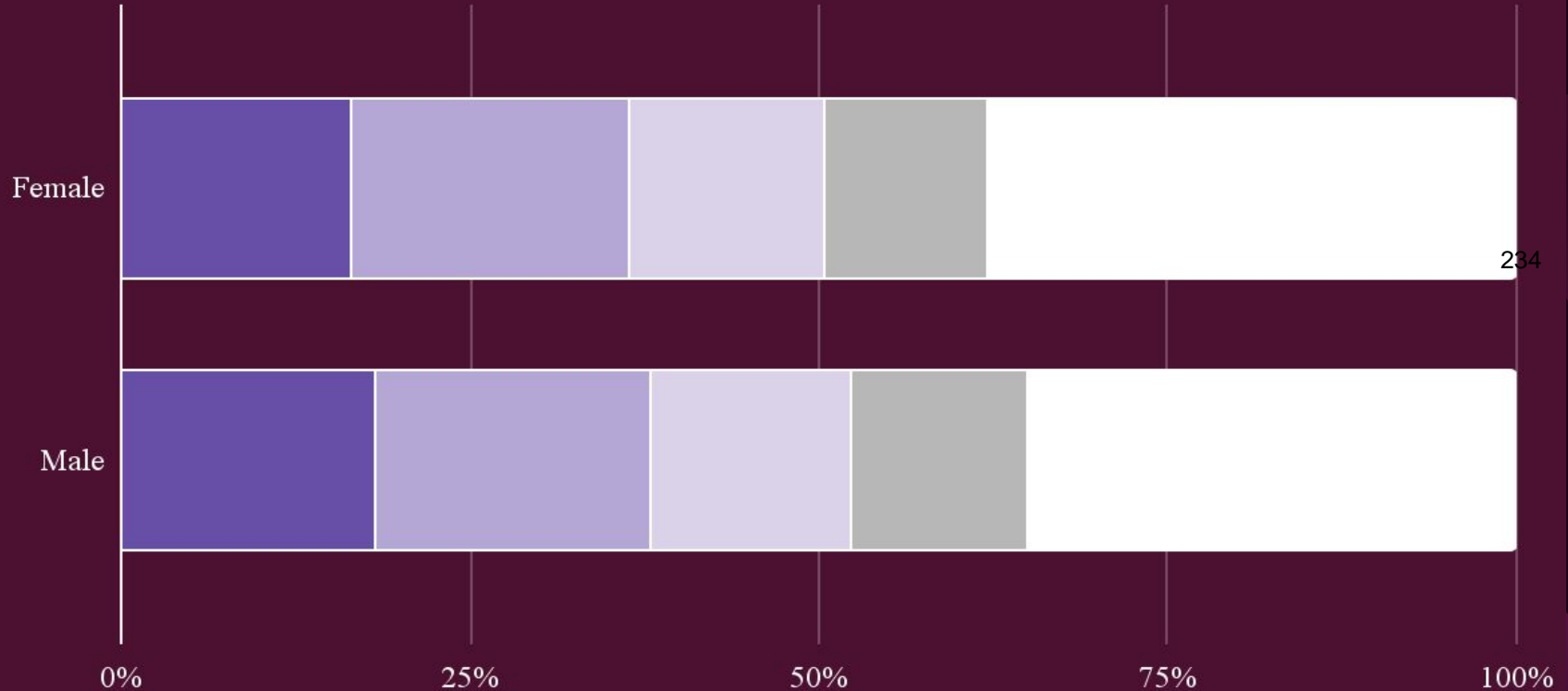
Race



Note: In the category of Pacific Islander/Hawaii Native, there were less than 5 students so the data is redacted.

Math ACT Aspire Demographic Breakdown: Gender Spring 2021

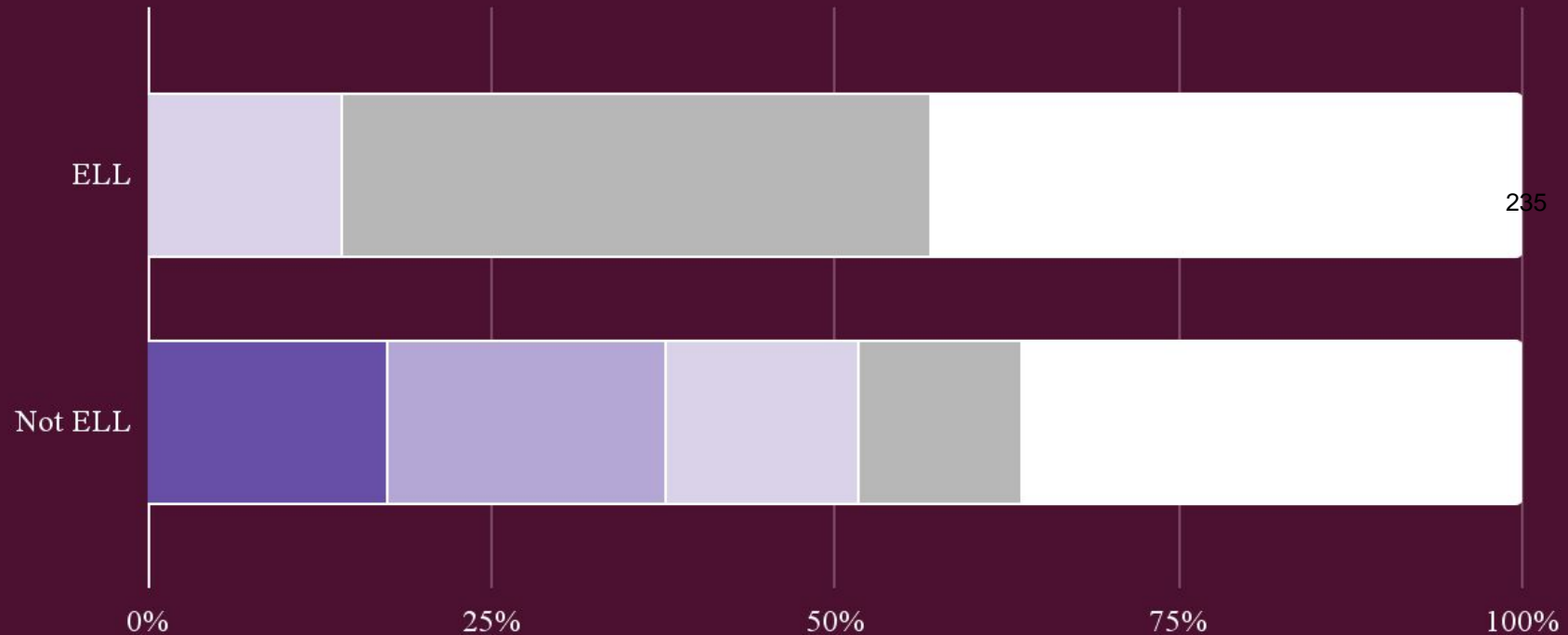
Exceeding Ready Close In Need of Support Non-tested



Math ACT Aspire Demographic Breakdown

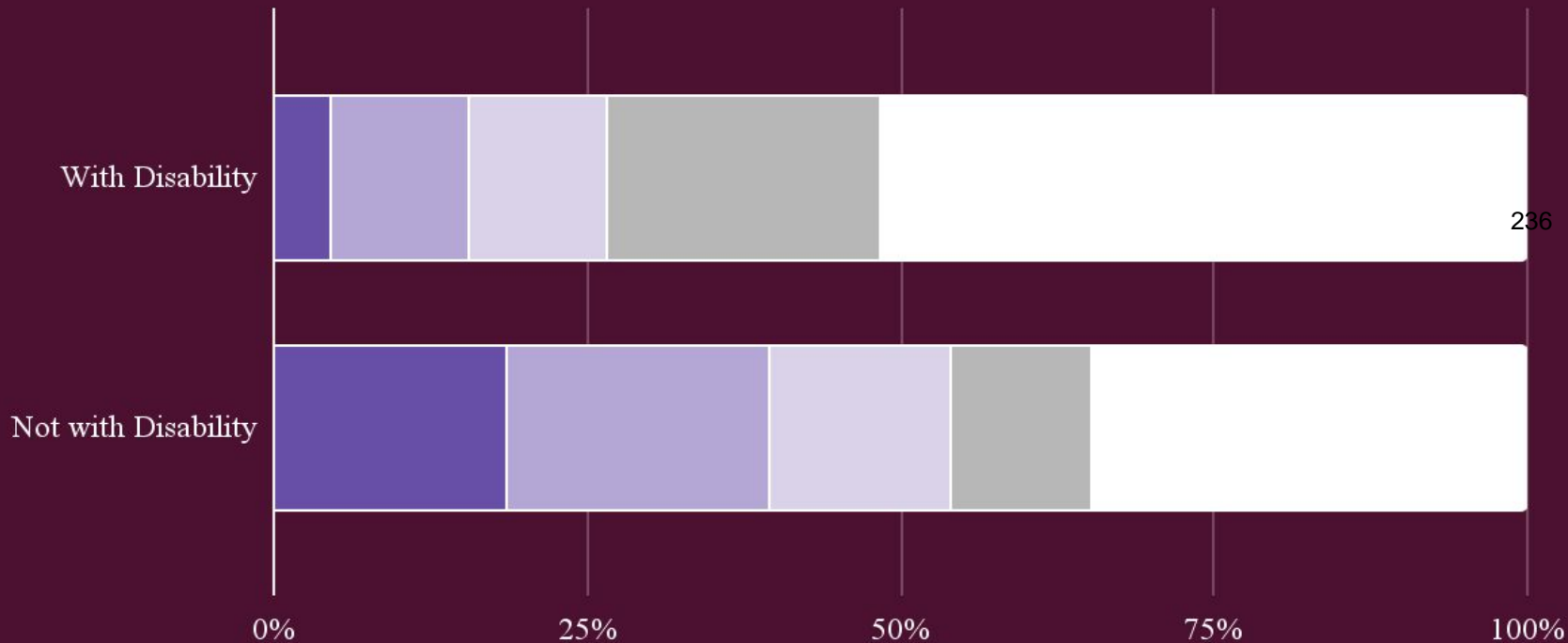
English Language Learners Spring 2021

Exceeding Ready Close In Need of Support Non-tested



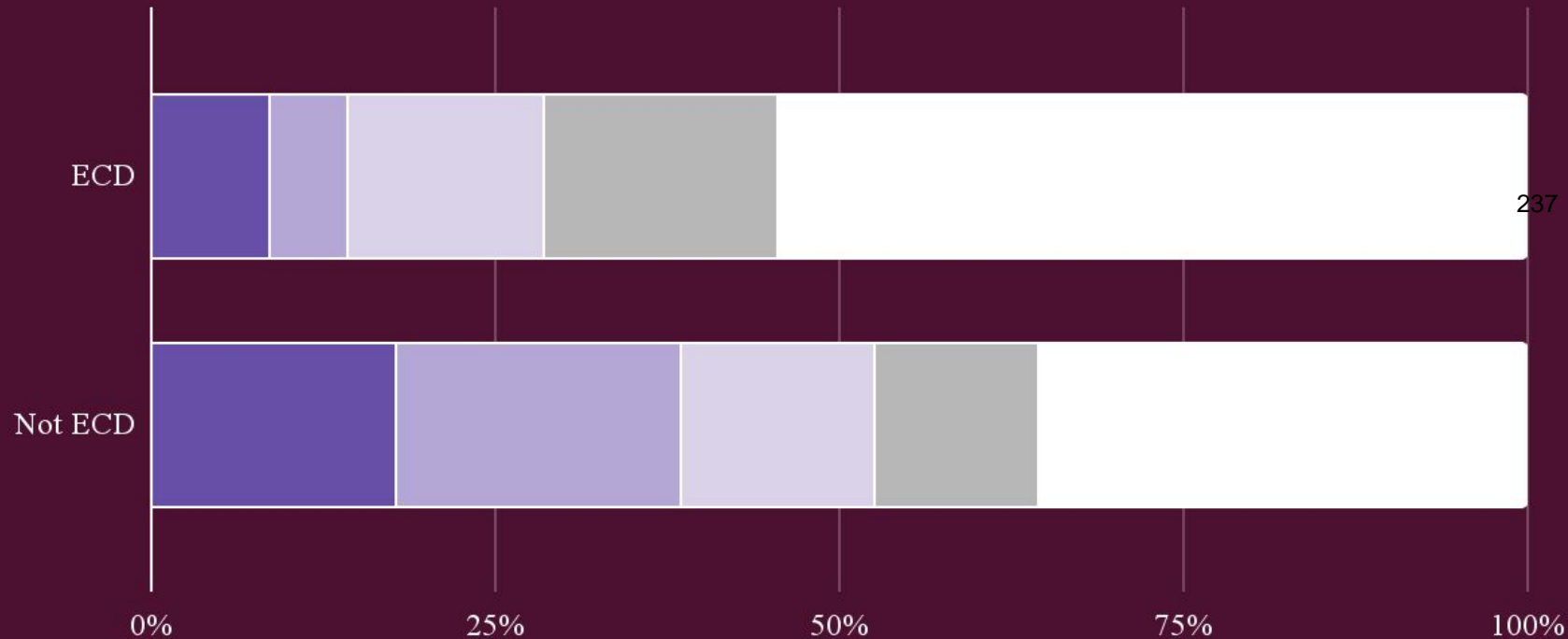
Math ACT Aspire Demographic Breakdown: Students with Disabilities Spring 2021

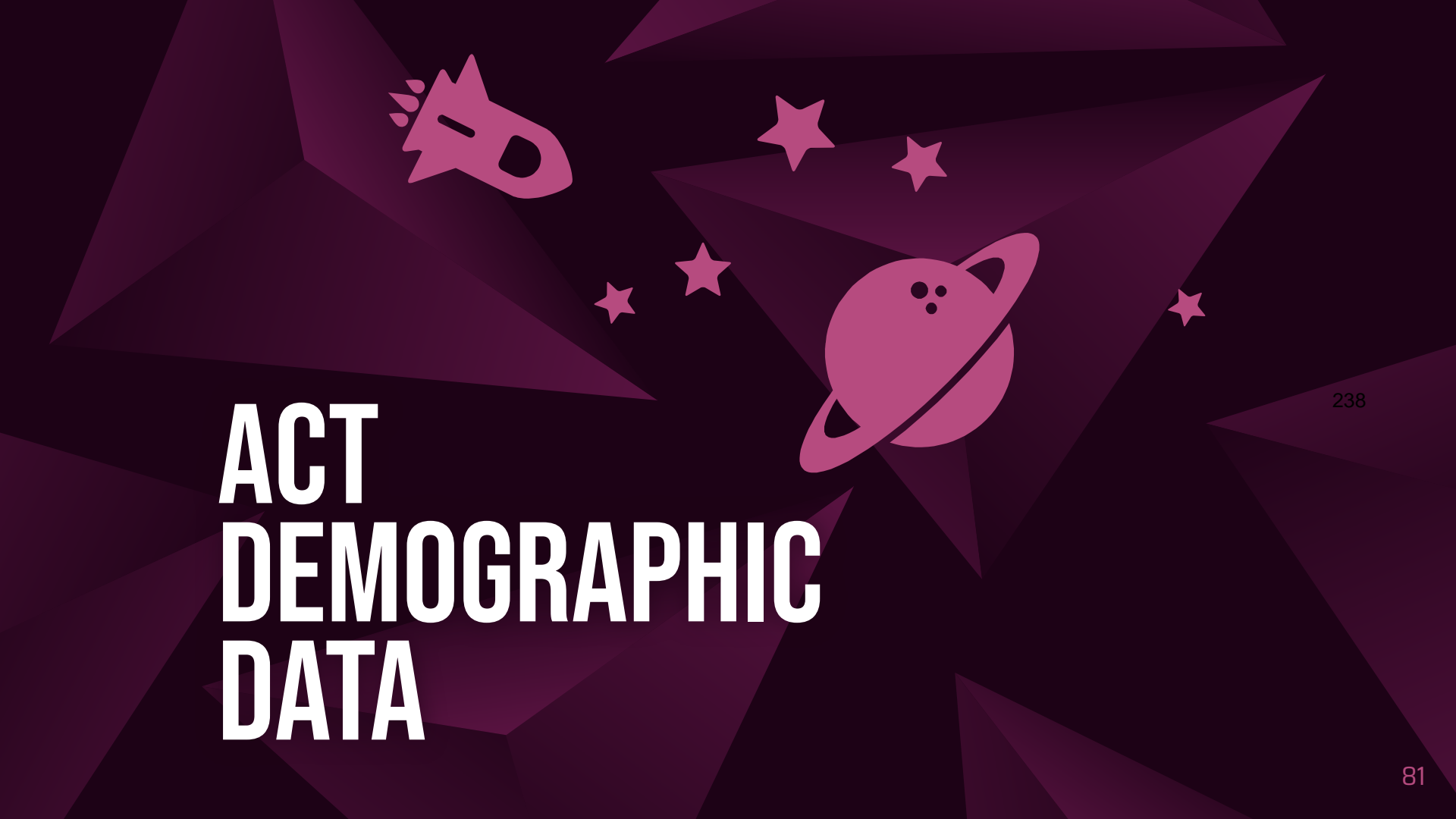
Exceeding Ready Close In Need of Support Non-tested



