

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

Monday, June 9, 2025

6:00 PM

Waunakee Community School District  
905 Bethel Circle  
Waunakee, WI 53597

Members of the public may attend Board of Education meetings in-person. Members of the public who choose to access the meeting via live stream video may do so at:

<https://www.youtube.com/channel/UClgebJT-i0GbAiYqrkpaBmA>

Public comments will be limited to 3 minutes. The Board will allow 30 minutes for public comments.

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

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

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

Closed Session Starts at 6:00PM

Open Session Starts at 7:00 PM

**AGENDA**

**I. CALL TO ORDER**

**II. ROLL CALL**

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

- A. Review Minutes of May 12, 2025 Regular Meeting.
- B. Update and Consideration of Legal Matters Related to the School District Including Current and Potential Actions Involving the School District.
- C. Open Enrollment Revocation
- D. Review Individual Administrator, Teacher, Co-Curricular, Support Staff & Custodial Recommendations, Resignations, Leaves & Retirements
- E. Review Summer School Contract Recommendations

**IV. RETURN TO OPEN SESSION**

**V. BOARD DEVELOPMENT WORKSHOP**

- A. *Great on Their Behalf* by AJ Crabill book study  
Chapter 2 & 3 will be discussed. Board, please be prepared to discuss one statement or item from chapter 2 & 3 that stood out to you and how it pertains to the good of the

order.

**VI. APPROVAL OF MINUTES**

- A. Review Minutes of May 12, 2025 regular meeting. 8

**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** **16**

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

**IX. BOARD REPORTS/RECOMMENDATIONS/ACTION ITEMS**

A. Student Reports

1. Student Council Report

Abigail Anderson and Alena Wagoner are the student representatives from the high school and will be present to report to the Board on what is occurring at the high school.

B. Board Reports/Action Items

1. Individual Board Reports on Educational Related Events, Meetings, or Training's Attended by Individual Board Members

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

A. DEI Committee

- 1. Review minutes from the May 19, 2025 DEI committee meeting 19

B. Policy Committee

- 1. Review the minutes from the May 27, 2025 policy committee meeting 20

- 2. Policy 662.3 Fund Policy 22

- 3. Policy 672.1 and 672.1 Rule Purchasing Policy 23

- 4. Policy 423 & 423 Rule 1 Open Enrollment Policy 26

- 5. Policy 363.2 Rule 1 Student Staff Relationships Policies 48

- 6. Policy 345.41 3rd Grade to 4th Grade Promotion & Retention Policy 53

This is a new policy due to Act 20.

Attached please find:

Sample Policy 1

Sample Policy 2

Sample Policy 3

Administrative Recommendation (Edited Version)

Final Draft - Clean.

- 7. Policy 345.7 Graduation Requirements Policy 92

- 8. 771 and 771 Rule (1) & (2) Copyright Policies 93

Policy 771.1 - update to PRG version with edits

Policy 771.1 Rule 1 - update as per edits

Policy 771 Rule 2 - Repeal

C. Curriculum Committee

1. Review the minutes from the June 2, 2025 curriculum committee meeting. 99

2. Testing and Assessment Schedule for 2025-2026 100

Attached is the testing and assessment schedule for 2025-2026. This is an action item and the committee is requesting this be approved for adoption at June 9, 2025 regular meeting of the Board of Education.

3. Proposed Academic Achievement Goal 108

Dr. Monica Kelsey-Brown

The administration is recommending updating our district's academic goal to focus on the district and all six schools reaching and maintaining Significantly Exceeds Expectations on the state accountability report cards by 2029. This is an action item. The committee approved this on a 3-0 vote for full board consideration.

D. Budget Committee

1. Review June 4, 2025 budget committee meeting minutes 117

2. Consideration of the Second Draft of the 2025-2026 Budget 119

The purpose of this agenda item is to request approval of the second draft of the budget for the 25-26 school year. I have attached the second draft of the budget for your review. Please note that the second draft of the budget is based on the following:

1. The \$0/student increase in the per pupil categorical aid, with a \$325/student increase in the revenue limit formula

2. The personnel cost line includes an inflationary salary increase of 2.95%, implementation of the teacher and classified staff compensation systems, implementation of the classified staff operational referendum funds pay adjustments, a 0% increase in dental insurance rates, and a 5% increase for health insurance rates, utilities, and transportation.

3. The capital maintenance projects are funded from Fund 49

4. The second draft includes an increase of 2.4 FTE, as outlined on page 13 of the document. The second draft includes an additional 1.0 FTE for Arboretum Elementary School Nursing Staff. This Nursing Staff is related to an individual need. These services were contracted out in 24-25 and the service would be more cost-effective and consistent for the student if we hired our own staff.

5. The debt service fund includes the financial plan from the last borrowing that the board approved in March.

6. Updates to the Food Service budget (Fund 50), and other budgets as a result of School Board approved student fees.

7. Updates to the gift fund (Fund 21)

8. All of the remaining budget requests have been placed on hold at this time.

The third draft of the budget in July will include:

1. Grant allocations, if available
2. Staffing updates based on additional schedule changes, reallocation proposals or new positions
3. Updates to building/department revenue accounts and corresponding expense accounts
4. Updates based on any progress with the 2025-2027 State Budget.

Please let me know if you have any questions on the second draft of the budget.

The budget committee is recommending approval 3-0.

3. Consideration of 2025-2026 Lease Agreements 141

The purpose of this agenda item is to request approval the lease agreements for the 25-26 school year. I have attached the lease agreement for your review.

The district currently has leases with the Wisconsin Youth Company (K-4 after-school program for the school year) and the New Teacher Project. The New Teacher Project is moving to CESA #2.

The administrative recommendation is to approve this lease with the Wisconsin Youth Company lease changing from \$2,900 to \$3,000 per building. The budget committee is recommending approval 3-0.

4. Consideration of Fund Balance Classifications 143

The purpose of this agenda item is to request approval of the fund balance classifications. The School Board is annually required to approve fund balance accounts prior to the close of the fiscal year. I have attached the fund balance accounts that are currently being used, and were last presented to the school board at the conclusion of the 2023-2024 audit. Administration is recommending no changes. Please let me know if you have any questions on the fund balance classifications.