Math ACT Aspire Demographic Breakdown: Economically Disadvantaged Spring 2021

Exceeding Ready Close In Need of Support Non-tested

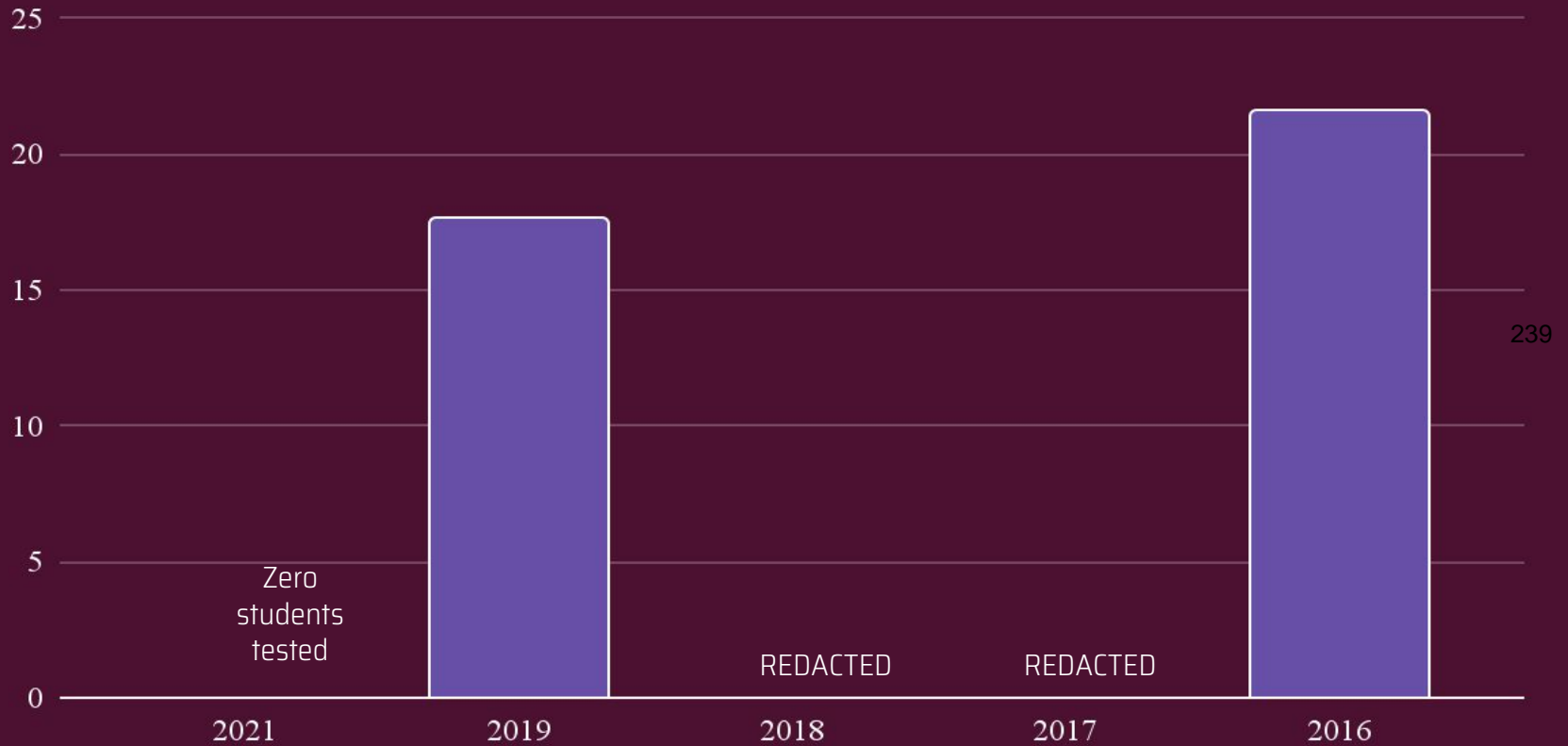


The background is a dark purple gradient with a geometric, low-poly pattern. It features several stylized space elements: a ringed planet with two small dots on its surface, several five-pointed stars of varying sizes, and a rocket ship with a flame trail. The text 'ACT DEMOGRAPHIC DATA' is prominently displayed in the lower-left quadrant.

ACT DEMOGRAPHIC DATA

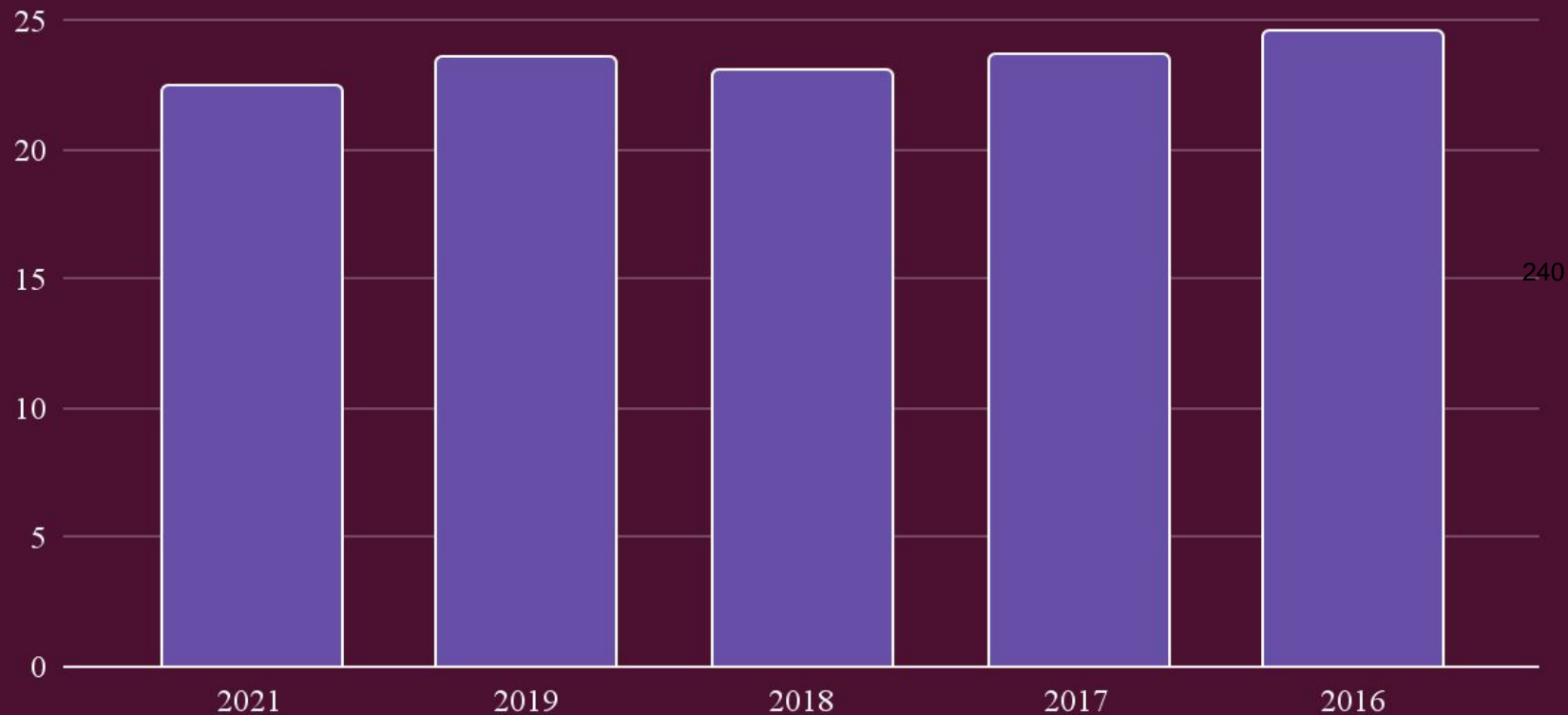
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ACT Composite Score over time for Black Students Spring 2021



Note: if there were less than five students, the data is redacted.

ACT Average Composite Score over time for White Students Spring 2021

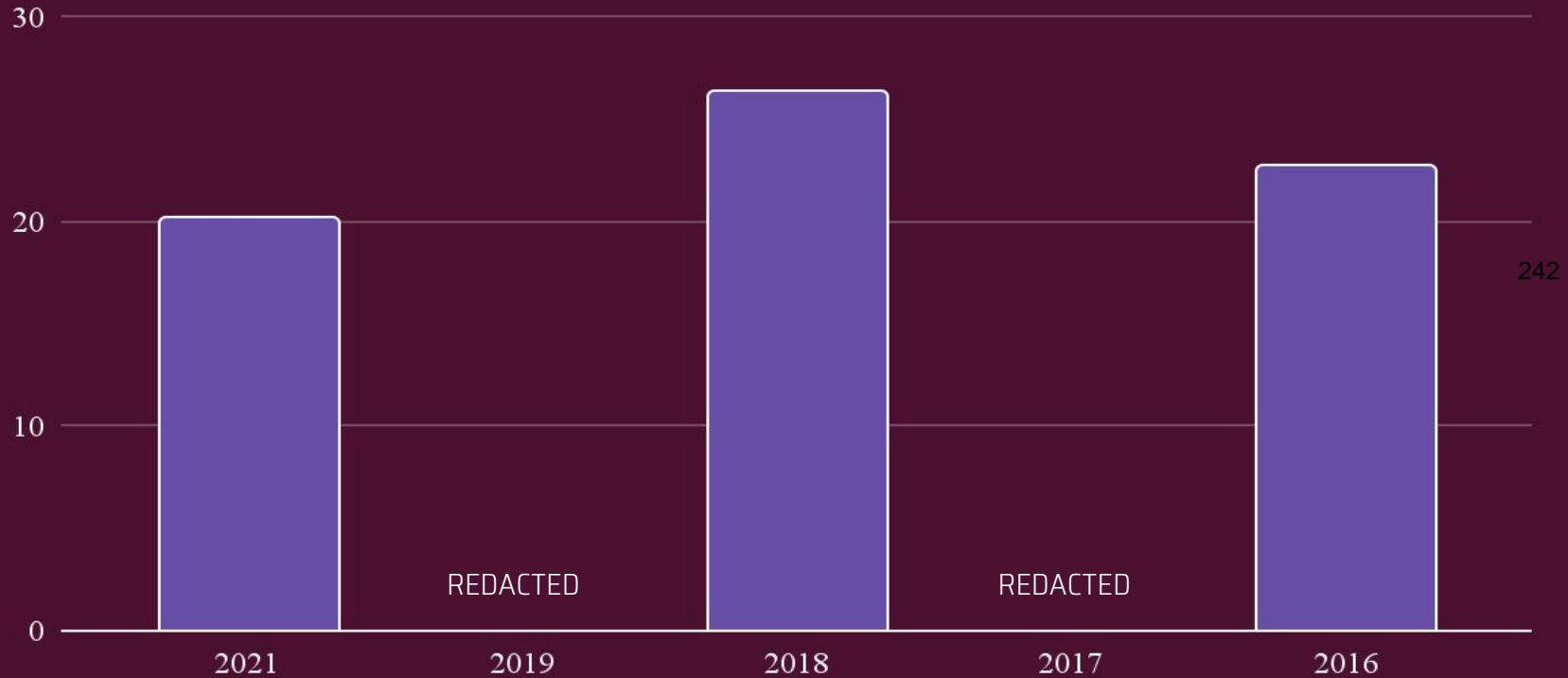


ACT Average Composite Score over time for Hispanic/Latinx Students

Spring 2021

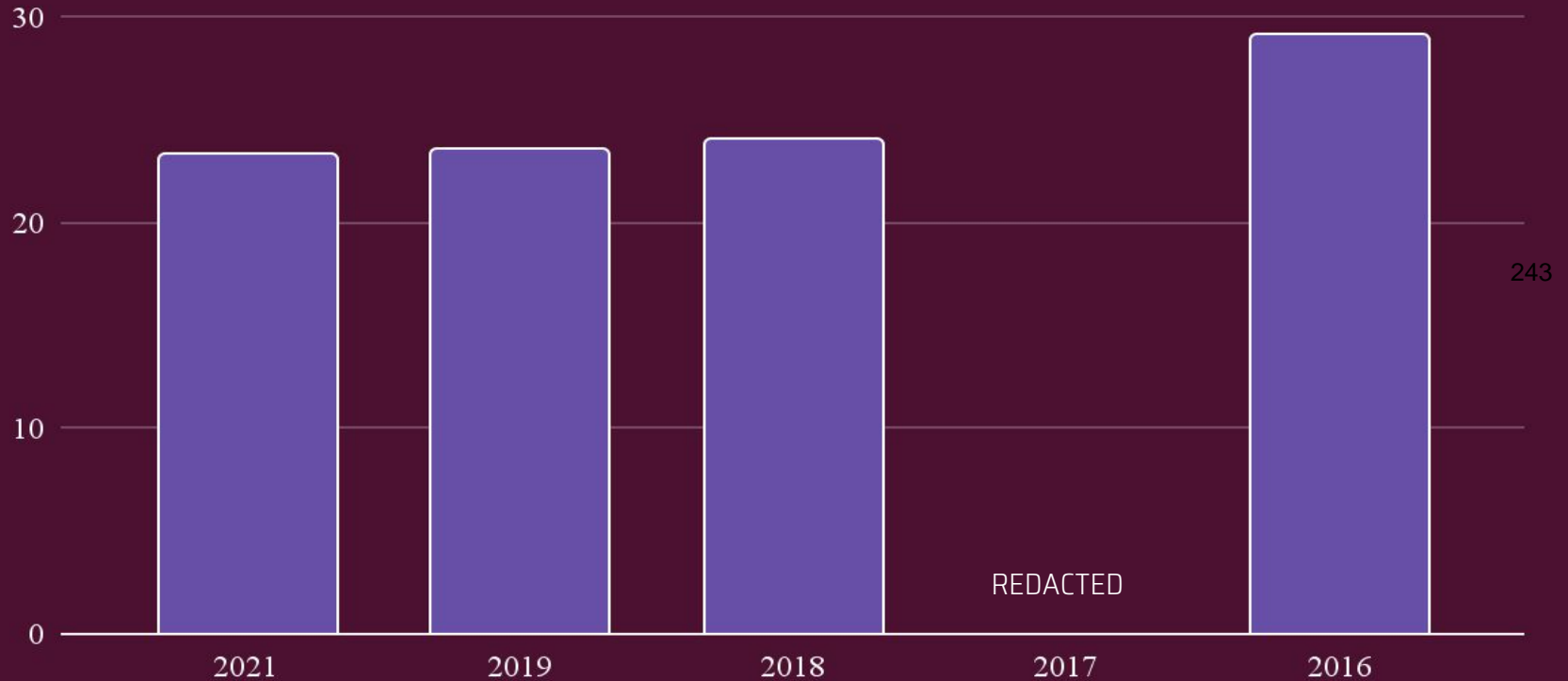


ACT Average Composite Score over time for Asian Students Spring 2021



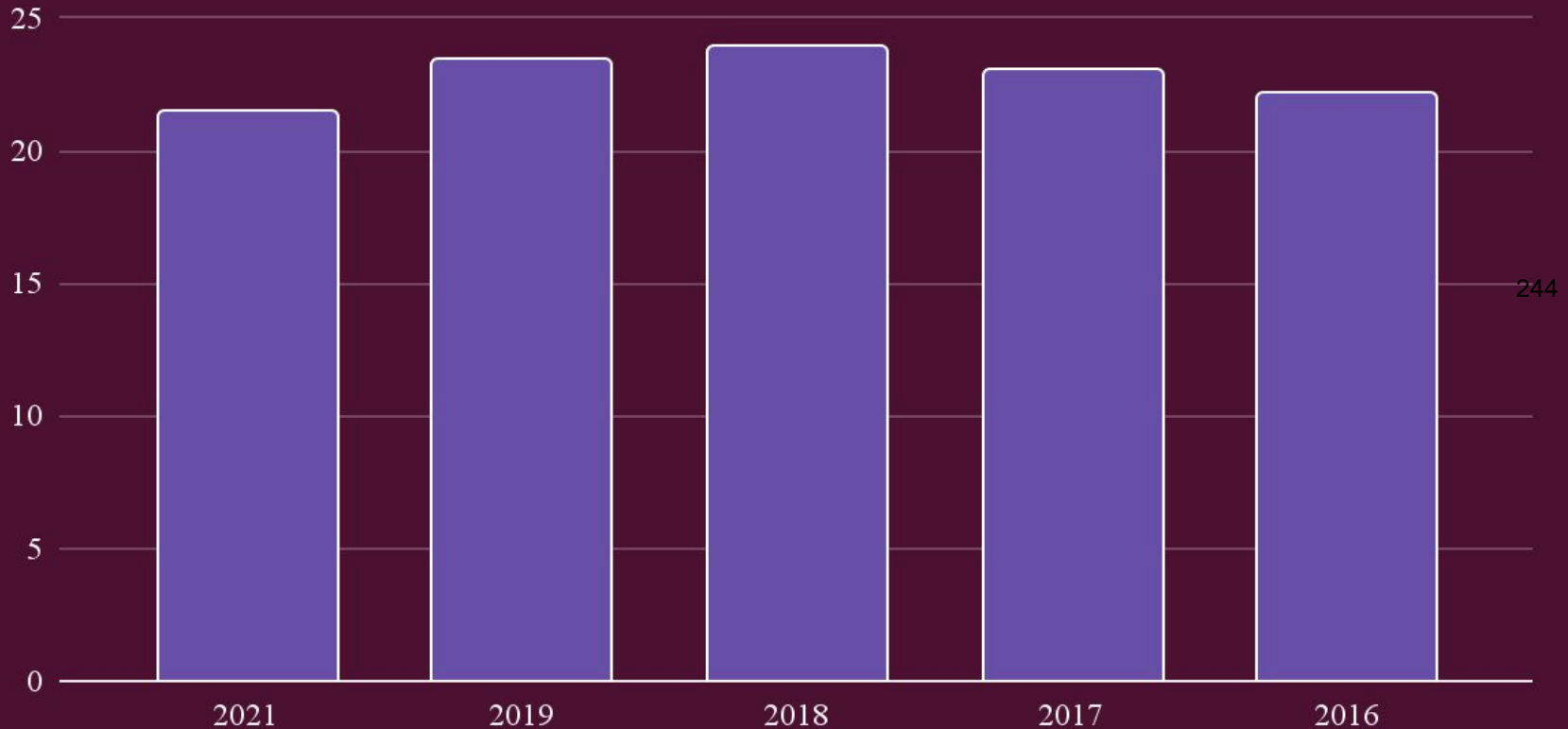
Note: if there were less than five students, the data is redacted.

ACT Average Composite Score Over time for Students of Two or More Races Spring 2021



Note: if there were less than five students, the data is redacted.

ACT Average Composite Score Over time for Students who prefer not to respond or have no response in regards to their Race/Ethnicity Spring 2021



QUESTIONS?

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APPENDIX

All preceding graphs in table form with numerical data



FORWARD ENGLISH LANGUAGE ARTS

ELA Forward Scores across Grade Levels Spring 2021

GRADE LEVEL	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
3RD GRADE	5.2%	34.3%	34.3%	17.3%
4TH GRADE	10.50%	39.70%	27.60%	11.40%
5TH GRADE	9.60%	43.10%	35.00%	8.00%
6TH GRADE	13.70%	37.40%	30.60%	5.70%
7TH GRADE	9.80%	38.40%	29%	9.40%
8TH GRADE	10.90%	28.60%	29.30%	6.30%

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ELA Forward Scores over time in 3rd grade

YEAR	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
2021	5.20%	34.30%	34.30%	17.30%
2019	9.60%	46.00%	35.70%	7.90%
2018	11.40%	46.10%	31.30%	8.10%
2017	13.00%	46.90%	28.20%	8.70%
2016	10.60%	51.80%	27.00%	8.80%

ELA Forward Scores over time in 4th grade

YEAR	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
2021	10.50%	39.70%	27.60%	11.40%
2019	14.10%	49.70%	24.70%	7.60%
2018	14.10%	51.10%	23.60%	8.50%
2017	19.30%	53.70%	19.60%	5.90%
2016	11.60%	48.10%	26.30%	9.20%

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ELA Forward Scores over time in 5th grade

YEAR	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
2021	9.60%	43.10%	35.00%	8.00%
2019	8.90%	51.20%	28.20%	7.90%
2018	16.90%	56.80%	19.40%	5.40%
2017	13.00%	52.50%	23.60%	6.30%
2016	8.90%	50.60%	29.30%	7.60%

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ELA Forward Scores over time in 6th grade

YEAR	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
2021	13.70%	37.40%	30.60%	5.70%
2019	22.30%	55.10%	18.50%	3.10%
2018	22.20%	45.10%	22.50%	4.10%
2017	22.60%	48.90%	21.90%	3.10%
2016	25.20%	46.20%	22.00%	2.60%

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ELA Forward Scores over time in 7th grade

YEAR	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
2021	9.80%	38.40%	29%	9.40%
2019	16.6%	49.4%	23.5%	5.7%
2018	18.2%	55%	17.9%	4.3%
2017	20.50%	49.20%	22.40%	4.50%
2016	13.10%	52.70%	27.10%	4.90%

ELA Forward Scores over time in 8th grade

YEAR	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
2021	28.60%	29.30%	6.30%	25%
2019	47.9%	26.8%	8.5%	1.5%
2018	43.5%	27.8%	6%	3.3%
2017	45.50%	25.00%	6.00%	2.40%
2016	42.10%	31.10%	3.30%	8.60%

FORWARD MATHEMATICS

Math Forward Scores across Grade Levels Spring 2021

GRADE LEVEL	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
3RD GRADE	15.10%	39.50%	31%	5.50%
4TH GRADE	10.50%	39.70%	27.60%	11.40%
5TH GRADE	29.60%	43.70%	15.40%	6.80%
6TH GRADE	5.10%	48.60%	27.10%	6.90%
7TH GRADE	3.40%	49.80%	21.10%	12.10%
8TH GRADE	6.90%	34.20%	26.60%	7.20%

Math Forward Scores over time in 3rd grade

YEAR	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
2021	15.10%	39.50%	31%	5.50%
2019	24.40%	50.20%	21.30%	3.80%
2018	25.90%	45.50%	22.00%	3.60%
2017	18.10%	46.20%	26.00%	6.50%
2016	21.20%	47.80%	16.80%	5.10%

Math Forward Scores over time in 4th grade

YEAR	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
2021	21.30%	38.10%	21.90%	7.90%
2019	34.10%	41.80%	17.90%	2.10%
2018	32.40%	44.70%	13.40%	6.70%
2017	41.50%	41.90%	13.00%	2.20%
2016	30.70%	44.00%	16.70%	3.40%

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Math Forward Scores over time in 5th grade

YEAR	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
2021	29.60%	43.70%	15.40%	6.80%
2019	27.10%	48.10%	15.10%	5.80%
2018	32.40%	49.30%	13.30%	3.60%
2017	22.60%	46.80%	18.60%	7.30%
2016	20.40%	44.30%	24.20%	7.60%

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Math Forward Scores over time in 6th grade

YEAR	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
2021	5.10%	48.60%	27.10%	6.90%
2019	21.20%	62.30%	13.00%	2.40%
2018	13.30%	61.00%	16.50%	2.90%
2017	18.80%	64.30%	9.40%	4.10%
2016	14.80%	65.90%	13.80%	1.60%

Math Forward Scores over time in 7th grade

YEAR	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
2021	3.40%	49.80%	21.10%	12.10%
2019	11.70%	54.80%	18.10%	9.60%
2018	8.50%	59.90%	20.10%	6.70%
2017	11.20%	61.00%	19.00%	5.70%
2016	11.90%	56.70%	21.60%	7.60%

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Math Forward Scores over time in 8th grade

YEAR	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
2021	6.90%	34.20%	26.60%	7.20%
2019	16.50%	45.40%	27.40%	8.50%
2018	13.90%	48.60%	27.50%	6.90%
2017	6.60%	44.60%	37.30%	9.00%
2016	13.60%	36.40%	35.40%	6.00%

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ASPIRE ENGLISH

English Aspire Scores across Grade Levels Spring 2021

GRADE LEVEL	EXCEEDING	READY	CLOSE	IN NEED OF SUPPORT	NON-TESTED
9TH GRADE	35.7%	20.2%	9.2%	2.9%	32%
10TH GRADE	30.3%	16%	7.8%	4.8%	40.8%

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English Aspire Scores over time for 9th grade

YEAR	EXCEEDING	READY	CLOSE	IN NEED OF SUPPORT
2021	35.70%	20.20%	9.20%	2.90%
2019	54.80%	19.20%	12.20%	6.40%
2018	55.40%	23.50%	11.40%	5.00%
2017	53.60%	24.70%	10.10%	4.90%
2016	53.00%	27.30%	13.30%	6.30%

English Aspire Scores over time for 10th grade

YEAR	EXCEEDING	READY	CLOSE	IN NEED OF SUPPORT
2021	30.50%	16.10%	7.90%	4.70%
2019	45.60%	19.10%	9.10%	5.60%
2018	45.90%	20.20%	9.10%	4.60%
2017	46.20%	19.90%	10.00%	10.30%
2016	65.10%	19.30%	11.00%	4.70%

ASPIRE MATHEMATICS

Math Aspire Scores across Grade Levels Spring 2021

GRADE LEVEL	EXCEEDING	READY	CLOSE	IN NEED OF SUPPORT	NON-TESTED
9TH GRADE	20.4%	19.7%	15.6%	12.9%	31.99%
10TH GRADE	14.24%	20.1%	13.6%	11.3%	40.76%

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Math Aspire Scores over time for 9th grade

YEAR	EXCEEDING	READY	CLOSE	IN NEED OF SUPPORT
2021	20.50%	19.90%	14.70%	13.00%
2019	41.40%	25.90%	13.70%	12.00%
2018	41.90%	24.60%	19.10%	9.40%
2017	35.70%	20.50%	19.80%	16.60%
2016	32.60%	28.90%	20.30%	18.30%

Math Aspire Scores over time for 10th grade

YEAR	EXCEEDING	READY	CLOSE	IN NEED OF SUPPORT
2021	14.40%	19.90%	13.50%	11.40%
2019	27.60%	24.10%	15.30%	13.20%
2018	34.90%	14.00%	16.60%	14.70%
2017	27.90%	16.90%	21.30%	21.60%
2016	37.40%	26.80%	21.50%	14.20%

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ACT DATA

ACT Percent of Students' Scores in Score Bands Spring 2021

SCORE BAND	PERCENT OF STUDENTS
1-12	0.63%
13-15	10.70%
16-19	21.00%
20-23	27.30%
24-27	22.90%
28-32	15.70%
33-36	1.90%

ACT Percent of Students' Scores in Score Bands Spring 2020

SCORE BAND	PERCENT OF STUDENTS
1-12	0.63%
13-15	7.20%
16-19	13.20%
20-23	30.10%
24-27	29.80%
28-32	15.00%
33-36	4.10%

ACT Percent of Students' Scores in Score Bands Spring 2019

SCORE BAND	PERCENT OF STUDENTS
1-12	1.30%
13-15	7.60%
16-19	21.80%
20-23	27.40%
24-27	19.50%
28-32	15.20%
33-36	7.30%

ACT Percent of Students' Scores in Score Bands Spring 2018

SCORE BAND	PERCENT OF STUDENTS
1-12	0.63%
13-15	10.70%
16-19	21.00%
20-23	27.30%
24-27	22.90%
28-32	15.70%
33-36	1.90%

ACT Percent of Students' Scores in Score Bands Spring 2017

SCORE BAND	PERCENT OF STUDENTS
1-12	0.33%
13-15	4.60%
16-19	16.00%
20-23	21.90%
24-27	29.10%
28-32	23.20%
33-36	4.90%

ACT Percent of Students' Scores in Score Bands Spring 2016

SCORE BAND	PERCENT OF STUDENTS
1-12	0.34%
13-15	6.30%
16-19	18.50%
20-23	26.10%
24-27	25.80%
28-32	19.90%
33-36	3.10%

ACT Percent of Students' Scores in Score Bands Spring 2015

SCORE BAND	PERCENT OF STUDENTS
1-12	1.40%
13-15	5.80%
16-19	10.50%
20-23	27.90%
24-27	31.10%
28-32	19.60%
33-36	3.60%

ACT Average Composite Scores with WI Spring 2021

YEAR	WAUNAKEE AVERAGE	WI STATE AVERAGE
2021	22.2	19.1
2020	23.3	19.8
2019	23.3	19.8
2018	23	19.6
2017	23.3	19.8

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ACT Students who Met College Readiness Benchmarks:
Waunakee compared with Wisconsin; English
Spring 2021

YEAR	WAUNAKEE	WISCONSIN
2021	67.00%	48.00%
2020	78.00%	53.00%
2019	78.00%	53.00%
2018	71.00%	52.00%
2016	76.00%	52.00%

ACT Students who Met College Readiness Benchmarks:
Waunakee compared with Wisconsin; Mathematics
Spring 2021

YEAR	WAUNAKEE	WISCONSIN
2021	52.00%	29.00%
2020	67.00%	36.00%
2019	58.00%	31.00%
2018	66.00%	37.00%
2017	74.00%	37.00%

ACT Students who Met College Readiness Benchmarks:
Waunakee compared with Wisconsin; Reading
Spring 2021

YEAR	WAUNAKEE	WISCONSIN
2021	59.00%	36.00%
2020	59.00%	38.00%
2019	59.00%	38.00%
2018	55.00%	38.00%
2017	60.00%	36.00%

ACT Students who Met College Readiness Benchmarks:
Waunakee compared with Wisconsin; Science
Spring 2021

YEAR	WAUNAKEE	WISCONSIN
2021	52.00%	30.00%
2020	64.00%	35.00%
2019	57.00%	33.00%
2018	61.00%	33.00%
2017	65.00%	33.00%

ACT Students who Met College Readiness Benchmarks:
Waunakee compared with Wisconsin; Met all Four
Spring 2021

YEAR	WAUNAKEE	WISCONSIN
2021	38.00%	18.00%
2020	45.00%	23.00%
2019	45.00%	23.00%
2018	40.00%	21.00%
2017	42.00%	22.00%

FORWARD ELA DEMOGRAPHIC DATA

Forward ELA Demographic Data: Race Spring 2021

RACE	ADVANCED	PROFICIENT	BASIC	BELOW BASIC	NON-TESTED
WHITE	10.70%	37.40%	30.70%	8.70%	12.50%
ASIAN	19.60%	44.60%	26.80%	1.80%	7.10%
BLACK	0.00%	23.10%	34.60%	19.20%	23.10%
HISPANIC	2.90%	27.50%	33.30%	23.50%	12.70%
PACIFIC ISLANDER/ HAWAII NATIVE					
TWO OR MORE	3.90%	41.60%	33.80%	7.80%	13.00%

Note: In the category of Pacific Islander/Hawaii Native, there were less than 10 students so the data is redacted.

Forward ELA Demographic Data: Gender Spring 2021

GENDER	ADVANCED	PROFICIENT	BASIC	BELOW BASIC	NON-TESTED
FEMALE	12.60%	39.30%	29.40%	6.30%	12.50%
MALE	7.70%	34.80%	32.40%	12.60%	12.50%

287

Forward ELA Demographic Data: English Language Learners Spring 2021

STATUS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC	NON-TESTED
ELL	0%	12.20%	46.30%	26.80%	14.60%
NOT ELL	10.30%	37.60%	30.50%	9.10%	12.50%

288

Forward ELA Demographic Data: Students with Disabilities Spring 2021

STATUS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC	NON-TESTED
WITH DISABILITIES	1.20%	12.20%	29.90%	22.20%	34.10%
NOT WITH DISABILITIES	11.00%	39.40%	31.00%	8.20%	10.40%

289

Forward ELA Demographic Data: Economically Disadvantaged Spring 2021

ECD	ADVANCED	PROFICIENT	BASIC	BELOW BASIC	NON-TESTED
ECD	0.9%	20.00%	33.90%	30.40%	14.80%
NOT ECD	10.70%	38.10%	30.70%	8.10%	12.30%

290

FORWARD MATH DEMOGRAPHIC DATA

Forward Math Demographic Data: Race Spring 2021

RACE	ADVANCED	PROFICIENT	BASIC	BELOW BASIC	NON-TESTED
WHITE	13.90%	43.30%	23.50%	6.80%	12.50%
ASIAN	25.00%	42.90%	23.20%	1.80%	7.10%
BLACK	3.80%	19.20%	11.50%	42.30%	23.10%
HISPANIC	4.90%	32.40%	34.30%	15.70%	12.70%
PACIFIC ISLANDER/ HAWAII NATIVE					
TWO OR MORE	10.40%	46.80%	20.80%	9.10%	13.00%

Note: In the category of Pacific Islander/Hawaii Native, there were less than 10 students so the data is redacted.

Forward Math Demographic Data: Gender Spring 2021

GENDER	ADVANCED	PROFICIENT	BASIC	BELOW BASIC	NON-TESTED
FEMALE	11.8%	41.90%	26.40%	7.40%	12.60%
MALE	15.10%	43.10%	21.30%	8.10%	12.40%

293

Forward Math Demographic Data: English Language Learners

Spring 2021

STATUS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC	NON-TESTED
ELL	2.4%	26.80%	37.10%	24.40%	14.60%
NOT ELL	13.70%	42.80%	23.60%	7.40%	12.50%

294

Forward Math Demographic Data: Students with Disabilities Spring 2021

STATUS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC	NON-TESTED
WITH DISABILITIES	3.00%	16.20%	24.60%	22.80%	33.50%
NOT WITH DISABILITIES	14.50%	45.10%	23.70%	6.20%	10.40%

295

Forward Math Demographic Data: Economically Disadvantaged Spring 2021

STATUS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC	NON-TESTED
ECD	2.4%	26.80%	37.10%	24.40%	14.60%
NOT ECD	13.70%	42.80%	23.60%	7.40%	12.50%

296

FORWARD ELA COMPARATIVE DEMOGRAPHIC DATA

Forward ELA Comparative Demographics: Economically Disadvantaged and Race Spring 2021

Spring 2021

RACE	ADVANCED	PROFICIENT	BASIC	BELOW BASIC	NON-TESTED
WHITE	1.61%	19.35%	30.65%	33.87%	14.52%
ASIAN					
BLACK	0.00%	20.00%	0.00%	40.00%	40.00%
HISPANIC	0.00%	14.81%	44.44%	25.93%	14.81%
PACIFIC ISLANDER/ HAWAII NATIVE					
TWO OR MORE	0.00%	26.32%	36.84%	26.32%	10.53%

298

Note: In the category of Asian and Pacific Islander/Hawaii Native, there were less than 5 students so the data is redacted.

Forward ELA Comparative Demographics: Not Economically Disadvantaged + Race with White ECD Spring 2021
Spring 2021

RACE	ADVANCED	PROFICIENT	BASIC	BELOW BASIC	NON-TESTED
ASIAN	20.37%	44.44%	25.93%	7.85%	7.41%
BLACK	0.00%	23.81%	42.86%	14.29%	19.05%
HISPANIC	4.00%	32.00%	29.33%	22.67%	12.00%
PACIFIC ISLANDER/ HAWAII NATIVE					
TWO OR MORE	5.17%	46.55%	32.76%	1.72%	13.79%
WHITE ECD	1.61%	19.35%	30.65%	33.87%	14.52%

Note: In the category of Pacific Islander/Hawaii Native, there were less than 10 students so the data is redacted.



FORWARD MATH COMPARATIVE DEMOGRAPHIC DATA

300

Forward Math Comparative Demographics: Economically Disadvantaged and Race Spring 2021

Spring 2021

RACE	ADVANCED	PROFICIENT	BASIC	BELOW BASIC	NON-TESTED
WHITE	3.23%	25.81%	32.26%	24.19%	14.52%
ASIAN					
BLACK	0.00%	20.00%	0.00%	40.00%	40.00%
HISPANIC	3.70%	11.11%	48.15%	22.22%	14.81%
PACIFIC ISLANDER/ HAWAII NATIVE					
TWO OR MORE	0.00%	31.58%	31.58%	26.32%	10.53%

Note: In the category of Asian and Pacific Islander/Hawaii Native, there were less than 5 students so the data is redacted.

Forward Math Comparative Demographics: Not Economically Disadvantaged + Race with White ECD Spring 2021

Spring 2021

RACE	ADVANCED	PROFICIENT	BASIC	BELOW BASIC	NON-TESTED
ASIAN	25.93%	40.74%	24.07%	1.85%	7.41%
BLACK	4.76%	19.05%	14.29%	42.86%	19.05%
HISPANIC	5.33%	40.00%	29.33%	13.33%	12.00%
PACIFIC ISLANDER/ HAWAII NATIVE					
TWO OR MORE	13.79%	51.72%	17.24%	3.45%	13.79%
WHITE ECD	3.23%	25.81%	32.26%	24.19%	14.52%

Note: In the category of Pacific Islander/Hawaii Native, there were less than 10 students so the data is redacted.



ASPIRE DEMOGRAPHIC DATA ENGLISH LANGUAGE ARTS

ACT Aspire English Demographic Data: Race Spring 2021

RACE	EXCEEDING	READY	CLOSE	IN NEED OF SUPPORT	NON-TESTED
WHITE	33.20%	18.30%	8.30%	3.60%	36.50%
ASIAN	50.00%	16.70%	16.70%	8.30%	8.30%
BLACK	37.50%	0.00%	0.00%	0.00%	62.50%
HISPANIC	17.60%	26.50%	14.30%	3.00%	38.20%
PACIFIC ISLANDER/ HAWAII NATIVE					
TWO OR MORE	40.90%	9.10%	4.50%	9.10%	36.40%

Note: In the category of Pacific Islander/Hawaii Native, there were less than 5 students so the data is redacted.