The budget committee is recommending approval 3-0.

5. Consideration of 24-25 Budget Revisions 144

The purpose of this agenda item is to request approval of the formal budget change process. The budget change document is attached.

All budget revisions are entered into the Skyward Financial System using the Skyward Budget Revision process. The budget revisions for 24-25 include:

- \* changes in grant allocations (both Fund 10 and 27)
- \* changes to the State of Wisconsin Library Aid (Fund 10)

\* transfer of funds between Fund 10 & 27

\*changes between funds 10, 49, 50 & 73 to reflect the board-approved goal of \$0 end of the year balance

Please recall that this board-approved goal has been connected to the capital maintenance projects tracking spreadsheet. The funds that have been transferred to fund 49 have been allocated by the Facility Committee.

The budget committee is recommending approval 3-0.

E. Facility Committee

1. Review the minutes of the June 4, 2025 facility committee meeting. 146

2. Consideration of Capital Projects Approval 148

The purpose of this agenda item is to request approval of our standard agenda item for district-wide capital maintenance requests. . Attached please find capital maintenance requests for June. The facility committee is recommending approval 3-0, with the exception of reducing the robotic vacuum and scrubber to one of each and placed in the building decided by the Director of Facilities.

F. Co-Curricular Committee Meeting

1. Review the minutes from the June 5, 2025 co-curricular committee meeting 149

2. Co-Curricular Handbook Updates 150

The following handbooks related to co-curriculars are up for approval. Any changes are in green and pink text.

a. 2025-26 Booster Club Handbook 151

b. 2025-26 High School Co-Curricular Code 186

c. 2025-26 Middle School Co-Curricular Code 219

d. 2025-26 Coaches Handbook 244

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

A. Administrative Reports/Action Items

1. DPI Disproportionality Data Update 276

Tiffany Loken will give an update on this data.

2. Student Financial Assistance Fund Update

Joan Ensign will give a brief update on SFAF.

3. 2024-2025 End of School Year Review

Dr. Brown will provide an overview of accomplishments for the 2024-2025 school year.

4. Announcements/Correspondence

**XII. CONSENT AGENDA**

A. Finance	
1. Monthly Finance Reports	277
Attached you will find the Budget Status report as of May 31st, 2025 and the Cash Reconciliation report for April 2025.	
B. Approval of Checks	
Attached in the "extras" section of BoardBook, please find a list of the accounts payable payments issued during the month of May 2025.	
C. Consideration of School Safety Drills	280
D. Consideration of Dane County Driver Education Scholarship Program	281
Attached please find the agreement with Dane County for scholarship funds for driver education for economically disadvantaged students. We have participated in this program in the past and it has been a success and well received.	
E. Consideration of Secondary Education Family Handbooks.	
Due to the size, the handbooks in their entirety can be found in the Extra Section of BoardBook.	
F. Consideration of the Aquatic Center Handbook	292
G. Consideration of the Substitute Teacher Handbook	306
H. Consideration of F1 Visa Student to the High School	
I. Gifts and Field Trips	
1. Gifts	
a. 6 Pride Flags - The Waunakee IDEA Group - \$54.25	326
These flags will replace the current flags at each building. These flags are the same design that we had.	
b. Alto Saxophone from Judy & Robert Hughes valued at \$2,500-\$3,000	327
2. Field Trips	
a. Final Consideration of the HS China Trip June 15-29, 2025	328
J. Approve Individual Administrative, Teacher, Co-curricular, Support Staff & Custodial Recommendations, Resignations, Leaves & Retirements	
K. Summer School Recommendations	
<b>XIII. <u>BOARD BUSINESS</u></b>	
A. Legislative Update	
<b>XIV. <u>FUTURE AGENDAS AND MEETINGS</u></b>	
A. Agenda Items for Next Meeting	
B. Special Meeting	
C. Budget Committee -	
D. Co-Curricular Committee	
E. Curriculum Committee	
F. DEI Committee	
G. Facility Committee	

H. Human Resources Committee

I. Policy Committee

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

**XVI. RETURN TO OPEN SESSION**

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

**XVIII. ADJOURN**

“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

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A Regular Meeting of the Board of Education of Waunakee Community School District was held Monday, May 12, 2025, 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 Frey, second by Heinrichs, to adjourn to closed session pursuant to Wisconsin Statutes 19.85 (1)(c), (e), (f) and (g) to review individual teacher contract recommendations, resignations and retirements, review individual co-curricular contract recommendations, review individual support staff/custodial staff recommendations, resignations, and retirements, and review student requests. Motion carried 7-0 on a roll call vote. Time 6:00PM

### **II. ROLL CALL**

Eaton – Yes, Ensign- Yes, Frey – Yes, Heinrichs – Yes, Hetzel- Yes, Murray, - Yes, Sonne – Yes

Also Present: Dr. Brown, Summers, Grabarski, Schell, Loken

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

A. Review Minutes of the April 14, 2025 regular meeting

B. Update and Consideration of Legal Matters Related to the School District Including Current and Potential Actions Involving the School District.

C. Review Student Discipline/Expulsion Recommendation

A motion was made by Hetzel, second by Heinrichs, to approve the decision as presented. Motion carried 7-0.

D. Review Individual Administrator, Teacher, Co-Curricular, Support Staff & Custodial Recommendations, Resignations, Leaves & Retirements

E. Review Individual Co-Curricular / Recommendations

There are no Co-Curricular updates as of the release of the agenda.

F. Review Summer School Contract Recommendations

### **IV. RETURN TO OPEN SESSION – BEGIN REGULAR AGENDA**

A motion was made by Frey, second by Sonne, to adjourn closed session and reconvene in open session. Motion carried 7-0. Time 7:02PM.

### **V. BOARD DEVELOPMENT WORKSHOP**

A. *Great on Their Behalf* by AJ Crabill book study

There was not time for Board Development at this meeting.