ACT Aspire English Demographic Data: Gender Spring 2021

STATUS	EXCEEDING	READY	CLOSE	IN NEED OF SUPPORT	NON-TESTED
FEMALE	38.10%	15.90%	7.10%	1.20%	37.80%
MALE	28.40%	20.30%	10.00%	6.30%	35.00%

305

ACT Aspire English Demographic Data: English Language Learners

Spring 2021

STATUS	EXCEEDING	READY	CLOSE	IN NEED OF SUPPORT	NON-TESTED
ELL	0.00%	14.30%	28.60%	14.30%	42.90%
NOT ELL	33.50%	18.20%	8.40%	3.70%	36.30%

306

ACT Aspire English Demographic Data: Students with Disabilities

Spring 2021

STATUS	EXCEEDING	READY	CLOSE	IN NEED OF SUPPORT	NON-TESTED
WITH DISABILITIES	9.50%	19.00%	12.70%	7.90%	52.40%
NOT WITH DISABILITIES	35.50%	18.10%	8.20%	3.50%	34.70%

307

ACT Aspire English Demographic Data: Economically Disadvantaged Spring 2021

STATUS	EXCEEDING	READY	CLOSE	IN NEED OF SUPPORT	NON-TESTED
ECD	17.10%	8.60%	17.10%	2.90%	54.30%
NOT ECD	34.00%	18.70%	8.10%	3.80%	35.40%

308

ASPIRE DEMOGRAPHIC DATA MATHEMATICS

ACT Aspire Math Demographic Data: Race Spring 2021

RACE	EXCEEDING	READY	CLOSE	IN NEED OF SUPPORT	NON-TESTED
WHITE	17.80%	20.30%	13.40%	11.80%	36.50%
ASIAN	25.00%	16.00%	33.30%	16.60%	8.30%
BLACK	12.50%	6.00%	12.50%	12.50%	62.50%
HISPANIC	2.90%	0.00%	20.60%	23.50%	38.20%
PACIFIC ISLANDER/ HAWAII NATIVE					
TWO OR MORE	27.30%	18.20%	13.60%	4.50%	36.40%

Note: In the category of Pacific Islander/Hawaii Native, there were less than 5 students so the data is redacted.

ACT Aspire Math Demographic Data: Gender Spring 2021

STATUS	EXCEEDING	READY	CLOSE	IN NEED OF SUPPORT	NON-TESTED
FEMALE	16.50%	20.00%	13.90%	11.80%	37.80%
MALE	18.30%	19.80%	14.30%	12.60%	35.00%

311

ACT Aspire Math Demographic Data: English Language Learners

Spring 2021

STATUS	EXCEEDING	READY	CLOSE	IN NEED OF SUPPORT	NON-TESTED
ELL	0.00%	0.00%	14.30%	42.90%	42.90%
NOT ELL	17.60%	20.10%	14.10%	11.90%	36.30%

312

ACT Aspire Math Demographic Data: Students with Disabilities Spring 2021

STATUS	EXCEEDING	READY	CLOSE	IN NEED OF SUPPORT	NON-TESTED
WITH DISABILITIES	9.50%	19.00%	12.70%	7.90%	52.40%
NOT WITH DISABILITIES	35.50%	18.10%	8.20%	3.50%	34.70%

313

ACT Aspire Math Demographic Data: Economically Disadvantaged Spring 2021

STATUS	EXCEEDING	READY	CLOSE	IN NEED OF SUPPORT	NON-TESTED
ECD	8.60%	5.70%	14.30%	17.10%	54.30%
NOT ECD	17.90%	20.70%	14.10%	11.90%	35.40%

314

ACT DEMOGRAPHIC DATA

ACT Average Composite Score Over time for Black Students Spring 2021

YEAR	AVERAGE COMPOSITE SCORE
2021	<i>ZERO STUDENTS TESTED</i>
2019	17.6
2018	REDACTED
2017	REDACTED
2016	21.6

316

ACT Average Composite Score Over time for White Students Spring 2021

YEAR	AVERAGE COMPOSITE SCORE
2021	22.5
2019	23.6
2018	23.1
2017	23.7
2016	24.6

ACT Average Composite Score Over time for Hispanic/Latinx Students

Spring 2021

YEAR	AVERAGE COMPOSITE SCORE
2021	17.7
2019	18.5
2018	19.5
2017	19.8
2016	19.3

ACT Average Composite Score Over time for Asian Students Spring 2021

YEAR	AVERAGE COMPOSITE SCORE
2021	20.2
2019	REDACTED
2018	26.3
2017	REDACTED
2016	22.7

ACT Average Composite Score Over time for
Students of Two or More Races
Spring 2021

YEAR	AVERAGE COMPOSITE SCORE
2021	23.3
2019	23.6
2018	24
2017	REDACTED
2016	29.2

320

ACT Average Composite Score Over time for Students who prefer not to respond or have no response in regards to their Race/Ethnicity

Spring 2021

YEAR	AVERAGE COMPOSITE SCORE
2021	21.5
2019	23.4
2018	23.9
2017	23
2016	22.2

321

Minutes of Human Resources Committee

The Board of Education Waunakee Community School District

A Human Resources Committee of the Board of Education of Waunakee Community School District was held Wednesday, October 20, 2021, beginning at 8:15 AM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

Chairperson Engebretson called the meeting to order at 8:11AM.

II. ROLL CALL

Engebretson - Yes, Ensign - Yes, Hoefer - Yes

Also Present: Brian Grabarski, Steve Summers, Randy Guttenberg

III. APPROVE AGENDA

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

IV. PUBLIC COMMENTS

No Public Comments were received.

V. CONTINUED DISCUSSION OF POTENTIAL BUSINESS OFFICE RESTRUCTURING

Grabarski, along with Summers and Guttenberg explained and brought back, per the committee's request, the detail of the transferred duties within the Business Department if the board takes action on restructuring the business office. A motion was made by Ensign, second by Hoefer, to bring the request to the full board to consider restructuring the business office, by replacing the soon to be retired Accounting Specialist position with a Director of Business Services position. Motion carried 3-0.

VI. CONTINUED DISCUSSION OF POTENTIAL 2022-23 EARLY RETIREMENT PACKAGES

Grabarski, per the committee's request, presented and answered questions regarding additional information about the potential adjustments to HRA retirement benefits focusing on the value of sick day payouts to hourly staff and teachers as well as staff age profile for the proposed employee groups.

The committee asked the administration if an explanation of retirement benefits could be brought to the staff in very plain language so that all potential staff would understand the benefit they would receive and how that would be utilized should they decide to retire. In addition, they asked that a retirement Q&A could be offered to all staff on a regular basis,

even when early retirement was not offered.

The committee would like to still consider this incentive for our employees. They asked that an anonymous survey be given to potential employees to determine how many employees this would potentially involve. They also asked for an outline of a retirement educational plan for all employees, this would include plain language regarding the potential early retirement benefit for this year. They would like to review this again at the next HR committee meeting and then bring it to the December board meeting for full board consideration.

VII. ITEMS FOR FUTURE MEETINGS

The committee scheduled the next meeting for 11/15/21 @ 8:15AM

VIII. ADJOURN

A motion was made by Ensign, second by Hoefer, to adjourn the meeting at 9:10AM. Motion Carried 3-0.

Minutes of Board of Education Sub-Committee for the Planning of Diversity, Equity and Inclusion

The Board of Education Waunakee Community School District

A Board of Education Sub-Committee for the Planning of Diversity, Equity and Inclusion of the Board of Education of Waunakee Community School District was held Monday, November 1, 2021, beginning at 5:30 PM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

Chairperson Ensign, called the meeting to order at 5:30 PM. She welcomed the community and noted that the other board members were sitting in the back and were welcome to engage in the conversation but any voting would only be for the 3 members on the committee.
Joan, JH, MH, RG, TimS

II. ROLL CALL

Present: Ensign, Heinemann, Hetzel
Also present: Randy Guttenberg, Tim Schell

III. APPROVE AGENDA

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

IV. PUBLIC COMMENTS

Public comments received via email were shared with the full board of education. These emailed comments are not read out loud but are posted in the extras section of the agenda. Email comments were received from:

Linda Ashmore

Meredith Glueck

Mary Ann Heimbecker

Phillip Keegan

Brian Malich (2)

Diane Treis Rusk

Comments made in person are as follows:

Deena Cortright – DEI

Melissa El Menaouar – In Favor of DEI Committee

Greg Gentz – Informative regarding DEI Committee

Meredith Glueck – DEI

Laura Haack – In Favor of DEI Committee Formation and information

Julie Larsen – Provide Information regarding DEI membership

Robert McPherson – In Favor of DEI Committee

Gina Pagel – Provide Information regarding DEI Committee

Cass Punsel - DEI

V. DISCUSS AND CONSIDER SCHOOL BOARD MEMBER FEEDBACK ON THE ESTABLISHMENT OF A BOARD OF EDUCATION COMMITTEE ON DIVERSITY, EQUITY, AND INCLUSION

The committee, along with other board members discussed how to determine the focus of this committee. After much discussion the committee determined that they would like to have community engagement meetings with parents, staff, administration and students each separately. They would like to meet with several club/orgs at the high school so that they will be going to the students.

The board members on the committee requested that the administration review the audit to classify the recommendations by which current Board Committees best aligns with that recommendation, and to additionally outline what efforts, if any, have already taken place or are planned for each area. They requested that this review is prepared for the next committee meeting.

The board members on this committee will bring back 1-2 questions for each area of the recommendation and these will be reviewed at the next meeting to begin the planning process for the engagement meetings. This will help guide the discussions at the engagement meetings.

VI. FUTURE MEETINGS

The next meeting will be on Monday, 11/15/21 @ 5:30PM

VII. ADJOURN

A motion was made by Heinemann, second by Hetzel, to adjourn at 7:25PM. Motion carried 3-0.

**Budget Request/Reduction/Reallocation Form
2021-2022**

Description: Special Education Paraeducator

School/Department: Special Education (AES)

Requested by: Tiffany Loken, Director of Special Education

Type of Request: Budget Request

Nature of Request: Position

Full Time Equivalency: 4.0

Classification: Classified Staff

Grades Affected: K-4

Population Served: Students with disabilities in grades K-4

Salary/Benefits Cost: \$33,000 per position

Rationale:

We have had an influx of new students at AES that have significant special education needs that require 1:1 support. There is no way we could have planned for this need because all of the students moved into Waunakee just recently. The funding for these positions would come out of our ESSER funds that are specifically allocated for special education needs.

Attachment? No

Submitted: 11/3/2021

For Business Office Use

- Approved
- Denied
- Budget/Acct # _____
- Budgeted amount \$ _____
- Notified Requestor
- Notified Dept: _____ 326 _____

2021-22 Budget Status Report-October 31, 2021

GENERAL FUND 10 EXPENSES

Salary & Benefits (no grants)	Original Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available
Personnel Costs: Salaries	28,256,649	28,256,649	7,056,955.25	0.00	24.97%	21,199,693.75
Personnel Costs: Benefits	10,313,596	10,313,596	2,623,324.99	0.00	25.44%	7,690,271.01
Total	38,570,245	38,570,245	9,680,280.24	0.00	25.10%	28,889,964.76

Buildings	Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available
Prairie School	82,370	82,370	29,250.93	15,741.87	54.62%	37,377.20
Prairie School CSF	18,322	18,322	10,811.31	3,953.89	80.59%	3,556.80
Heritage School	84,700	84,700	32,742.46	23,523.67	66.43%	28,433.87
Heritage School CSF	16,046	16,046	4,459.16	2,904.65	45.89%	8,682.19
Arboretum School	71,625	71,625	22,712.23	13,216.18	50.16%	35,696.59
Arboretum School CSF	15,970	15,970	8,806.73	1,485.95	64.45%	5,677.32
Intermediate School	142,830	142,830	33,054.67	20,237.88	37.31%	89,537.45
Intermediate School CSF	23,746	23,746	18,007.79	1,824.03	83.52%	3,914.18
Middle School	153,220	153,220	49,374.25	27,977.13	50.48%	75,868.62
Middle School CSF	22,229	22,229	11,058.83	4,992.32	72.21%	6,177.85
High School	553,993	553,993	106,402.16	44,020.04	27.15%	403,570.80
High School CSF	50,603	50,603	20,834.57	1,855.16	44.84%	27,913.27
Athletics	354,477	354,477	111,458.31	142,364.36	71.60%	100,654.33

Departments	Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available
Utilities	1,042,000	1,042,000	430,672.07	590,494.63	98.00%	20,833.30
Maintenance	1,003,090	1,003,090	629,555.65	497,184.61	112.33%	-123,650.26
Capital Projects	150,000	150,000	100,202.00	30,781.31	100.00%	19,016.69
Contingency Fund	100,000	100,000	2,345.95	0.00	2.35%	97,654.05
Energy Conservation	83,894	83,894	90,615.13	0.00	108.01%	-6,721.13
Transportation	1,273,528	1,273,528	108,806.57	1,154,968.55	99.23%	9,752.88
Technology	966,179	966,179	454,370.30	86,060.05	55.93%	425,748.65
Technology Erate/Fees	53,600	53,600	29,363.16	5,262.40	64.60%	18,974.44
Curriculum-Elementary Operations	197,982	197,982	24,212.64	46,446.08	35.69%	127,323.28
Curriculum-Elementary District	945,000	945,000	236,250.00	708,750.00	100.00%	0.00
Curriculum-Secondary	204,029	204,029	247,463.44	44,632.88	143.16%	-88,067.32
Human Resources	35,850	35,850	20,168.19	84.68	56.49%	15,597.13
Superintendent	84,600	84,600	31,880.70	68,734.18	118.93%	-16,014.88
Student Services-Operations	71,250	71,250	2,867.39	2,024.28	6.87%	66,358.33
Student Services-District	92,500	92,500	26,406.85	42,079.62	74.04%	24,013.53
Business Office	499,673	499,673	247,516.46	199,948.72	0.00%	52,207.82
District Wide	1,344,610	1,344,610	515,392.42	113,388.29	46.76%	715,829.29
Special Projects	0	0	0.00	0.00	---	0.00
Summer School	69,940	69,940	17,713.04	41.79	25.39%	52,185.17

Grants-Fund 10	Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available
Common School Fund-District	5,800	5,800	5,799.00	0.00	99.98%	1.00
Title 1 Grant (Public)	89,776	89,776	420.08	0.00	0.47%	89,355.92
Title 1 Grant (Private)	6,199	6,199	355.25	0.00	--%	5,843.75
Title 2 Grant (Public)	50,807	50,807	15,788.68	0.00	31.08%	35,018.32
Title 2 Grant (Private)	5,692	5,692	0.00	0.00	0.00%	5,692.00
Title 3 Grant	18,840	18,840	4,638.88	0.00	24.62%	14,201.12
Title 4A Grant (Public)	9,648	9,648	0.00	0.00	0.00%	9,648.00
Title 4A Grant (Private)	351	351	0.00	0.00	0.00%	351.00
Career/Tech Ed Grant	73,654	73,654	8,278.90	0.00	11.24%	65,375.10
CEIS Federal Flo-Through	153,367	153,367	52,677.69	0.00	0.00%	100,689.31
Ed. Effectiveness Grant	29,520	29,520	0.00	0.00	0.00%	29,520.00
ESSER2	626,122	626,122	0.00	0.00	0.00%	626,122.00
ESSER3	0	0	0.00	0.00	100.00%	0.00
Peer Mentor Grant	0	0	0.00	0.00	0.00%	0.00
Perkins Grant	18,914	18,914	3,294.92	0.00	17.42%	15,619.08
Reading Readiness	8,375	8,375	0.00	0.00	100.00%	8,375.00
Dane Co. Mental Health	20,511	20,511	8,510.65	12,000.00	100.00%	0.35
School-Based Mental Health	75,000	75,000	0.00	0.00	100.00%	75,000.00

Other Program Totals	Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available
Transfer to Fund 27	6,406,644	6,406,644	0.00	0.00	0.00%	6,406,644.00
Wellness Clinic	242,250	242,250	49,873.86	191,826.95	99.77%	549.19

Subtotals	Original Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available
Salary & Benefits Totals	38,570,245	38,570,245	9,680,280.24	0.00	25.10%	28,889,964.76
Building Totals	1,590,131	1,590,131	458,973.40	304,097.13	47.99%	827,060.47
Department Totals	8,217,725	8,217,725	3,215,801.96	3,590,882.07	82.83%	1,411,040.97
Grant Totals	1,192,576	1,192,576	99,764.05	12,000.00	9.37%	1,080,811.95
Other Program Totals	6,648,894	6,648,894	49,873.86	191,826.95	3.64%	6,407,193.19
Total Fund 10 Expenditures	56,219,571	56,219,571	13,504,693.51	4,098,806.15	31.31%	38,616,071.34

GENERAL FUND 10 REVENUES

Building/Department	Original Budget	Revised Budget	Received	Ordered	% Received	Unreceived
Prairie School	5,720	5,720	3,269.95	0.00	57.17%	2,450.05
Heritage School	5,950	5,950	3,135.26	0.00	52.69%	2,814.74
Arboretum School	6,375	6,375	3,734.00	0.00	58.57%	2,641.00
Intermediate School	33,350	33,350	10,120.32	0.00	30.35%	23,229.68
Middle School	32,600	32,600	10,506.44	0.00	32.23%	22,093.56
High School	169,750	169,750	142,450.57	0.00	83.92%	27,299.43
Athletic Dept	38,000	38,000	0.00	0.00	0.00%	38,000.00
Curriculum - Elementary	0	0	188.00	0.00	100.00%	-188.00
Curriculum - Secondary	8,800	8,800	1,558.41	0.00	17.71%	7,241.59
Maintenance	6,000	6,000	320.35	0.00	5.34%	5,679.65
Energy Conservation	0	0	4,909.30	0.00	--%	-4,909.30
Human Resources	2,200	2,200	62.93	0.00	2.86%	2,137.07
Technology	2,750	2,750	5,096.29	0.00	185.32%	-2,346.29
E-Rate	53,600	53,600	8,513.19	0.00	15.88%	45,086.81
District	54,512,009	54,512,009	3,406,416.49	0.00	6.25%	51,105,592.51

Grants - Fund 10

Common School Fund-District	152,716	152,716	0.00	0.00	0.00%	152,716.00
Title 1 Grant (Public)	89,776	89,776	0.00	0.00	0.00%	89,776.00
Title 1 Grant (Private)	6,199	6,199	0.00	0.00	--%	6,199.00
Title 2 Grant (Public)	50,807	50,807	0.00	0.00	0.00%	50,807.00
Title 2 Grant (Private)	5,692	5,692	0.00	0.00	0.00%	5,692.00
Title 3 Grant	18,840	18,840	0.00	0.00	0.00%	18,840.00
Title 4A Grant (Public)	9,648	9,648	0.00	0.00	0.00%	9,648.00
Title 4A Grant (Private)	351	351	0.00	0.00	0.00%	351.00
Career/Tech Ed Grant	73,654	73,654	0.00	0.00	0.00%	73,654.00
CEIS Federal Flo-Through	153,367	153,367	0.00	0.00	0.00%	153,367.00
Ed. Effectiveness Grant	29,520	29,520	0.00	0.00	0.00%	29,520.00
ESSER2	626,122	626,122	0.00	0.00	0.00%	626,122.00
ESSER3	0	0	0.00	0.00	100.00%	0.00
Peer Mentor Grant	2,975	2,975	0.00	0.00	0.00%	2,975.00
Perkins Grant	18,914	18,914	0.00	0.00	0.00%	18,914.00
Reading Readiness	8,375	8,375	0.00	0.00	100.00%	8,375.00
Dane Co. Mental Health	20,511	20,511	9,673.66	0.00	100.00%	10,837.34
School-Based Mental Health	75,000	75,000	0.00	0.00	100.00%	75,000.00

Total Fund 10 Revenues	56,219,571	56,219,571	3,609,955.16	0.00	6.42%	52,609,615.84
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SPECIAL EDUCATION FUND 27 EXPENSES

Salaries & Benefits (no grants)	Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available
Salaries	5,894,937	5,894,937	1,333,444.29	0.00	22.62%	4,561,492.71
Benefits	2,339,942	2,339,942	498,721.79	0.00	21.31%	1,841,220.21
Total	8,234,879	8,234,879	1,832,166.08	0.00	22.25%	6,402,712.92

Departments

Special Ed-Operations	28,839	28,839	1,249.22	9,496.62	37.26%	18,093.16
Special Ed-District	126,557	126,557	50,736.61	197,130.73	195.85%	-121,310.34
Transportation	323,008	323,008	130,546.39	182,577.61	96.94%	9,884.00
Medicaid	9,000	9,000	8,980.61	0.00	99.78%	19.39

Grants-Fund 27

IDEA FlowThrough Grant	778,446	778,446	159,473.06	123,517.57	36.35%	495,455.37
IDEA FlowThrough Grant-ESSER3	198,857	198,857	0.00	0.00	0.00%	198,857.00
IDEA PreSchool Grant	23,500	23,500	2,558.59	2,782.93	22.73%	18,158.48
IDEA PreSchool Grant-ESSER3	22,403	22,403	0.00	0.00	0.00%	22,403.00

Total Fund 27 Expenditures	9,745,489	9,745,489	2,185,710.56	515,505.46	27.72%	7,044,272.98
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SPECIAL EDUCATION FUND 27 REVENUES

Source	Budget	Revised Budget	Received	Ordered	% Received	Unreceived
IDEA FlowThrough Grant	778,446	778,446	0.00	0.00	0.00%	778,446.00
IDEA FlowThrough Grant-ESSER3	198,857	198,857	0.00	0.00	0.00%	198,857.00
IDEA PreSchool Grant	23,500	23,500	140.50	0.00	0.60%	23,359.50
IDEA PreSchool Grant-ESSER3	22,403	22,403	0.00	0.00	0.00%	22,403.00
Special Ed Revenues	0	0	0.00	0.00	0.00%	0.00
Other Fund 27 Revenues	8,722,283	8,722,283	13,313.84	0.00	0.15%	8,708,969.16
Total Fund 27 Revenues	9,745,489	9,745,489	13,454.34	0.00	0.14%	9,732,034.66

FOOD SERVICE FUND 50 EXPENSES

Function	Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available
All	2,356,669	2,356,669	217,243.61	2,013,233.35	94.65%	126,192.04

FOOD SERVICE FUND 50 REVENUES

329

Source	Budget	Revised Budget	Received	Ordered	% Received	Unreceived
All	2,406,900	2,406,900	695,584.03	0.00	28.90%	1,711,315.97

CALCULATION OF BUILDING/DEPARTMENT BUDGET BALANCES

Building/Department	20-21 Carryover	21-22 Revenue Budget	21-22 Rec'd	21-22 Revenue Balance	21-22 Expense Budget	21-22 Spent / Encumbered	21-22 Expense Balance	21-22 Balance	Funds Available
Prairie School	17,678.03	5,720.00	3,269.95	2,450.05	82,370	44,992.80	37,377.20	34,927.15	52,605.18
Heritage School	17,611.01	5,950.00	3,135.26	2,814.74	84,700	56,266.13	28,433.87	25,619.13	43,230.14
Arboretum School	21,718.99	6,375.00	3,734.00	2,641.00	71,625	35,928.41	35,696.59	33,055.59	54,774.58
Intermediate School	48,083.05	33,350.00	10,120.32	23,229.68	142,830	53,292.55	89,537.45	66,307.77	114,390.82
Middle School	38,027.78	32,600.00	10,506.44	22,093.56	153,220	77,351.38	75,868.62	53,775.06	91,802.84
High School	87,228.82	169,750.00	142,450.57	27,299.43	553,993	150,422.20	403,570.80	376,271.37	463,500.19
Athletic Dept	60,229.50	38,000.00	0.00	38,000.00	354,477	253,822.67	100,654.33	62,654.33	122,883.83
Curriculum-Elementary (Oper)	13,687.23	0.00	0.00	0.00	197,982	70,658.72	127,323.28	127,323.28	141,010.51
Curriculum-Secondary	20,932.26	8,800.00	1,558.41	7,241.59	204,029	292,096.32	-88,067.32	-95,308.91	-74,376.65
CTE Grant		73,654.00	0.00	73,654.00	73,654	8,278.90	65,375.10	-8,278.90	-8,278.90
Energy Conservation	461.82	0.00	4,909.30	-4,909.30	83,894	90,615.13	-6,721.13	-1,811.83	-1,350.01
Human Resources	3,639.87	2,200.00	62.93	2,137.07	35,850	20,252.87	15,597.13	13,460.06	17,099.93
Maintenance	311,049.59	6,000.00	320.35	5,679.65	1,003,090	1,126,740.26	-123,650.26	-129,329.91	181,719.68
Special Education-Operations	-	0.00	0.00	0.00	28,839	10,745.84	18,093.16	18,093.16	18,093.16
Student Services-Operations	26,573.23	0.00	0.00	0.00	71,250	4,891.67	66,358.33	66,358.33	92,931.56
Superintendent	15,395.84	0.00	0.00	0.00	84,600	100,614.88	-16,014.88	-16,014.88	-619.04
Technology	340,408.09	56,350.00	13,609.48	42,740.52	1,019,779	575,055.91	444,723.09	401,982.57	742,390.66
Capital Projects (Fund 10)	10,333.09	0.00	0.00	0.00	0	10,934.45	-10,934.45	-10,934.45	-601.36
	1,033,058.20							1,018,148.92	2,051,207.12

**WAUNAKEE COMMUNITY SCHOOL DISTRICT
CASH RECONCILIATION FOR THE MONTH OF SEPT 2021**

	<u>STATE BANK</u>	<u>STATE BANK</u>	<u>STATE BANK</u>	<u>STATE POOL</u>	<u>STATE POOL</u>	<u>WISC</u>
	<u>PAYROLL CHECKING</u>	<u>DEPOSIT ACCT</u>	<u>OPERATING ACCT</u>	<u>GENERAL ACCOUNT</u>	<u>DENTAL ACCT</u>	<u>CAPITAL PROJECTS ACCT</u>
	(FUND 10)	(FUNDS 10,21,27,50,60,80,99)	(FUNDS 10,21,27,50,60,80,99)	(FUNDS 10,27,50,80,99)	g	(FUND 41)
BEGINNING BALANCE	260,046.10	56,773.70	480,933.07	7,066,341.66	440,461.98	1,250,663.83
REVENUES:						331
+ DEPOSITS	3,728,253.53	545,151.79	1,274,916.59	3,087,781.28	62,999.20	0.00
+ INTEREST	0.00	7.80	27.02	245.18	17.09	19.62
TOTAL REVENUES	3,728,253.53	545,159.59	1,274,943.61	3,088,026.46	63,016.29	19.62
EXPENSES:						
ACCOUNTS PAYABLE	0.00	500,859.56	1,438,551.23	5,700,000.00	76,200.59	73,695.58
PAYROLL	3,881,669.31	0.00	0.00	3,728,253.53	0.00	0.00
TOTAL EXPENSES	3,881,669.31	500,859.56	1,438,551.23	9,428,253.53	76,200.59	73,695.58
ENDING BALANCE	106,630.32	101,073.73	317,325.45	726,114.59	427,277.68	1,176,987.87

BANK BALANCES

ENDING BANK BALANCE	502,044.21	101,073.73	197,964.61	726,114.59	427,277.68	1,176,987.87
OUTSTANDING ACH	395,413.89	0.00	689.50	0.00	0.00	0.00
ACTUAL BALANCE	106,630.32	101,073.73	197,275.11	726,114.59	427,277.68	1,176,987.87

0.00

0.00 120050.34

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

The audit entries for July of 2021 are still in process, September 2021 balances

120050.34

MIDAMERICA

WISC

WISC

WISC

TRUST ACCT

DEBT SERVICE

SCHOLARSHIP ACCT

GENERAL

TOTALS

(FUND 73)

(FUNDS 38,39)

(FUND 21)

(FUNDS 39 AND 49)

1,836,582.59 2,265,093.65 329,777.87 3,252,593.12 17,239,267.57

0.00 133,719.29 0.00 5,073,695.58 13,906,517.26

2,714.36 28.11 -59.52 35.20 3,034.86

2,714.36 133,747.40 -59.52 5,073,730.78 13,909,552.12

0.00 300.00 0.00 8,133,050.00 15,922,656.96

0.00 0.00 0.00 0.00 7,609,922.84

0.00 300.00 0.00 8,133,050.00 23,532,579.80

1,839,296.95 2,398,541.05 329,718.35 193,273.90 7,616,239.89

1,839,296.95 2,398,541.05 329,718.35 193,273.90 7,892,292.94

0.00 0.00 0.00 0.00 396,103.39

1,839,296.95 2,398,541.05 329,718.35 193,273.90 7,496,189.55



Waunakee Community School District
Wellness Clinic

In partnership with SSM Health - Dean Medical Group

Performance Report
September 2021

Top 3 Medical Visit Reasons

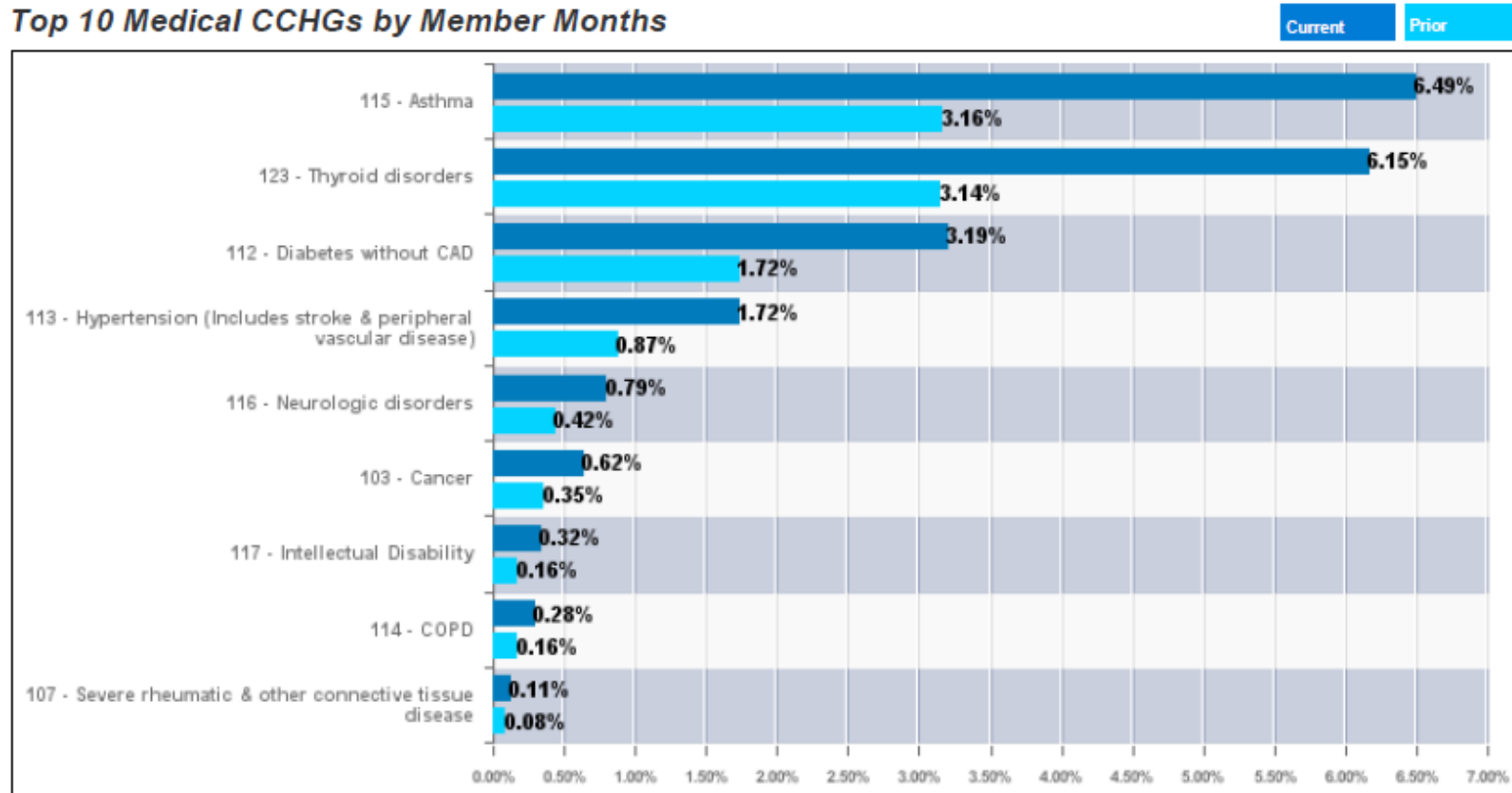
September 2021

1. Pre-employment examinations
2. Administrative examinations
3. Respiratory screenings

Healthcare Opportunities

(quarterly metric – Q3 2021)

Top 10 Medical CCHGs by Member Months



*CAD: Coronary Artery Disease; COPD: Chronic Obstructive Pulmonary Disease

CCHG: Milliman's Chronic Condition Hierarchical Groups

This metric uses diagnosis and drug codes on claims data to identify patients being treated for targeted conditions, and then apply a risk adjustment model to determine relative risks for this population.

■ Current: July 1, 2020 – June 30, 2021
 ■ Prior: July 1, 2019 – June 30, 2020

Top Specialty Referrals

Jan 2020 – Sep 2021



Dermatology (15%)

Physical Therapy (10%)

Digestive Health (8%)

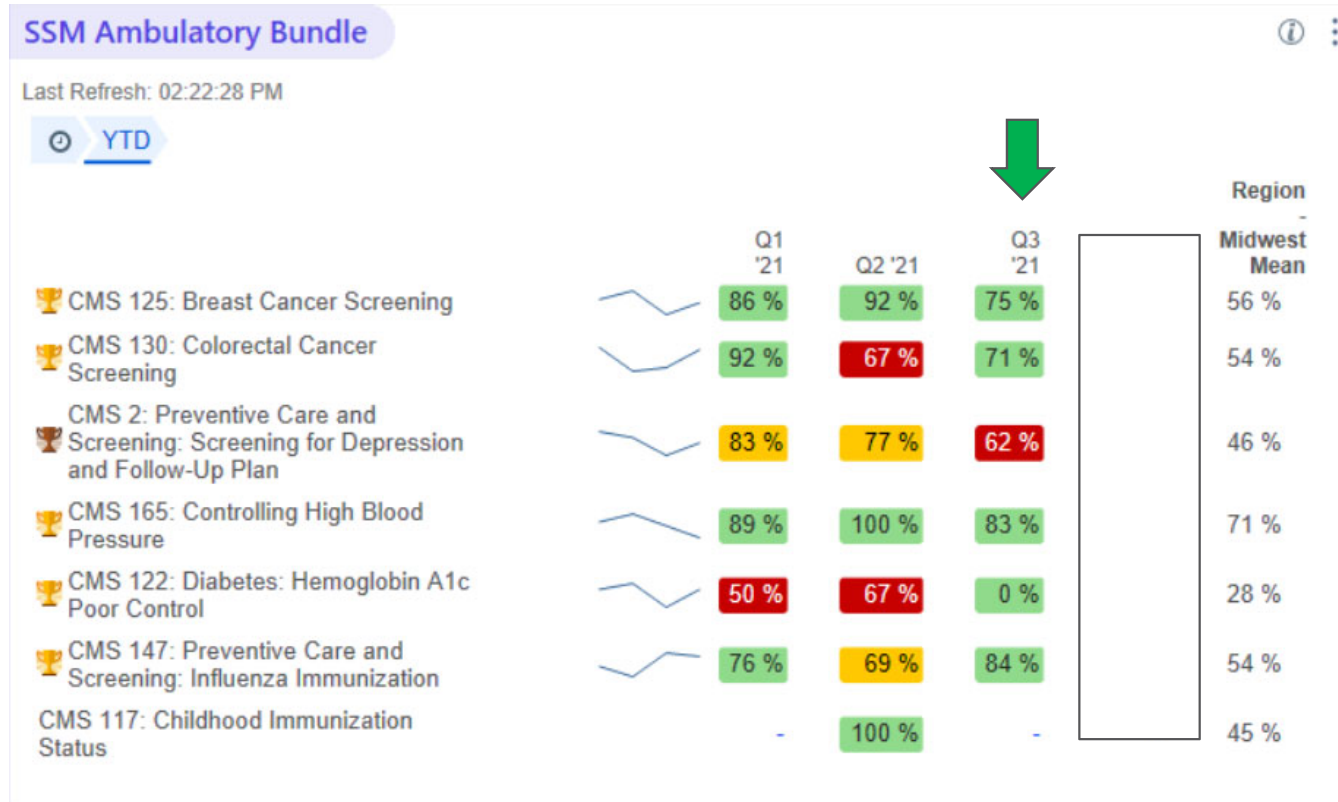
Ear Nose and Throat (8%)

Sports Medicine (5%)