Ensign reconvened the open session of the meeting at 7:05pm by welcoming all in attendance.

### **VI. APPROVAL OF MINUTES**

A. A motion was made by Hetzel, second by Frey, to approve the minutes of the April 14, 2025 regular meeting, the April 28, 2025 curriculum presentations meeting and the April 29, 2025 re-organizational meeting as posted. Motion carried 7-0.

**VII. APPROVAL OF AGENDA AND ADDITIONS**

A motion was made by Heinrichs, second by Eaton, to approve the agenda as presented with changes to the order of the student reports, teacher report, the Dane County New Teacher Project comments and the Waunakee Community Services Department presentation.

**VIII. PUBLIC COMMENTS**

There were no email or in person public comments.

A. The Waunakee Community Services Department Presents the Friends of the Community Award.

Sue McDade and other members of the Waunakee Village Center presented the Friends of the Community Award to the Waunakee Community School District.

B. Dane County New Teacher Project

Heather Lott, Tom Howe, and Sharon Nelson thanked the district for the great collaboration with the Dane County New Teacher Project. They will now be affiliated with CESA 2.

They introduced the new director, Jaren Bailey.

**IX. TEACHING STAFF, STUDENTS, & BOARD**

**REPORTS/RECOMMENDATIONS/ACTION ITEMS**

A. Student Reports

1. Student Council Report

Alena Wagoner the student representative from the high school presented to the Board on what is occurring at the high school. Students at the high school have done a great job with the band concert, orchestra concert, the musical, and the music and drama group. They have also had success with track, boys golf, boys and girls lacrosse. The students have been busy completing a NIL workshop, AP testing, a student climate survey and preparing for finals. They have been planning for next year by having elections for class officers, National Honor society, DECA, FBLA and others. Students taking summer trips include, Spanish club, Science club and Mandarin club. Both Alena and Abby are in FFA and they personally invited the Board to attend the FFA banquet on May 23<sup>rd</sup>.

2. Foreign Exchange Students Recognition

Dr. Brown recognized the following Foreign Exchange Student that attended the Waunakee High School in 2024-2025. Francisco Alvarez – Argentina, Carmen Delgado – Spain, Emma Bayette – France, and Louisa Linkmeyer – Germany.

3. Warrior Spotlight

The High School Youth Apprenticeship Program and the Middle School Skills USA Group shared information with the board.

B. Staff Report

Molly Swanhorst from the WTA updated the board. They appreciate the work and explanation regarding the health insurance, however the timeline was rather tight and they ask that in the future more time be given for staff to ask questions. They appreciate the WTA participation in scholarship night and the WTA has announced that the Friend of Education is the Daughters of revolution. The WTA representation has been determined. They are looking forward to continuing negotiations, including the meet and confer portion, with the district administration.

C. Board Reports/Action Items

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

Members of the board attended the WASB New Board member orientation and the HS musical “You’re a Good Man Charlie Brown” WASB New Board member orientation You are a Good Man Charlie Brown

2. CESA 2 Delegate Convention June 2025

The CESA 2 Delegate convention is scheduled for Tuesday June 17, 2025 @ 7pm. Dawn Heinrichs will be our delegate.

3. Board 2025-2026 Committee Assignments

Board President, Joan Ensign and Vice President Dawn Heinrichs, shared the Board's committee assignments that they recommend based on the committee membership interest survey each member filled out as part of the reorganizational process.

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

A. Budget Committee

1. The minutes of the budget committee meeting on May 5, 2025 were reviewed.

2. 2025-2026 Planning

Newton presented and answered questions regarding items 2a-2g.

A motion was made by Heinrichs, second by Hetzel, to approve the first draft of the budget, 25-26 student fees, 25-26 facility use fees, and the review of funds 10, 27, 50 & 80 as presented. Motion carried 7-0.

a. Approval of First Draft of 2025-26 Budget

The purpose of this agenda item is to review the first draft of the budget for the 25-26 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 \$325/student increase in the revenue limit formula

2. The personnel cost line includes an inflationary salary increase of 2.95%, implementation of the teacher and classified staff compensation systems, implementation of the classified staff operational referendum funds pay adjustments, a 0% increase in dental insurance rates, and a 5% increase for health insurance rates, utilities, and transportation.

3. The capital maintenance projects are funded from Fund 49

4. An increase of 1.4 FTE, as outlined on page 13 of the document.

5. The debt service fund includes the financial plan from the last borrowing that the board approved in March.

6. All of the remaining budget requests have been placed on hold at this time.

b. Approval of 25-26 Student Fees

The proposed student fees for the 2025-2026 school year are attached to the agenda.

c. Approval of 25-26 Facility Use Fees

The proposed facility use fees for the 2025-2026 school year are attached to the agenda.

d. Review Fund 10

The first draft of the budget includes transferring \$100,000 of utility costs to fund 80 through the use of the DataWrangler service. These funds will be used for continuous improvement teams for each building.

Administration recommended that Lamers purchase all equipment associated with the app and security cameras as presented in their per route increase proposal. The transportation budget will reallocate costs currently being spent in other categories.

As a result of the discontinuation of our participation in the Dane County youth apprenticeship program, Waunakee will be the fiscal agent for our own 25-26 youth apprenticeship program.

e. Review Fund 27

The first draft of the budget includes an additional 1.0 FTE 1:1 para for a new student in the district. Also included is a .4 FTE increase for OT services, which will be funded through state transfer of service. Both special ed coordinator positions would be funded through district funds.

f. Review Fund 50

The operation of the food service program is included in this agenda and the plan for 2025-26 includes the recommended food service fees for the 2025-26 school year. The estimated positive balance is slightly over \$6,000.

g. Review Fund 80

The first draft of the budget includes an expansion of the school resource officer program to include a second officer and the transfer of \$100,000 in utility costs/implementation of DataWrangler in fund 80.