Total Referrals:
40

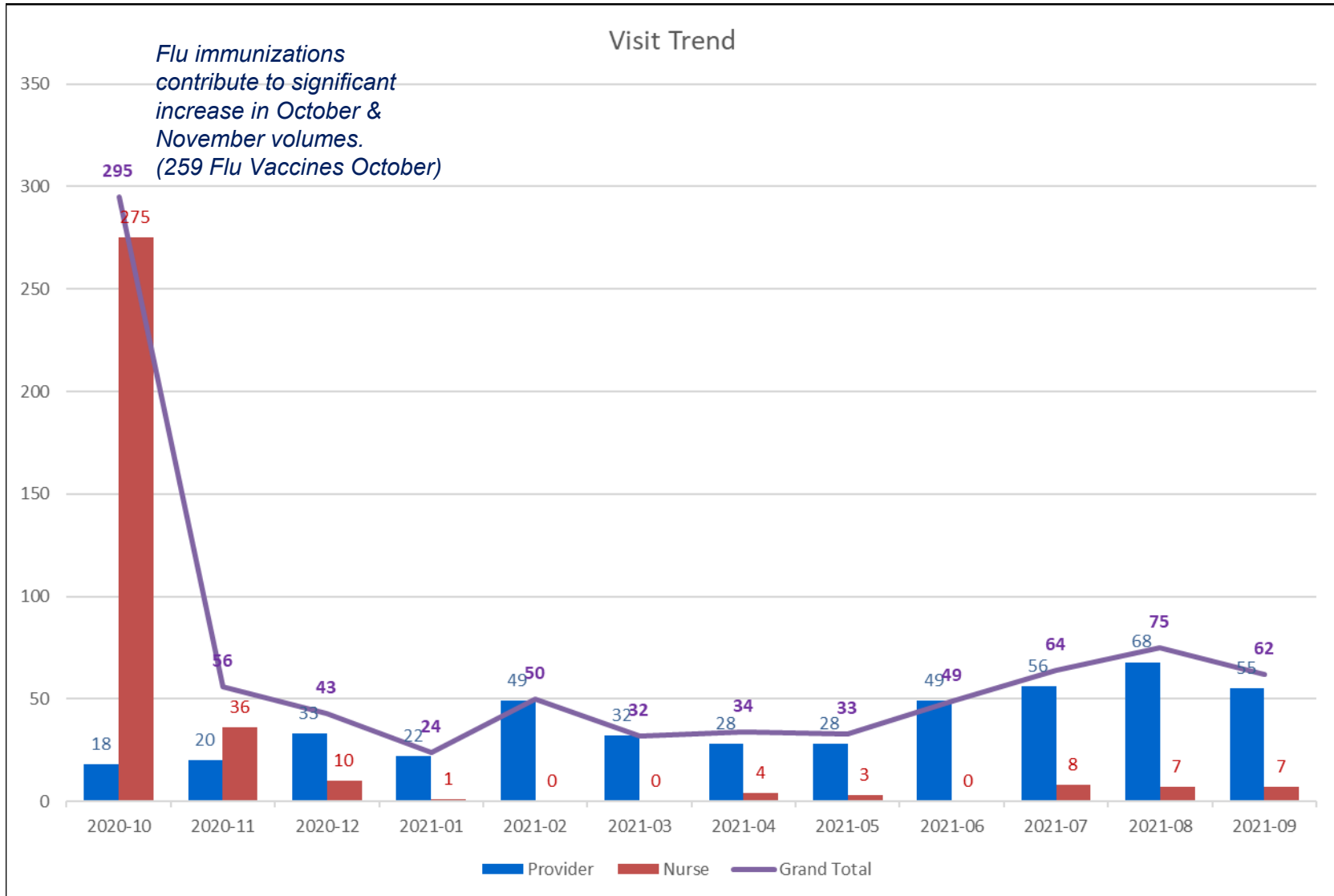
Quality Metrics



Control Metrics: The percent rating of patients who presented for a visit at the Wellness clinic, and whose currently recorded result was within an acceptable normal range for that measurement.

Screening Metrics: Population Health is highly impacted by preventive screenings and care. For those patients presenting to the Employee Wellness Clinic – percent ratings identify which patients had these needs/gaps met at the visit. Additional education and orders are placed for those due or overdue for screenings.

Monthly Appointment Volume

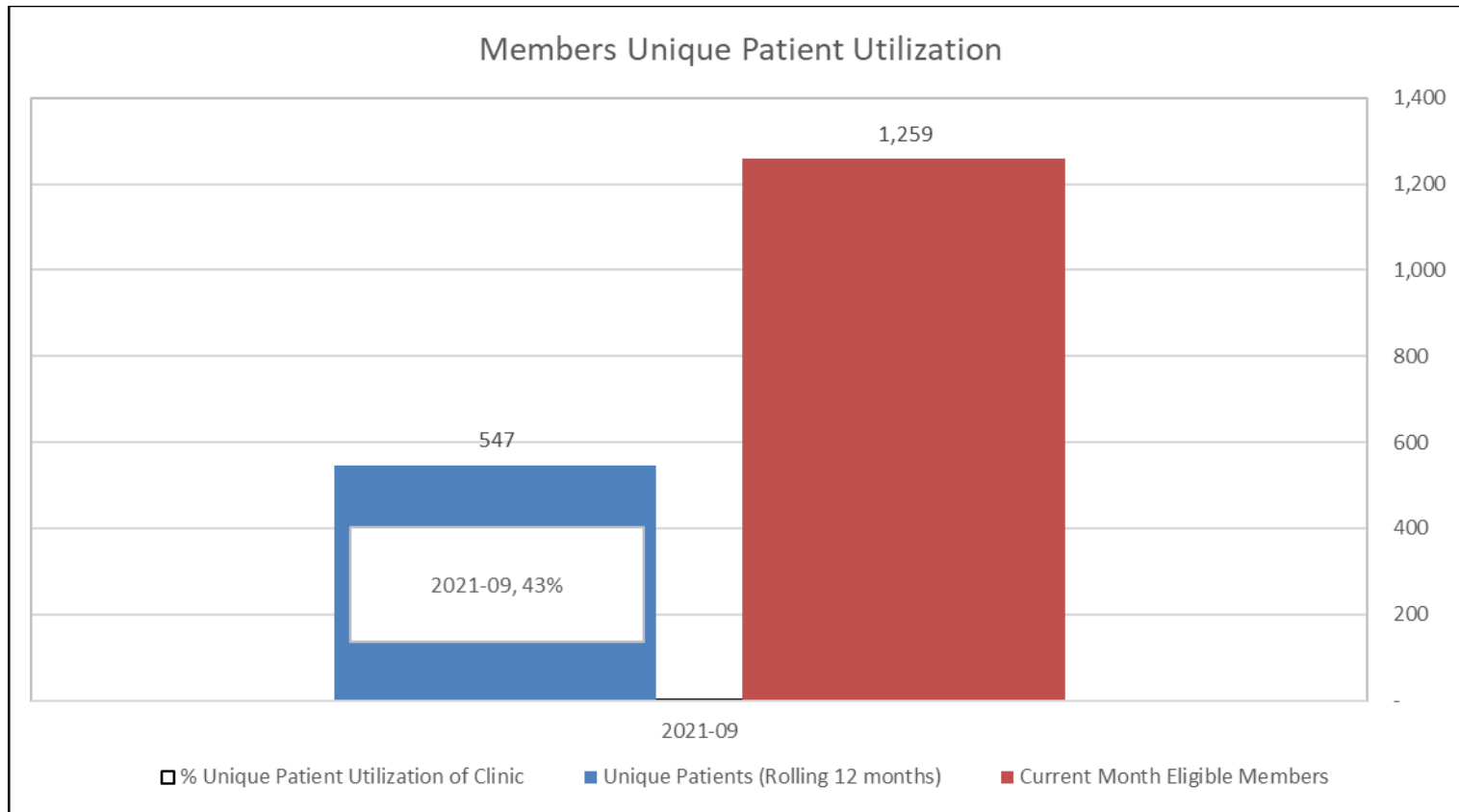


Visit Volumes by Visit Type – includes both provider and nurse visits

Sum of Completed Appts		Calend													
Visit Type	Visit Type Detail	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	
☐ Provider	EXTENDED OFFICE VISIT			1				1						2	
	OFFICE VISIT	4	10	4	16	4	11	1	7	9	17	24	15	8	
	PRE EMPLOYMENT	17	6	7	2	4	5	3	6	8	6	19	34	24	
	PRE EMPLOYMENT BRIEF	2		2	1	1		1	6	3	3	4	5	6	
	SAME DAY				3			10	4			2	1	4	
	TELEMEDICINE				1	3		1			1	1		3	
	VIDEO VISIT	4	2	3	9	9	4	11	5	7	9	5	9	7	
	WELLNESS VISIT			3	1	1		4		1	13	1	2	1	
	SPECIAL CARE VISIT						29								
	LONG PROCEDURE													2	
Provider Total		27	18	20	33	22	49	32	28	28	49	56	68	55	
☐ Nurse	FLU VACCINE	97	270	35	9									3	
	OFFICE VISIT	10	5	1	1	1			3	1		4	7	3	
	SAME DAY											1		1	
	VIDEO VISIT											1			
	SHORT PROCEDURE								1	2		2			
Nurse Total		107	275	36	10	1			4	3		8	7	7	
☐ Lab	LAB		2			1	1		2	2					
Lab Total			2			1	1		2	2					
Grand Total		134	295	56	43	24	50	32	34	33	49	64	75	62	

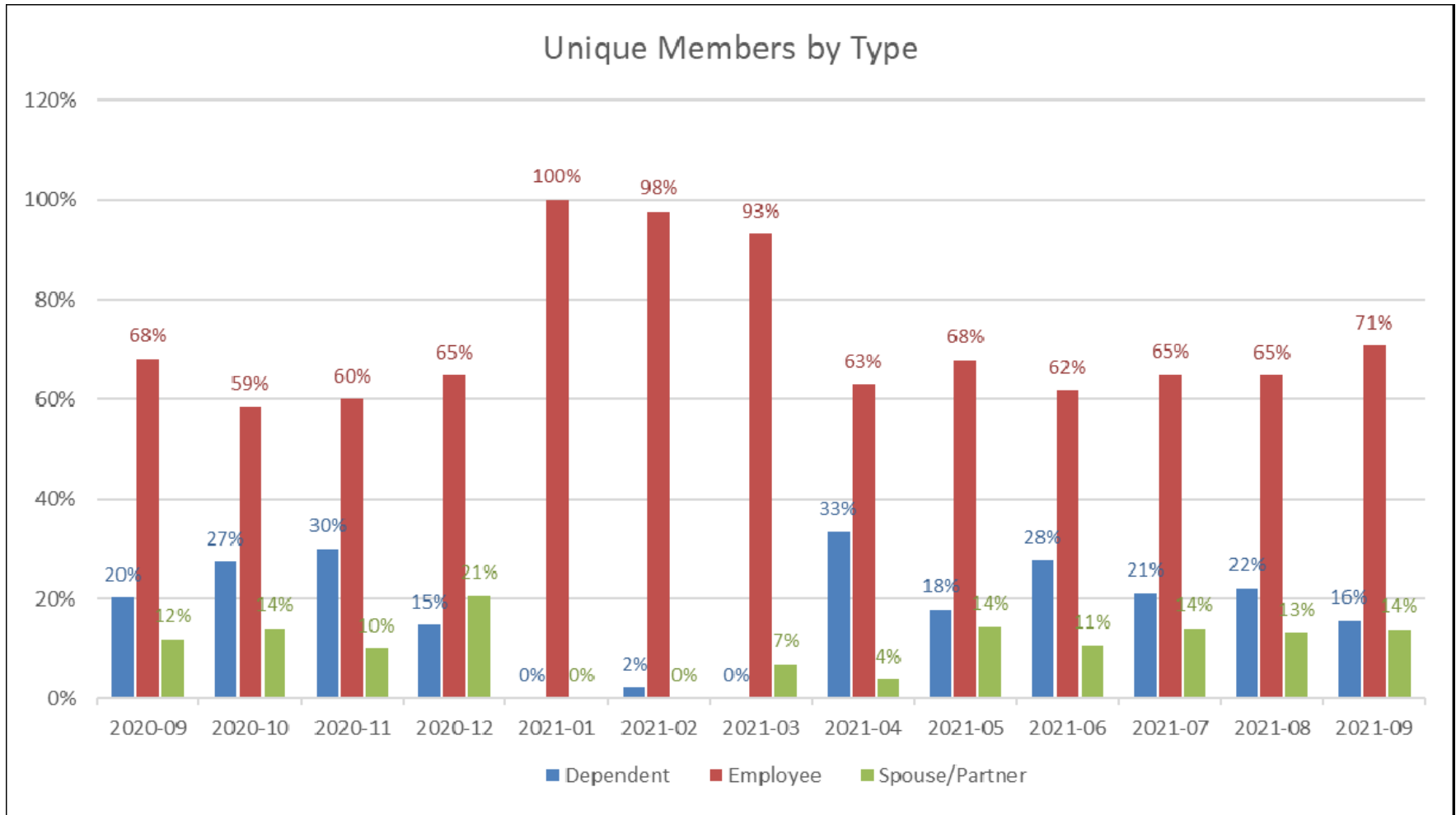
Unique Patient Utilization

Rolling Year Ending September 2021

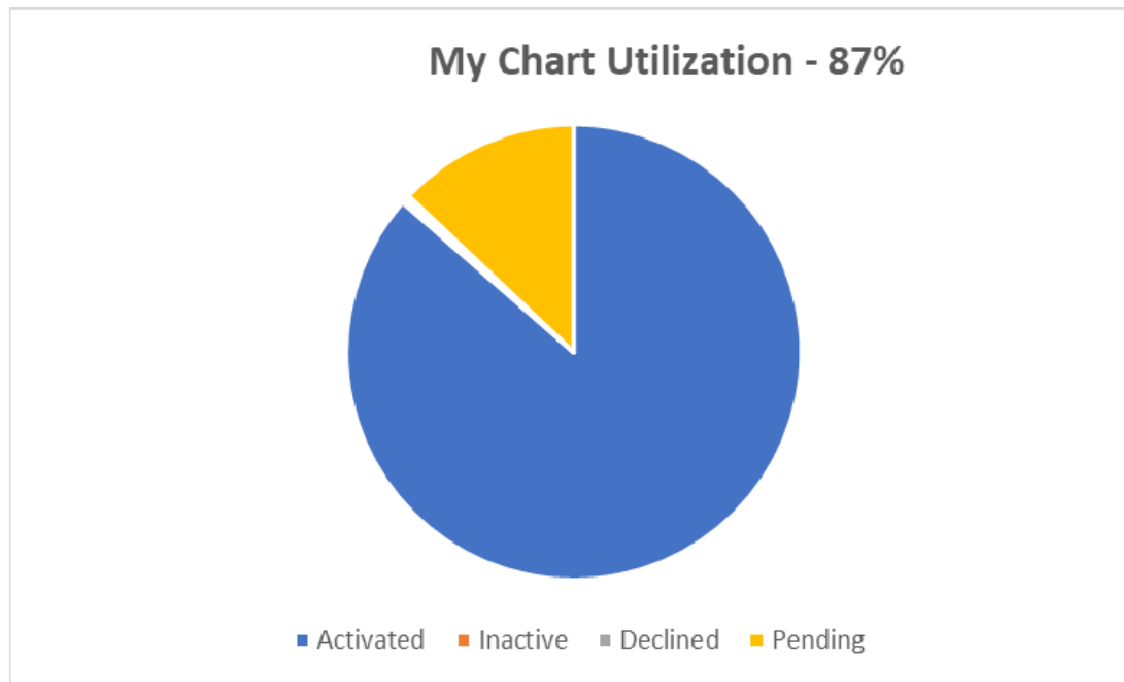


Unique Patients – individual members receiving care at the wellness clinic in each reporting period
As of September 2019 reporting, utilization is report as a rolling 12 month figure
National benchmarks suggest a 60% utilization rate stabilizes after a few years.

Utilization by Unique Member Type



My Chart Utilization (Qtrly metric)

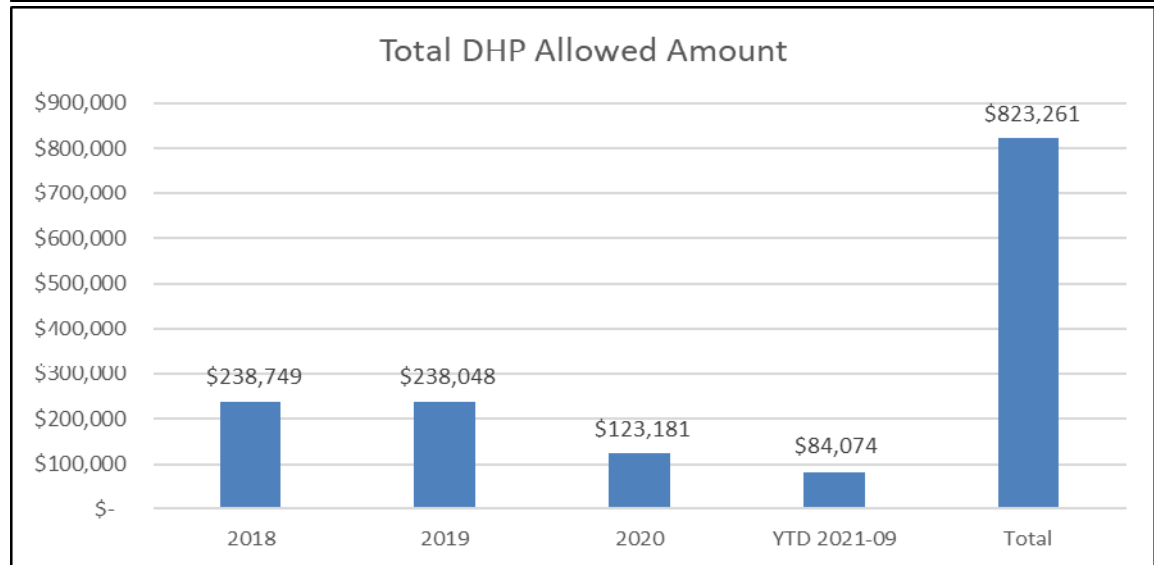
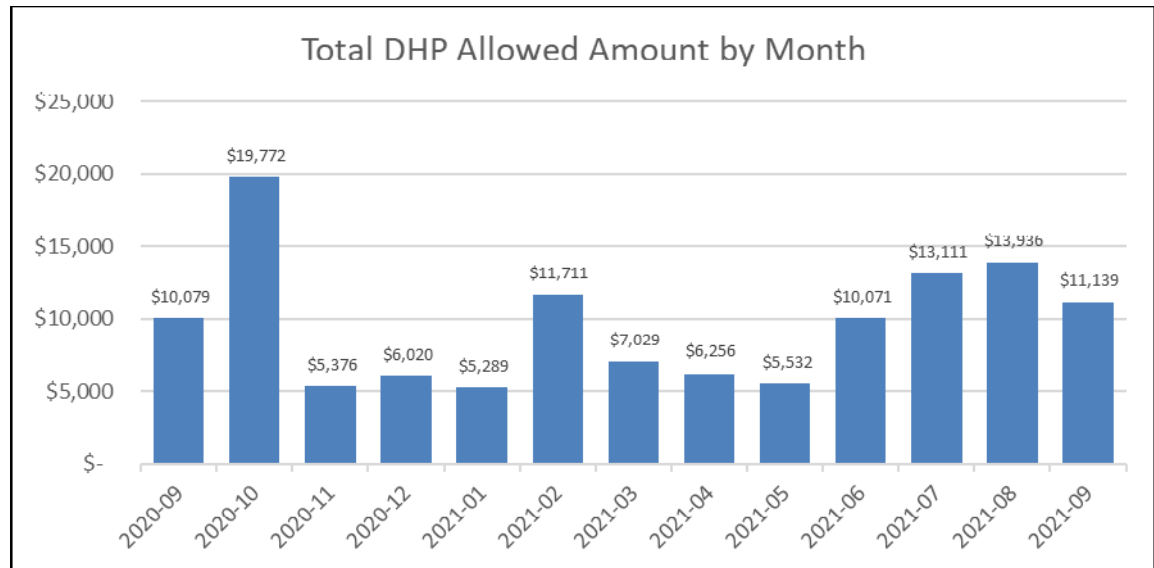


87% of members
visiting the WCSD
clinic in the last 3
years have active
My Chart Accounts

Active My Chart utilization is reported based on members who have had a clinic visit at the WCSD clinic, and have an 'active' account.

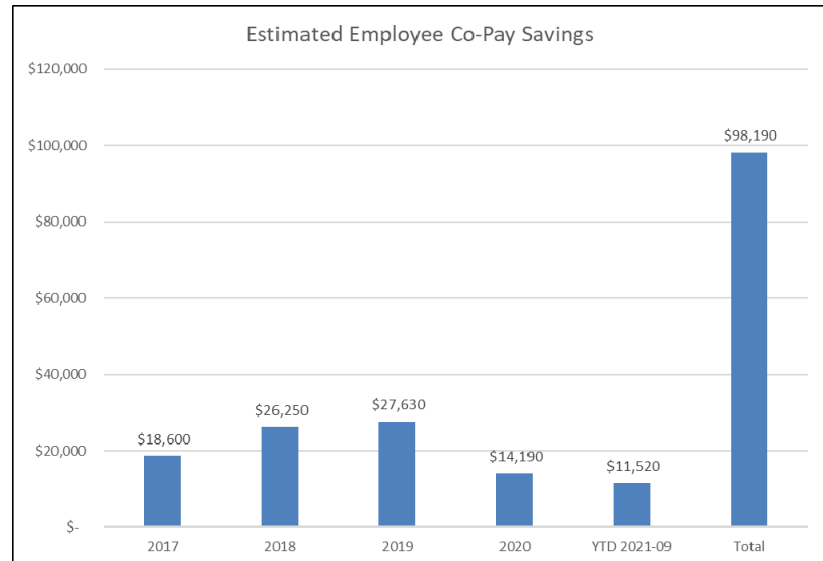
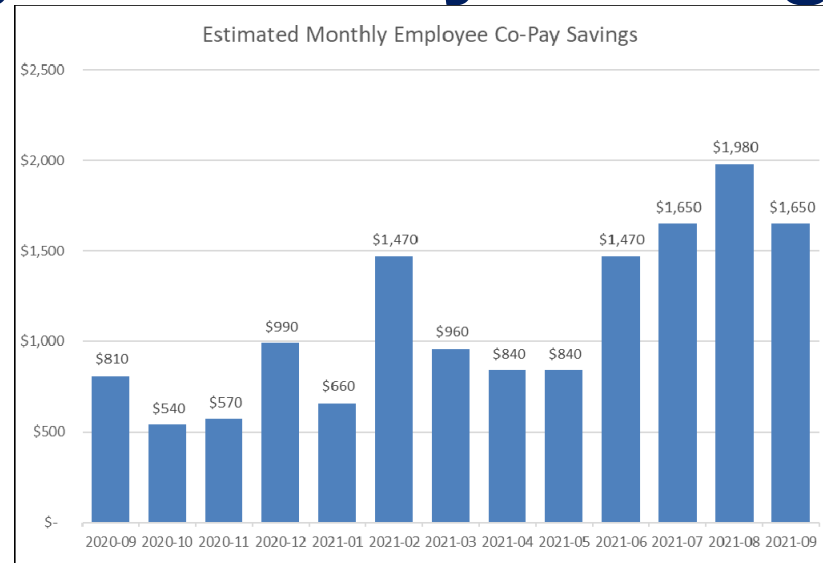
DHP Contract Allowed Amounts

- Rolling 12-Month ending September 2021, DHP Contract Allowed Amount, Claims Avoidance Totalled \$115,242



Estimated Employee Co-Pay Savings

- Assumes \$30 Co-Pay for all applicable Office/Medical Visits
- Rolling 13-Month ending September 2021 Potential Employee Co-Pay Savings Totaled \$14,430



Additional Financial ROI

Occupational Health:

Services captured in the employer clinic – Saving \$14,368 from direct billing to employer. (12 rolling months)



**Total Additional Savings :
\$19,440.00**

Financial ROI metrics-detail						
Client			Service	Fee	Vol	Savings
Waunakee School District			PE Phys	\$ 96.00	168	\$ 12,288.00
			Brf PE Phys	\$ 65.00	39	\$ 2,080.00
			Flu admin	\$16.00	417	\$ 5,072.00
						\$ 19,440.00

Flu season:

- Vaccine pharmaceutical expense billed at wholesale SSM fee (\$16/dose)

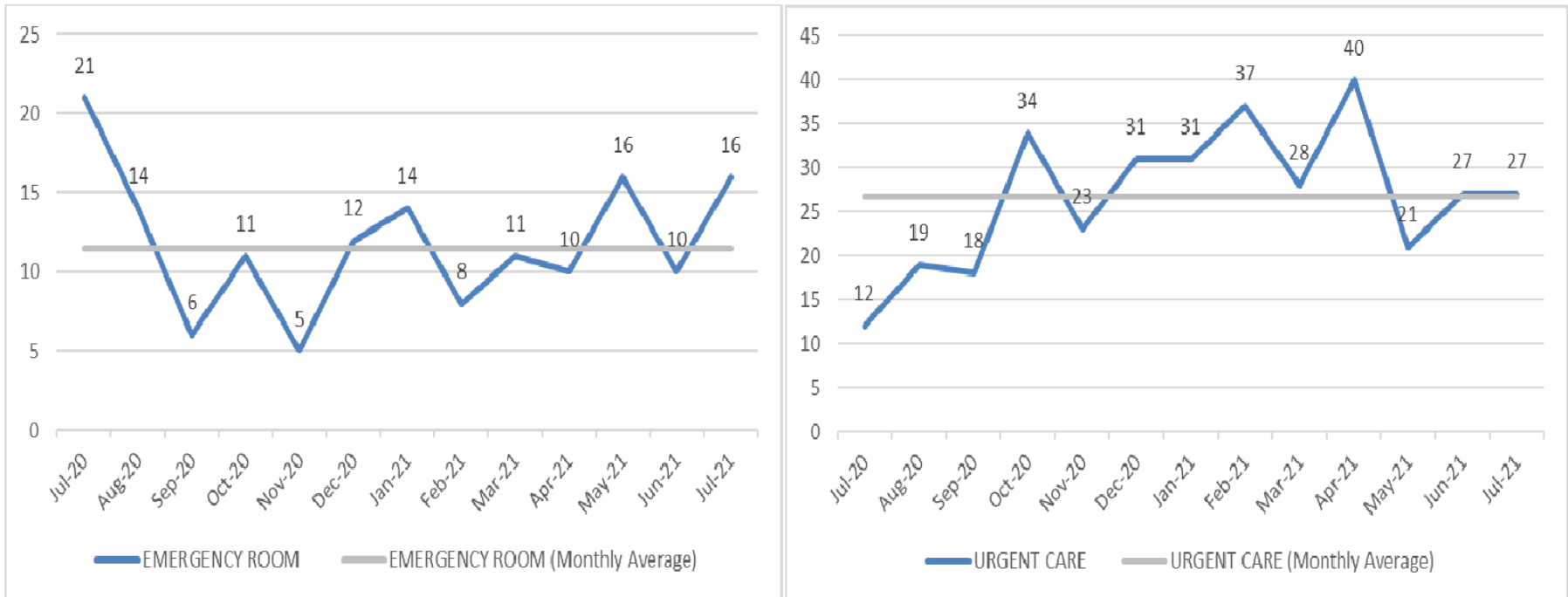
- Savings: administration costs (not going to claims or paid to 3rd party vendor)

\$ 5,072 (12 rolling months)

New reporting period



Emergency Department and Urgent Care Volume Trend (Quarterly metric)



Data is pulled from claims metrics through the health plan. This utilization is not connected to Employee Wellness Clinic utilization – but shows a group trend which supports opportunities for additional marketing and education on right level of care.

**Includes any ED or UC setting – not limited to SSM owned*

Source: DHP Claims databased on service incurred date; group members;

Data is two months behind to allow for claims lag and history may be restated if new claims are received

Note: members with multiple visits for a service in any given reporting period will be counted for each visit (e.g. a member with two separate visits to an Emergency Department in the month of December would be counted for two visits)

Avoidable ER Visits

(quarterly metric – Q3 2021)

Avoidable ER Visits

Avoidable ER Visits - New York University (NYU) Methodology	Current Avoidable ER Visits	Current ER Visits	ER Visits % Avoidable		
			Prior	Current	Comparative Benchmark
NYU ED Utilization Algorithm: Emergent, ED Care Needed, Preventable/Avoidable	2	119	3.11%	1.47%	3.27%
NYU ED Utilization Algorithm: Emergent, Primary Care Treatable	17	119	15.33%	14.45%	19.32%
NYU ED Utilization Algorithm: Non-Emergent	16	119	16.51%	13.45%	14.49%
Sum:	35	119	34.96%	29.36%	37.09%

Data is pulled from claims metrics through the health plan. This utilization is not connected to the Employee Wellness Clinic utilization – but shows a group trend which support opportunities for additional marketing and education on the right level of care

Reporting periods:
 Prior: July 1, 2019 – June 30, 2020
 Current: July 1, 2020 – June 30, 2021

Risk Scores

(quarterly metric – Q3 2021)

Risk Scores by Relation, Current Year and Prior Year (MARA)

RELATION	Age/Gender Factor			Average Concurrent Risk Score		
	Prior	Current	Comparative Benchmark	Prior	Current	Comparative Benchmark
SUBSCRIBER	1.38	1.38	1.31	1.64	1.53	1.41
SPOUSE	1.31	1.29	1.39	1.48	1.31	1.57
DEPENDENT	0.51	0.52	0.54	0.79	0.68	0.65
<i>Average:</i>	<i>1.07</i>	<i>1.18</i>	<i>1.08</i>	<i>1.3</i>	<i>1.18</i>	<i>1.21</i>

Age/gender risk scores use actuarial models to determine the relative risk of each member. The (MARA) risk adjuster utilizes clinical information on each members' claims to determine the relative risk score. A relative risk score of 1.0 indicates average risk for the population. Members with relative risk scores greater than 1.0 are expected to have higher than average costs and those with risk scores less than 1.0 are expected to have lower than average costs.

***MARA: Milliman Advanced Risk Adjusters**

Reporting periods:

Prior: July 1, 2019 – June 30, 2020

Current: July 1, 2020 – June 30, 2021



Dean Health Plan Employer Group Reporting Package

WAUNAKEE SCHOOL DISTRICT

Claims Incurred from 202007 through 202104 ; Paid Through 202107 (Max Paid Date: 7/2/21)

Group ID(s): 3258; Division(s): ALL; Employment Type: ; Direct Bill Flg:

Plan Operating Statement

	<i>Total</i>	PMPM	MLR %
Premium	\$5,906,295.54	\$476.39	
Total Claims Paid	\$6,028,127.59	\$486.22	102.06%
Member Months	12,398	Subscriber Months	4,279

Claim Summary

Claim Type	Billed	Savings due to Contractual Agreements	Employee Out of Pocket	COB	Paid
Professional	\$5,259,318.55	\$2,735,316.63	\$209,804.70	\$17,867.11	\$2,297,027.52
Outpatient	\$2,245,861.87	\$951,693.63	\$7,314.11	\$25,712.50	\$1,278,517.85
Emergency Room	\$537,701.14	\$187,612.54	\$11,121.20	\$2,131.40	\$357,813.43
Inpatient	\$1,109,826.58	\$366,934.70	\$462.78	\$9,771.65	\$723,576.59
Other	\$835,786.77	\$275,917.88	\$6,971.65	\$3,159.00	\$570,684.44
Total Medical	\$9,988,494.91	\$4,517,475.38	\$235,674.44	\$58,641.66	\$5,227,619.81
Pharmacy	\$2,176,756.08	\$1,314,850.12	\$70,116.31	\$5.67	\$800,507.78
Total Medical & Rx	\$12,165,250.99	\$5,832,325.50	\$305,790.75	\$58,647.33	\$6,028,127.59



Dean Health Plan Employer Group Reporting Package

WAUNAKEE SCHOOL DISTRICT

Claims Incurred from 202007 through 202104 ; Paid Through 202107

Group ID(s): 3258; Division(s): ALL; Employment Type: ; Direct Bill Flg:

Medical and Rx Claims by Month

Month	Medical Paid	Rx Paid	Total Paid	Subscriber Count	Member Count	Premium
202007	\$643,355.27	\$84,987.13	\$728,342.40	429	1,236	\$593,971.77
202008	\$440,154.36	\$82,289.33	\$522,443.69	429	1,237	\$592,348.44
202009	\$583,367.26	\$79,610.98	\$662,978.24	430	1,238	\$591,889.16
202010	\$507,081.08	\$78,987.79	\$586,068.87	430	1,241	\$589,965.46
202011	\$428,837.96	\$77,056.98	\$505,894.94	429	1,241	\$590,674.22
202012	\$452,885.34	\$80,978.33	\$533,863.67	431	1,246	\$594,921.27
202101	\$533,995.41	\$70,589.84	\$604,585.25	427	1,241	\$589,844.82
202102	\$485,389.59	\$81,720.16	\$567,109.75	428	1,245	\$590,566.30
202103	\$590,803.72	\$84,224.95	\$675,028.67	425	1,241	\$588,401.86
202104	\$561,749.82	\$80,062.29	\$641,812.11	421	1,232	\$583,712.24
Sum:	\$5,227,619.81	\$800,507.78	\$6,028,127.59	4,279	12,398	\$5,906,295.54

Patient Satisfaction

July 2021 - Sept 2021

Patient Satisfaction Survey	Very Poor	Poor	Fair	Good	Very Good
Waunakee July 2021 - Sept 2021					
How would you rate your visit overall				6%	94%
Please rate the ease of scheduling your appointment			6%	11%	83%
If you left a message with the clinic, please rate the response time from the clinic care team		6%		6%	39%
Please rate the convenience of office hours		6%*	6%	6%	83%
Please rate the courtesy of the staff at registration area				6%	94%
Please rate the friendliness/courtesy of the care provider					100%
Please rate the amount of time spent with you by the care provider				6%	94%
Please rate the instructions from the provider on treatment and follow up to your appointment					89%
Please rate the overall cleanliness of the facility					100%
Please rate the likelihood of recommending this clinic to others				11%	89%

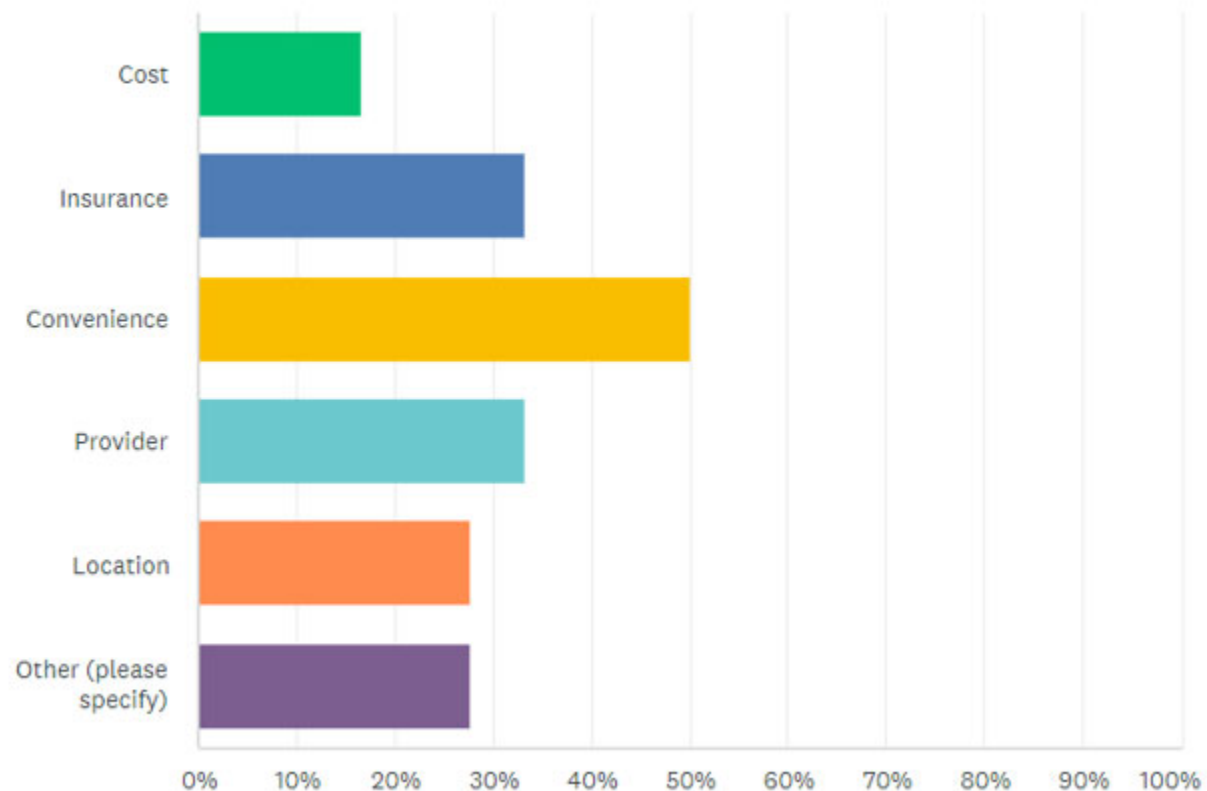
*Comment from patient – offer early morning hours before work

Quarterly Metric

Survey Question 12- Point of Care

- Q12: Why did you choose the Employee Wellness Clinic? (Select all that apply)

Answered: 18 Skipped: 0



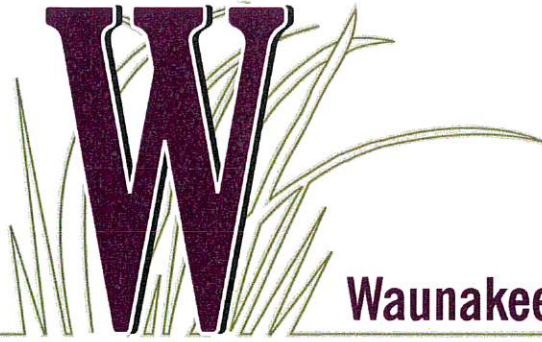
Recommendations/Discussion

September 2021

- November Events:
 - Live Virtual Healthy Holiday Eating with Toni Sterry 11/15 at 3:30pm
 - COVID boosters/kiddos on-site events
- Can we participate in School Wellness Committee meetings
- Avoidable ER visits are now all within BM
- My Chart metric adjusted to not include 'pending' status. Metric exceeds SSM Health utilization goals.