B. Facility Committee

1. The minutes of the May 6, 2025 facility meeting were reviewed.

2. Approval of the Capital Maintenance Requests

Summers presented and answered questions regarding the review of an agenda item that was requested for future discussion (branding) and our standard agenda item for districtwide capital maintenance requests.

a. Branding Projects

A motion was made by Frey, second by Hetzel, to approve the facility branding projects as presented. Motion carried 7-0.

b. Districtwide Capital Maintenance Projects

A motion was made by Hetzel, second by Sonne to approve the capital maintenance projects for May as presented. Motion carried 7-0.

C. Human Resources Committee Meeting

1. The April 15, 2025 HR negotiations meeting and the May 7, 2025 regular HR meeting minutes were reviewed

2. Consideration of the Tentative Agreement with the Waunakee Teachers Association on Base Wage Increase for 2025-2026.

A motion was made by Heinrichs, second by Eaton to approve the tentative agreement as reached on a base wage increase of 2.95% equally distributed to all members of the teaching group. Motion carried 7-0

3. Consideration of pay increases for 2025-2026 for Administration, Administrative Support, Administrative Assistants, Classified staff, Custodial/Maintenance Staff and supplemental pay for Teachers.

A motion was made by Frey, second by Heinrichs, to approve to approve wage increases for all non-represented employee groups. This includes the WERC-calculated CPI increase of 2.95% for all groups. Administrative/Administrative support Catch-up pay, hourly advancement within the salary schedule and Teachers supplemental pay. Motion carried 7-0.

4. Consideration of additional pay increases for 2025-2026 for Administrative Assistants, Classified Staff, and Custodial / Maintenance Staff using Operational Referendum Funds.

A motion was made by Frey, second by Heinrichs, to approve using the first \$500,000 of Operational Referendum funds to raise hourly employees to a more competitive wage as compared to Dane County peer districts, using proposal #1 to reach this goal. Motion carried 7-0.

5. Consideration of Staff Employment Guidelines (Handbooks)

A motion was made by Sonne, second by Murray, to approve the three employee guidelines as presented. Motion carried 7-0.

D. Curriculum Committee Meeting

1. The minutes of the April 24, 2025 curriculum Committee Meeting

2. Textbook Requests - Approvals

Schell presented and answered questions regarding this year's textbook requests and includes the Algebra 1 adoption for the High School in addition to the Intermediate and Middle School mathematics adoptions.

3. Curriculum Project Requests-Approvals

Schell presented and answered questions regarding this year's summer curriculum project requests.

A motion was made by Heinrichs, second by Sonne, to approve this year's textbook requests and summer curriculum projects as presented. Motion carried 7-0

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

A. Administrative Reports/Action Items NA

1. Announcements/Correspondence NA

**XII. CONSENT AGENDA**

Ensign acknowledged the scholarship donors, Cooper and Tweed for their generous donations to the music students over the years.

A request was made to pull out the 26-27 draft calendar as well as the open enrollment information.

The board asked questions and discussed the change to the K-6 handbook regarding birthday celebrations. The students will still be recognized and celebrated, but families are asked to not bring anything to school to share.

A motion was made by Hetzel, second by Heinrichs to approve the consent agenda as posed without the 26-27 calendar and the open enrollment.

A motion was made by Heinrichs, second by Sonne, to approve the open enrollment as presented. Motion carried 6-0, 1 abstain.

Brown presented the 26-27 calendar and pointed out the changes made which included more PD days for the teaching staff and included 4 virtual days for the 7-12 students. After much discussion, a motion was made by Murray, second by Heinrichs to approve the 26-27 teacher calendar as presented. Motion carried 6-1.

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.

1. Monthly Financial Reports

Attached you will find the 2024-25 Budget Status report as of April 30th and the Cash Reconciliation report for March 2025.

B. Cooper and Tweed Scholarships

There is 1 Tweed winner and there are 3 Cooper winners. The winners remain a surprise until the May 14, 2025 High School Senior Awards & Honors program.

C. Consideration of K-6 Family/Student Handbook

Attached please find a memo outlining the changes to the K-6 handbook. The handbook is attached to the extras section, for your reference.

D. Consideration of 2025-26 Pupil Transportation Handbook

The purpose of this agenda item is to request School Board approval of the attached 2025-26 Pupil Transportation Handbook.

E. Consideration of Open Enrollment Applications for 2025-26

The purpose of this agenda item is to approve the 25-26 open enrollment in/out students.

F. Consideration of Foreign Exchange Students for the 2025-2026 school year

G. Consideration of the 2026-2027 Teacher Calendar

H. Dane County New Teacher Project Intergovernmental Agreement

I. Safety Drills Report

J. Gifts and Field Trips

1. Gifts

2. Field Trips

a. FBLA National Leadership Conf. - Anaheim CA June 28-July 3

b. Future Problem Solving Program World Finals June 4-June 8 - Bloomington Indiana

c. Middle School Washington DC - June 12 - June 18 2025

d. Science & Service trip to Sweden and Denmark - June 16-24, 2025.

e. Middle School Skills USA Nationals Trip - Atlanta, GA - June 23-28, 2025

f. Physics Lab Trip to Great America, Gurnee IL May 23, 2025

g. HOSA Leadership Conference Nashville TN June 17-22, 2025

h. Spanish Trip - Spain June 19-30, 2025

K. Review Individual Teacher/Administrative/Administrative Support Contract

Recommendations, Resignations, Leaves, and Retirements/Resignations.

**New Teacher Staff**

**Brandi Endres**, Cross Categorical Special Education Teacher, AES

Sarah Eiserman, Cross Categorical Special Education Teacher, HS

Priscila Espinoza Castillo, Bilingual Speech & Language Pathologist, HES & IS

**Samantha Jean**, Cross Categorical Special Education Teacher, MS

Delaney Quinton, Cross Categorical Special Education Teacher, HS

Isabelle Travanty, Orchestra Teacher, MS

Adrianna White, 3rd Grade Teacher, AES

Sarah Wilke, Speech & Language Pathologist, HS

**New Support Staff**

Charli Anderson, Para Educator Regular Education, HES

Justin Pruess, Para Educator Special Education, IS

Alexandrea Ralph, Para Educator Special Education, MS

Bart Rhoades, Custodian, HS

**Retirements**

Stacey Barmore, Para Educator Regular Education, IS  
John Gillis, Head Custodian, HES

**Resignations**

Sarah Baumgartner, Special Education Teacher, IS  
Alma Lopez, ELL Para Educator, HS  
Cannon Marx, Para Educator Special Education, AES  
Richard Rischette, Crossing Guard  
Molly Swanhorst, English Teacher, HS  
Jeff Willauer, Tech Ed Teacher, HS

**Terminations**

Allison Althoff, Custodian, HS

There were no Co-Curricular staff updates for this meeting.