Summary and Discussion





Waunakee Community School District

Committed to Children . Committed to Community . Committed to Excellence

The Board of Education for the Waunakee Community School District has reviewed the School Violence Evaluation Reports for scheduled drills held during the month of October 2021.

	School Address	Type of Drill	Date of Drill
AES	Arboretum Elementary School 1350 Arboretum Drive Waunakee, WI 53597	Hold	October 11, 12 & 13, 2021
HES	Heritage Elementary School 501 South Street Waunakee, WI 53597		
PES	Prairie Elementary School 700 N. Madison Street Waunakee, WI 53597		
WIS	Waunakee Intermediate School 6273 Woodland Drive Waunakee, WI 53597		
WMS	Waunakee Middle School 1001 South Street Waunakee, WI 53597	Hold	October 13, 2021
WHS	Waunakee High School 301 Community Drive Waunakee, WI 53597	Hold	October 27, 2021

Board of Education Representative: _____
Joan Ensign, President 11-8-2021

School Violence Drill Evaluation Report
Waunakee Community School District
Must be completed with 30 days of the drill and sent to
Safety Coordinator for submission to Board of Education

School Site and Address	Arboretum Elementary	Date	October 11, 2021 October 12, 2021 October 13, 2021
Type of Drill/Exercise	Hold Procedures	Drill Supervisor	Sheila Weihert
Number of Students Present	Our enrollment is 441.	Number of Staff Present	63-75
Duration of Drill	Varies	Assisting Staff	Lori Armstrong Bob Homan Denise Mehlhoff Special Ed Staff

<i>Pre-Planning</i>	Yes	No	N/A
Have Staff been trained in the procedure for this scenario?	x		
Have Students been trained in the procedures for the scenario?	x		
Were parents notified prior to the drill?		x	
Were staff notified prior to the drill?	X		
Were police, fire or other emergency responders invited to attend?		N/A	
<i>During</i>	Yes	No	N/A
Was plain language used to initiate the drill?	x		
Were any code words used during the drill?		x	
Was the announcement/alert heard in every location occupied by students?	x		
Were there any problems during the drill(Explain in narrative section)		x	
<i>After</i>	Yes	No	N/A
Was a debrief held with the School Safety Team?			x
Were police, fire and other included in the debrief?		x	
Will staff and students be debriefed? Staff meetings held 10/11 and 10/13 at 3:00 p.m. to discuss hold procedures.	x		

Will parents be informed of the drill results?

x

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

HOLD Procedures

Monday, October 11 from 10:58 - 11:00

Tuesday, October 12 at 9:32-9:34 and 10:35-10:37 and 12:28-12:50

Wednesday, October 13 from 7:55-8:10

Staff Hold Memo on October 9, 2021

https://docs.google.com/document/d/1F6c7gwNwXrEVy6jwRhw8-ruWOBGHk2x1_xLcbnDA2Vs/edit?usp=sharing

Staff Hold Procedures:

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

Letter to parents:

https://docs.google.com/document/d/198X6Lh9VoNcfDNEbqS_EwArwPUDbdR1BbNAI7VEoNWc/edit

Announcement: "Hold Procedure"

Close Doors, closed doors should then be locked.

All staff should enter nearest secure area. Don't release anyone, ignore bells, no restroom breaks

Continue classroom activities

Take Attendance - present and absent

Check e-mail on a regular basis for available information or updates.

Do NOT call Office UNLESS you have vital information.

Wait patiently and listen for directions from building administration.

BE PREPARED to implement "Lock Down" or evacuation procedure.

All doors should be locked upon closing the door.

Please let Karen know if you need a lock block for your door.

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

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

School Site and Address	Waunakee Middle School 1001 South St Waunakee, WI	Drill Date	10/13/2021
Type of Drill/Exercise	HOLD	Drill Supervisor	Mr. Zibell
Number of Students Present	615	Number of Staff Present	87
Duration of Drill	2:32	Assisting Staff	

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

Was a debrief held with the School Safety Team?	X		
Were police, fire and other included in the debrief?		X	
Will staff and students be debriefed? If there had been concerns then yes		X	
Will parents be informed of the drill results?		X	

Narrative - Description of the drill, problems encountered, lessons learned
Hold Drill Classroom doors locked and shut, teachers continue teaching. Teachers went over expectations of a hold, and what expectations are if elevated to a lockdown.

Report Prepared by: Mike Zibell Date: 11/3/21

Date submitted to Superintendent Office: 11/3/21


School Violence Drill Evaluation Report
Waunakee Community School District
Must be completed with 30 days of the drill and sent to
Superintendent for submission to Board of Education

School Site and Address	Waunakee Community High School 301 Community Drive Waunakee, WI 53597	Drill Date	October 27, 2021
Type of Drill/Exercise	ALICE Hold	Drill Supervisor	Deanne Dobs Lensert
Number of Students Present	1300	Number of Staff Present	150
Duration of Drill	15 Minutes	Assisting Staff	Brian Borowski, John Cramer, Mike Taschek, Rose Nadler, Eric Huttenburg

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

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

Narrative - Description of the drill, problems encountered, lessons learned
<p>At 2:10pm on October 27, 2021, we participated in an ALICE hold drill. First, we covered the three types of responses and procedures for evacuation, non-emergency hold, and lockdown. Then we participated in a brief non-emergency hold while administration walked through the building, checking procedures. We did note that there were some rooms that weren't locked, and we will follow up with staff. In addition, we heard from music that the announcement can't be heard if they are playing instruments or singing; thus, we are looking into installing blue lights for notification.</p>

Report Prepared by:  Date: 11/3/21



October 27, 2021

Memo To: WCSD Board of Education

From: WCSD Nurses and Nursing Assistants

Re: Health Office Donations

Community Member Amy Nelsestuen 904 Ganser Dr. Waunakee WI 53597. Organized a last minute drive to secure supplies for the WCSD Health Offices. These supplies included: A variety of nonperishable snacks, Waters and Juices, plastic zipper bags, feminine hygiene items, and underwear. The estimated value of this generous donation was approximately \$500.00.

There were enough items to share among the Health Offices in the District.

Together We Learn! Together We Grow!

Arboretum Elementary School

To: Board of Education
From: Sheila Weihert, Principal
Re: Donation
Date: November 3, 2021

On behalf of Arboretum Elementary School staff and students, please accept the donation of \$500 from Mr. Scott Hamlin at Nord Gear Corporation. Funds will be used to enhance the curriculum.

Scott Hamlin
Nord Gear Corporation
PO Box 367
Waukegan, WI 53597

The support of area businesses is one of the major factors that contribute to the success of the Waukegan Community School District.



November 4, 2021

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

FROM: Mr. Brian Borowski

RE: Final Itinerary for 2022 New York City Trip
Mrs. Molly Petroff, Music Instructor/Vocal Music Advisor
Mr. Rick Braun, Language Arts Instructor/Drama Club Advisor

On March 8, 2021, Mrs. Molly Petroff, High School Vocal Music Director requested and received permission to plan a Vocal Music trip to New York City in March of 2022. The Board of Education approved this request and Mrs. Petroff proceeded to identify potential trip itineraries, trip dates, costs, performance opportunities, and trip vendors. After completing these meetings, the parents and students selected Bob Rogers Travel as the trip vendor for the New York City trip. The detailed trip itinerary is included with this memo.

This trip is an annual event that has been held for many years. For the upcoming 2022 trip, Vocal Music and Drama Club will offer this as a joint opportunity which has proven to be the highlight of many music and drama club students' high school experience. Therefore, I support approving this field trip and respectfully request that you would do so as well.

If this trip is approved, I will request that Mrs. Petroff and Mr. Braun contact School Resource Officer Taschek prior to the trip departing to meet with the trip participants to review safety precautions associated with traveling/staying in a large city.

Please feel free to contact me, Mrs. Petroff or Mr. Braun with questions related to the trip proposal and itinerary.

Waunakee High School Vocal Music Department
2022 Trip Proposal – New York City
301 Community Drive, Waunakee, Wisconsin 53597
Molly Petroff - mollypetroff@waunakee.k12.wi.us

Educational Goals/Objectives: To share our music with a captive audience in a different acoustical environment like a cathedral or concert hall.

1. To educate students regarding careers in music performance or musical theatre with a performance and talk-back or workshop by a Broadway performer.
2. To broaden cultural and historical perspectives of our students.
3. To provide our students with a high quality musical performance.
4. To foster camaraderie, pride and a sense of family/team within our ensemble.
5. To provide an opportunity to hear and dialogue with excellent professional musicians and actors/actresses.
6. To provide an opportunity to represent the school and community as positive musical ambassadors.

Student Needs

1. To provide a performance and travel opportunity for all choir students despite financial obligations.
2. To provide a reward for participation in music at least once in four years of membership.

Performances(s): Performance at retirement facility (dependent on Covid protocols) and The Cathedral of St. John Divine.

Travel Date: Leave Wednesday, March 16th, 2022 afternoon –Arrive home midday Sunday, March 20

Participants: 43 junior/senior students; 2 Teachers (Rick Braun and Molly Petroff); and 2 Parent Chaperones

Timelines: Payments are ongoing and have been made through the Bob Rogers Travel secure website.

Trip Itinerary Possibilities

1. 5 days /4 night tour via motor coach round trip from Waunakee, WI to New York, NY.
2. 2 nights hotel just off Times Square
3. Attending 2 Broadway shows: Hadestown and Six (about Henry IV's six wives) Tour stops/visits to be taken from the following: Staten Island Ferry Ride past Liberty Island, 911 Museum, Central Park, Metropolitan Museum of Art or, Rockefeller Center, Top of the Rock, Times Square, Dinner and shopping in ChinaTown/Little Italy, and tour The Cathedral of St. John the Divine
4. Breakfast and one meal per day at appropriate restaurants provided by the vendor as part of the package to be determined.
5. Meals on our own at Times Square and Rockefeller Center
6. New York City local tour guides.
7. Liability Insurance Coverage for the tour and motor coaches
8. Nighttime Security Guard

Covid Protocols: Statement from our Travel partner, Bob Rogers Travel: "NYC currently requires individuals to have proof of receiving at least one COVID-19 vaccine dose to visit restaurants, fitness centers, and indoor entertainment (including museums). Additionally, Broadway theatres require individuals to have proof of being fully vaccinated (2 weeks or more from their second vaccine dose). These rules are currently in place through December 31st, 2021. Bob Rogers Travel will continue to monitor this evolving situation and provide updates to our groups as they are relevant."

At this point, we need to plan for this trip as if we are going tomorrow so that we can prepare for any contingency. Based on current protocols, unvaccinated students would not be able to eat in restaurants or attend any of our indoor activities. We have shared this information with parents and students and have been in conversation with concerned families. We recommend that if they want to "wait and see", they purchase total trip protection insurance so that they can cancel and receive a full refund if protocols do not change. The travel company will encourage people to use the New York City vaccination app, but if a student's phone is uncharged, they lose their phone or their vaccination card, we want to insure that they will be able to participate fully on trip activities and events. We feel strongly that we need to collect photocopies of vaccination cards and picture IDs from each student so that we may have a hard copy. This is similar to what we have done in the past for international travel in photocopying student passports. We will keep them secure in a binder that will only be used in case of one of the above circumstances. Bob Rogers Travel can also add a question about vaccination intent in their online registration system if we would like.

Masking on busses or indoor spaces will be dictated by the bus company policy, and city or local ordinances. Naturally, we will also enforce any district protocols and policies that are in place by the school district at the time.

Waunakee High School Vocal Music Department
2022 Trip Proposal – New York City
301 Community Dr.
Waunakee, Wisconsin 53597
Molly Petroff mollypetroff@waunakee.k12.wi.us

Educational Goals/Objectives

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they lose their phone or their vaccination card, we want to insure that they will be able to participate fully on trip activities and events. We feel strongly that we need to collect photocopies of vaccination card and picture ID from each student so that we may have a hard copy. This is similar to what we have done in the past for international travel in photocopying student passports. We will keep them secure in a binder that will only be used in case of one of the above circumstances. Bob Rogers Travel can also add a question about vaccination intent in their online registration system if we would like.

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2021/22 Co Curriculars
 Waunakee Community School District
November 8, 2021 Board of Education Approval

Activity	First Name	Last Name	Position Title	Location
STAFF				
BASKETBALL - BOYS	ZACHARIAH	HOLLER	ASSISTANT COACH	MIDDLE SCHOOL
MUSICAL	ANGELA	ROBERTS	HEAD ADVISOR	MIDDLE SCHOOL
SOLO ENSEMBLE	JAMES	SERCOMBE	HEAD ADVISOR	MIDDLE SCHOOL
SOLO ENSEMBLE	JESSICA	SPICER	HEAD ADVISOR	MIDDLE SCHOOL
NON STAFF				
GYMNASTICS	JAMIE	SOPER	VOLUNTEER COACH	HIGH SCHOOL
GYMNASTICS	BRIAN	YANKUNAS	VOLUNTEER COACH	HIGH SCHOOL
MUSICAL	BROOKSY	BEILKE-SKOUG	ASSISTANT ADVISOR	MIDDLE SCHOOL
SOLO ENSEMBLE	BROOKSY	BEILKE-SKOUG	HEAD ADVISOR	MIDDLE SCHOOL



Staff Changes Report for November BOE Meeting

1 message

Manzetti, Amy <amymanzetti@waunakee.k12.wi.us>

Wed, Nov 3, 2021 at 4:01 PM

To: Aaron May <aaronmay@waunakee.k12.wi.us>, Amy Johnson <amyjohnson@waunakee.k12.wi.us>, Randy Guttenberg <randyguttenberg@waunakee.k12.wi.us>, Rebecca McDonough <rebeccamcdonough@waunakee.k12.wi.us>, Tim Schell <timschell@waunakee.k12.wi.us>, Dan Carter <dancarter@waunakee.k12.wi.us>, Sheila Weihert <sheilaweihert@waunakee.k12.wi.us>, Dean Kaminski <deankaminski@waunakee.k12.wi.us>, Brian Borowski <brianborowski@waunakee.k12.wi.us>, Christina Mand <christinamand@waunakee.k12.wi.us>, Tim Mommaerts <timmommaerts@waunakee.k12.wi.us>, Jeffrey Kenas <jeffreykenas@waunakee.k12.wi.us>, "Blackburn, Anne" <anneblackburn@waunakee.k12.wi.us>, Tiffany Loken <tiffanyloken@waunakee.k12.wi.us>
Cc: Cari <caridailey@waunakee.k12.wi.us>, Ronelle Aime <ronelleaime@waunakee.k12.wi.us>, Aimee Jensen <aimeejensen@waunakee.k12.wi.us>, "Grabarski, Brian" <BrianGrabarski@waunakee.k12.wi.us>, Jenny Endres <jennyendres@waunakee.k12.wi.us>

New Support Staff

Richard Rischette, Crossing Guard (replaces Nichole Rawie)

Tom Roberts, Custodian, IS (replaces Dale Burfeind)

Madison Sargeant, Para Educator Special Education, MS (replaces Candice Gosdeck)

Mark Schey, Custodian, HS (replaces Pauline Hignett)

Resignations

Tricia Kleinsteiber, Para Educator Special Education, HES

Zilka Paradzikovic, Custodian, MS

Co-Curriculars

 [BOE Approval Report 11-2021.pdf](#)



Amy Manzetti

Human Resources Administrative Assistant
Waunakee Community School District

608-849-2000 ext. 8168 | fax: 608-849-2354 |

www.waunakee.k12.wi.us |

[905 Bethel Circle Waunakee, WI 53597](#) |

Office Hours: 7:30 - 4:00 M--F

Human Resources [Website](#)

Human Resources for staff [Website](#)

Not sure who to contact in Human Resources?

Send an email to: askhr_helpdesk@waunakee.k12.wi.us.

TrueTime or Payroll Questions?

Send an email to: wcsd_payroll@waunakee.k12.wi.us



2022 State Education Convention Registration Now Open

1 message

Wisconsin Association of School Boards <info@wasb.org>

Mon, Nov 1, 2021 at 8:01 AM

Reply-To: info@wasb.org

To: rebeccamcdonough@waunakee.k12.wi.us

Register by Dec. 15 to Secure Early Bird Rate



WISCONSIN
ASSOCIATION OF
SCHOOL BOARDS



Nov. 1, 2021



WISCONSIN STATE EDUCATION CONVENTION
January 19-21, 2022
Wisconsin Center • Milwaukee

Convention 2022

2022 State Education Convention Registration Open

It's time! Online registration opens today for the [2022 State Education Convention](#).

Held from January 19-21 in Milwaukee, your annual convention is an opportunity to learn and laugh alongside your colleagues from across the state.

Our keynote speakers have incredible personal stories to share. We hope their insights and attitudes refresh your spirit.

And our more than 80 breakout sessions are led by fellow Wisconsin educators, board members, business leaders and others who can explain their challenges and opportunities in ways that make sense to you.

Convention attendees often tell us the Exhibit Hall is a highlight of the event. Stop by to learn about the latest offerings in your industry.

Please browse your hotel accommodation options at our [website](#).

See you in Milwaukee!



Wisconsin Association of School Boards
122 W. Washington Ave, Suite 400, Madison, WI 53703
608-257-2622 • WASB.org

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