L. Summer School Recommendations – posted in the extras section of the agenda.

**XIII. BOARD BUSINESS**

A. Board of Education Coaching

Brown presented and answered questions regarding the 2 options for board coaching. The board had a few questions they wanted answered before making a decision and wanted to get further in the book study they are currently in.

1. CESA 6 - Ted Neitkze
2. AJ Crabill - Author of *Great on Their Behalf*.

B. Correspondence - NA

1. Staff Recognition Celebration - May 16, 2025 starting at 6:30PM at the High School

**XIV. FUTURE AGENDAS AND MEETINGS**

A. Agenda Items for Next Meeting

B. Special Meeting

Schedule a special meeting to discuss HS/MS Campus.

A motion was made by Hetzel, second by Sonne, to approve the special meeting on June 23, 2025 at 5:30pm. Motion carried 7-0.

C. Budget Committee – June 4, 2025 @ 7:30am

D. Co-Curricular Committee – June 5, 2025 @ 7:30am

E. Curriculum Committee – June 2, 2025 @ 4pm

F. Facility Committee – June 4, 2025 @ 8:15am

G. DEI Committee – May 19, 2025 @ 5:30pm

H. Human Resources Committee

I. Policy Committee – May 27, 2025 @ 7:30am

XV. **RETURN TO CLOSED SESSION** - NA

XVI. **RETURN TO OPEN SESSION** - NA

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

XVIII. **ADJOURN**

The Board of Education adjourned at 9:16PM on a motion by Heinrichs second by Eaton, and passed unanimously by voice vote 7-0.

Respectfully submitted,

Carlena Eaton, Clerk

Date \_\_\_\_\_

CE:rm

# PUBLIC COMMENT PERIODS DURING BOARD MEETINGS

Policy 187

Waukegan Community School District

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

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

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

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

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

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

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

# PUBLIC COMMENT PERIODS DURING BOARD MEETINGS

Policy 187

Waunakee Community School District

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

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

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

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

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

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

## Legal References:

### Wisconsin Statutes

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

# PUBLIC COMMENT PERIODS DURING BOARD MEETINGS

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

## Cross References:

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

## Adoption/Revision Date(s):

October 1989  
March 1994  
September 1994  
January 2000  
February 2002  
May 2020  
January 2022

# Minutes of DEI Committee

## The Board of Education Waunakee Community School District

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A DEI Committee of the Board of Education of Waunakee Community School District was held Monday, May 19, 2025, beginning at 5:30 PM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

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

Chairperson Murray called to order at 5:30pm.

### **II. ROLL CALL**

Present: Eaton, Heinrichs, Murray

Also Present: Brown, Loken, Schell

### **III. APPROVE AGENDA**

A motion was made by Eaton, second by Heinrichs, to approve the agenda as posted.

Motion carried 3-0.

### **IV. PUBLIC COMMENTS**

Gina Pagel, as a representative of the IDEA group, donated new Pride Flags to replace the tattered ones this year.

### **V. INFORMATIONAL UPDATES**

Loken updated the committee and answered questions on the progress of the Comprehensive plan for 2024-2025 and also shared some planning and revisions that will be made for 2025-2026.

### **VI. FUTURE MEETINGS** –NA

### **VII. ADJOURN**

A motion was made by Heinrichs, second by Eaton, to adjourn the meeting at 5:59pm.

Motion carried 3-0.

# Minutes of Policy Committee Meeting

## The Board of Education Waunakee Community School District

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A Policy Committee Meeting of the Board of Education of Waunakee Community School District was held Tuesday, May 27, 2025, beginning at 6:00 PM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

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

Chairperson Frey called the meeting to order at 7:30am.  
Brown, Ss AJ BG AN

### **II. ROLL CALL**

Present: Ensign, Frey, Sonne  
Also Present: Brown, Summers, Johnson, Newton, Grabarski, Schell

### **III. APPROVE AGENDA**

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

### **IV. PUBLIC COMMENTS** There were no public comments for this meeting.

### **V. FUND POLICY - Policy 662.3**

Summers presented and answered questions regarding the policy changes to policy 662.3 – Fund Policy. A motion was made by Ensign, second by Sonne, to recommend that the full board consider this policy as presented. Motion carried 3-0.

### **VI. PURCHASING POLICY - Policy 672.1 and 672.1 Rule**

Newton presented and answered questions regarding the policy changes to policy 672.1 and 672.1 Rule – Purchasing Policy. A motion was made by Ensign, second by Sonne, to recommend that the full board consider these policies as presented. Motion carried 3-0.

### **VII. OPEN ENROLLMENT POLICY - Policy 423 & 423. Rule 1**

Loken presented and answered questions regarding the policy changes to policy 423 and 423 Rule 1 – Open Enrollment Policy. A motion was made by Ensign, second by Sonne, to recommend that the full board consider these policies as presented. Motion carried 3-0.

### **VIII. STUDENT STAFF RELATIONSHIPS POLICIES - Policy 363.2 Rule 1**

Grabarski presented and answered questions regarding policy 363.2 Rule 1 – Staff Internet Safety & Acceptable Use Policy. The changes to this policy are regarding student staff relationship. A motion was made by Ensign, second by Sonne, to recommend that the full board consider this policy as presented. Motion carried 3-0.

### **IX. 3RD GRADE TO 4TH GRADE PROMOTION & RETENTION POLICY - Policy 345.41**

Johnson presented and answered questions regarding new policy 345.41 – 3<sup>rd</sup> to 4<sup>th</sup> Grade Promotion & Retention Policy. This is a new policy that is a requirement of Act 20. A motion was made by Ensign, second by Sonne, to approve will present and answer questions regarding this policy.

This is a new policy due to Act 20.

**X. GRADUATION REQUIREMENTS POLICY - Policy 345.7**

Schell presented and answered questions regarding policy 345.7 -Graduation Requirements Policy. A motion was made by Ensign, second by Sonne, to recommend that the full board consider this policy as presented. Motion carried 3-0.

**XI. COPYRIGHT POLICIES - Policy 771 and 771 Rule (1) & (2)**

Schell presented and answered questions regarding policy 771 and 771 Rule 1 & 2 – Copyright Policies. A motion was made by Ensign, second by Sonne, to recommend that the full board consider these policies as presented. Motion carried 3-0.

**XII. FUTURE MEETINGS - NA**

**XIII. ADJOURN**

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

The Waunakee Community School District Board of Education recognizes that the management of District funds necessitates the development of an adequate end of year fund balance. The general fund operating reserve:

- 1. Provides adequate working capital sufficient to meet the district cash-flow requirements, thus minimizing any cash-flow (short term) borrowing during the annual operating cycle.
- 2. Functions as a safeguard to fund unanticipated expenses that the district might incur or to fund unrealized revenue, which may occur but shall not be considered available to meet recurring operating expenses.
- 3. Demonstrates fiscal responsibility resulting in high credit rating which will help to reduce the district's borrowing costs.

In recognition of these needs, the Board of Education shall continually strive to develop operating budgets, which will add sufficient funds each year to the General Fund Balance and work towards maintaining a range of 10% - 15% minimum of 15% of the total operating expenses in the fund balance.

Use of the General Fund Balance must be approved by 2/3 majority of the Board. Committed funds are used first, followed by assigned and then unassigned amounts.

Annually, the Board of Education will review the fund balance to determine the allocation between non-spendable, restricted, committed, assigned, and unassigned fund balance accounts. The Director of Business Services Business Manager is delegated authority to assign fund balance as directed by the Board of Education.

Legal Ref.: Section 65.90 Wisconsin Statutes

Cross Ref.: 680, Fiscal Accounting and Reporting

**Adoption Date:** January 2000

**Revised:** April 2002  
March 2011  
June 2024  
XXXX, 2025

**BIDDING PROCEDURES**

672.1-Rule

The following administrative procedures apply when obtaining formal bids and/or quotations:

1. The initiator of the purchase or **their** ~~his/her~~ designee will assume a major role in developing written specifications under the direction and the supervision of the **Director of Business Services** ~~Business Manager~~ or **their** ~~his/her~~ designee.
2. The **Director of Business Services** ~~Business Manager~~ may request assistance in formulation of a vendor list from the initiator of a purchase or **their** ~~his/her~~ designee, but the final selection of the vendors to be solicited and the solicitation will emanate from the Business Office.
3. All bids and/or quotations shall be mailed or delivered to the initiator.
4. Proposals will be reviewed by the initiator and the **Director of Business Services** ~~Business Manager~~ in light of the specifications and the best interests of the school district. The **Director of Business Services** ~~Business Manager~~ may utilize a consultant in analyzing proposals.
5. A recommendation will be forwarded to the Superintendent by the **Director of Business Services** ~~Business Manager~~ who, in turn, will submit a recommendation to the Board as required.

Legal Ref.: Sections 66.0901 Wisconsin Statutes

Cross Ref.: 672, Purchasing  
672.3, Cooperative Purchasing  
780, Insurance Management  
851-Rule, Sales Advertising Exception  
933, Construction Contracts, Bidding and Awards

Adopted: 10/11/82

Revised: 4/22/91  
March 1994  
October 12, 1998  
April 2002  
November 2005  
**XXXX, 2025**

Waunakee Community School District

This policy refers to purchase approvals using non-federal funds. Federal Funds must follow the federal purchasing approval guidelines.

One-time purchases made up to \$1,000 shall not require approval, purchases from \$1,001 to \$10,000 require approval from the Director of Business Services, purchases \$10,001 to \$15,000 require approval from the Executive Director of Operations, purchases \$15,001 to \$24,999 require the approval of the District Administrator, purchases made in excess of \$1,500 shall be individually approved by the Building/Department Administrator, purchases made in excess of \$10,000 shall be individually approved by the District Administrator, and purchases made in excess of \$25,000 shall be individually approved by the Board. Purchases over \$5,000 shall be based on quotations, advertised bids and/or other evidence that competitive pricing has been sought. Exceptions to purchasing approvals shall be made for the following:

- a. Textbooks, books, and instructional materials
- b. Replacement parts for existing equipment or if the value of the replacement parts are estimated to be less than fifty percent (50%) of the total value of the existing equipment.
- c. Cooperative Educational Service Agency (CESA) contracts
- d. Professional service contracts/agreements
- e. State of Wisconsin or other national purchasing contracts
- f. Emergency circumstances jointly recommended to the Board President by the District Administrator and the Business Manager and approved for exemption by the Board President.
- g. Purchases from Fund 21 or Fund 60 (non-taxpayer funds).
- h. Competitive pricing is not available from other vendors.
- i. Purchases approved by the Director of Business Services under special circumstances (Examples include invoices from local and state government agencies).
- j. Expenditures committed by an IEP team

Technology equipment purchases shall require final approval from the Building/Department Administrator and the Director of Technology.

A monthly report shall be provided to the Board of Education that lists purchases made under any of the approved exception categories.

The District reserves the right to reject any or all formal bids or informal quotations, to waive technicalities, to make adjustments in specifications or quantities and/or to make selections based on best interests of the school district.

Legal Ref.: Sections 66.0901 Wisconsin Statutes

Cross Ref.: 672, Purchasing  
672.3, Cooperative Purchasing  
780, Insurance Management  
851-Rule, Sales Advertising  
Exception  
933, Construction Contracts, Bidding  
and Awards

**Adoption Date:** 10/11/82

**Revised:** June 2024

# FULL-TIME OPEN ENROLLEMENT PROGRAM (INTER-DISTRICT)

Waunakee Community School District

Policy #423

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Nonresident students residing within the State of Wisconsin shall be permitted to enroll in the district through an open enrollment program consistent with the terms of this Board policy upon application to the District following the procedures set forth in Policy 423, Rule-1.

This policy shall be administered in accordance with the state public school open enrollment laws and the administrative rules established by the Department of Public Instruction (DPI).

## I. DEFINITIONS

The following definitions will apply to the District's Open Enrollment Program.

### A. Nonresident District

A school district located in Wisconsin which is not a student's district of residence.

### B. Nonresident Student

A student who is a resident or otherwise legally entitled to attend school in another school district in Wisconsin who seeks admission to this District under the Open Enrollment Program.

### C. Tuition Student

A nonresident student who is a resident of the State of Wisconsin and tuition is being paid in accordance with statute.

### D. Class Size

The district's determination of the maximum number of students who can be enrolled in a particular classroom without jeopardizing the quality of the instructional program. Mitigating circumstances for a particular school, class, or program, including enrollment projections established by the Superintendent or his/her designee may be considered in establishing the limit.

### E. Program Size

The enrollment or size restrictions in a specific program within a class or building. The district reserves the exclusive right to establish program size and to limit enrollment based upon the capability to properly allocate available resources, create and maintain a proper learning environment, and comply with contracts, grants, and applicable laws and regulations.

### F. Resident Student

A student who is a resident of the Waunakee Community School District and is consequently entitled to attend school in this district in accordance with policy.

### I Building Capacity

The maximum number of students who can be enrolled in a school building as determined by the Board.

## II. ENROLLMENT OF NONRESIDENT STUDENTS

Determination of Space Availability

# FULL-TIME OPEN ENROLLEMENT PROGRAM (INTER-DISTRICT)

Waunakee Community School District

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- A. Annually at a meeting in January, the Board shall establish the number of regular education and special education spots available for nonresident student attendance at each grade level as well as each school, program, and class for the following school year. The Superintendent or his/her designee shall develop and present to the Board for approval the available spots considering the following:
1. Class size limits as established by the Board Policy 423, Rule-1.
  2. Desired pupil-teacher ratios
  3. Enrollment projections including resident students **and existing open enrollment students**. ~~the following students in the count of occupied spaces:~~
    - a. ~~Pupil's paying tuition to attend school in the district~~
    - b. ~~Pupil's and siblings of pupil's already attending school in the district through the open enrollment program~~
- B. Applications received for a grade level **or special education programs** for which no spots are available will not be further considered for open enrollment for the applicable school year.
- C. If the Board has taken action in January to limit the number of spaces that will be available for applications that are submitted under the regular application period for the following school year, then the District shall not approve any alternative applications submitted during the remainder of the current school year (after the January meeting) in any of the relevant grades or services with limited space for the following year. For example, if the Board has limited the availability of spaces in 7<sup>th</sup> grade for the following school year, then a current-year alternative application submitted for the 6<sup>th</sup> grade after the January meeting must be denied. Further, in the school year to which the space limitations directly apply, if the District did not approve all otherwise-eligible regular-period application(s) for a particular grade or service due to space considerations, then the District shall deny any alternative applications for entrance into a space-limited grade or service that are received from July 1 through the third Friday in September count.

## Criteria for Selection of Students for Open Enrollment

- A. Any nonresident student that meets one or more of the following criteria will not be eligible for open enrollment:
1. The student has applied for open enrollment into a program, class, or grade level for which no space is available.
  2. Discipline-Related Criteria.
    - a. Review of records. All decisions to accept or deny an open enrollment application under the "Discipline-Related Criteria" specified in this policy will be made based upon the District's review of relevant information, including any

# FULL-TIME OPEN ENROLLEMENT PROGRAM (INTER-DISTRICT)

Waunakee Community School District

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information/records that may be provided by the resident district or another school/district.

- b. The term of an applicant's expulsion overlaps with the proposed period of open enrollment. Consistent with state law authority, the District shall deny the application and prohibit the enrollment of any student whose term of expulsion (for any lawful reason and regardless of when the expulsion occurs) from any public school, independent charter school in Wisconsin, or out-of-state public school overlaps with the proposed period of open enrollment.
- c. The term of an applicant's recent expulsion from school does not overlap with the proposed period of open enrollment. The District shall deny an application for full-time open enrollment in the District if a review of the student's disciplinary records indicates that the student-applicant has been expelled by any Wisconsin school district at any time during the current school year or preceding two school years for any of the following specified conduct: (1) endangering the health, safety or property of others; (2) conveying or causing to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives; (3) possessing a dangerous weapon while at school or under the supervision of a school authority; or (4) engaging in conduct while not at school or while not under the supervision of a school authority that endangered the health, safety or property of others at school or under the supervision of a school authority or of any school district employee or school board member.
- d. Disciplinary matters that are pending or that become pending while the application is under consideration. Subject to the limited exception defined in paragraph 2-f, below, if any disciplinary proceeding involving alleged conduct falling in one of the four categories listed in paragraph 2-c of this policy (immediately above) is pending at the time the District notifies the student of his/her application status, the District shall deny the application.
- e. Applicants must continue to meet discipline-related approval criteria after initial acceptance. Subject to the limited exception defined in paragraph 2-f, below, the District will revoke the prior acceptance of an open enrollment application if, at any time prior to the beginning of the school year in which the student will first attend school in the District, the District determines that the student either (1) has been expelled as described in paragraph 2-b of this policy, above; or (2) has been expelled or become subject to a pending disciplinary proceeding, as described in either paragraph 2-c or paragraph 2-d of this policy, above.
- f. Limited exception. In situations where a student's application is initially rejected due to a pending disciplinary matter, the District, upon the written request of the student's parent or guardian, will reconsider the status of the student's application if both of the following conditions are satisfied: (1) prior to the close of the period during which the District would normally continue to process and

# FULL-TIME OPEN ENROLLEMENT PROGRAM (INTER-DISTRICT)

Waunakee Community School District

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accept applications from any waiting lists, the District is able to determine that the prior pending disciplinary matter has been concluded in favor of the student; and (2) the District concludes that considering possible acceptance of the application would not be prejudicial to any other applicant.

3. The special education program or related services described in the child's individualized education program is not available in the district.
  4. The student has been referred to the resident school board or identified by the resident school board for evaluation or receipt of special education or related services, but is not yet evaluated by an IEP team appointed by the resident district.
  5. The Board determines that the student was habitually truant during any semester of attendance in the District during the current or previous school year.
    - Applicants for open enrollment shall be subject to the same rules for determining habitual truancy as resident pupils are subject. Those rules are found in Board Policy and Rule 431.
    - If the student accumulates unexcused absences sufficient to be designated as habitual truant during a school year in which the student is open enrolled and the student or parent/guardian has been informed of the habitual truancy as provided in Policy 431 and Rule 431, the student's habitual truancy may be a basis to terminate a student's open enrollment during the school year upon a recommendation of the Superintendent or designee to the Board.
- B. A student shall be ~~guaranteed~~ **granted preference for** open enrollment acceptance if the student is already attending school in the district or their sibling is already attending school in the district, ~~even if space is not available. This guarantee does not apply to the sibling of a current open enrollee if the Waunakee Community School District does not provide the space or the services required by the student's IEP.~~
- C. If the number of eligible applicants for admission from nonresident students exceeds the number of available enrollment opportunities in a particular class, program, or grade level nonresident students shall be selected for admission using a random selection process established by the Superintendent or his/her designee. The students not selected may be placed on an open enrollment waiting list, if a waiting list is established by the Superintendent. No waiting list will be created for applicants to a particular class, program, or grade level for which the Board determines there are no open enrollment spots available. Board Policy 423, Rule provides the procedures applicable to the waiting list.
- D, The Board may require nonresident students to reapply for admission at a transition grade (5th, 7th, or 9th). Nonresident students may not be required to reapply more than one time.

# FULL-TIME OPEN ENROLLEMENT PROGRAM (INTER-DISTRICT)

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- E. If a student attending the District through open enrollment has an IEP developed or revised any time after acceptance for open enrollment, and the services required by the IEP are not available in the District or if space in the program is not available based on the Board's determination in January for the applicable school year, the parent or guardian shall be notified and the student shall be transferred to the student's resident district.
- F. "Best Interests" Determinations Under the Alternative Open Enrollment Application Criteria and Procedures. If a parent or guardian applies for open enrollment under the alternative open enrollment application criteria and procedures and relies on the "best interests of the student" criterion, the District shall review the information and rationale provided by the parent(s) or guardian and make a determination as to whether the District agrees with the parent(s) or guardian that attending school in the District pursuant to the application is in the student's best interests. If the District determines that attendance would not be in the student's best interests, the application shall be denied on that basis.
- G. Requests for Early Admission to Kindergarten. The District does not evaluate nonresident open enrollment applicants for early admission to 4- or 5-year-old kindergarten.
- H. A full-time open enrollment application can also be denied if the nonresident student is ineligible for open enrollment under state law (e.g., the student does not meet the age requirements for school attendance or for early admission, the resident district does not have a 4-year-old kindergarten program as offered by the District) or the application is determined to be invalid (e.g., the application is incomplete, untimely, or in excess of the number of allowable applications).

## III. RELEASE OF RESIDENT STUDENTS

- A. Resident students may apply for full-time open enrollment in another public school district in accordance with state law.
- B. If the student has applied for open enrollment under the alternative open enrollment application criteria and procedures authorized by law, the District may deny the student's open enrollment if the District determines that none of the criteria relied on by the student to submit the application apply to the student. Prior to denying an alternative application on the basis that the parent or guardian did not provide enough information to allow the District to assess whether the student has been the victim of repeated bullying or whether open enrollment would be in the best interests of the student, the District shall offer the parent or guardian an opportunity to provide additional information.

## IV. TRANSPORTATION

- A. The district shall not provide transportation to nonresident students who are accepted under the open enrollment program with the exception of any student with an IEP that requires

# FULL-TIME OPEN ENROLLEMENT PROGRAM (INTER-DISTRICT)

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transportation or as required by the State Superintendent under s. 121.54(3), Wis. Stats. Transportation shall be provided by the parent to and from the assigned school. Parents may contract with the district for transportation services from a scheduled district bus stop.

B. The district shall not provide transportation to resident students who are accepted as nonresident students in another school district. A non-resident district may not enter into the Waunakee Community School District for the purpose of picking up and dropping off open enrolled students.

## V. FEES

Nonresident students enrolled under this policy will be subject to the same student and participation fees as resident students.

## VI. CO-CURRICULAR PARTICIPATION

Nonresident students entering the WCSD under disciplinary sanction for violating the co-curricular code of their resident district shall complete the imposed action if it is equal to or more severe than that which would have been imposed had it occurred in the Waunakee School District. If the disciplinary action is less severe than that which would have been imposed in Waunakee, the appropriate Waunakee sanctions shall be imposed.

WIAA rules and regulations for eligibility shall be followed for nonresident as well as resident students. The WCSD Co-Curricular Code of Conduct shall apply to nonresident as well as resident students.

## VII. ADMINISTRATIVE GUIDELINES

The district administrator or his/her designee shall be responsible for developing and promulgating administrative guidelines to implement this policy.

## VIII. Appeals of Open Enrollment Decisions

The student's parent(s) or guardian may appeal a District decision regarding full-time open enrollment to the DPI by following the deadlines and other procedures established by the DPI, except as otherwise specifically provided under state law or under DPI rules.

Legal Ref:

### **Wisconsin Statutes**

[Section 115.385\(4\)](#)

[parent notification of education options, including full-time open enrollment]

[Section 115.787](#)

[individualized educational programs for students with disabilities]

[Section 115.7915](#)

[special needs scholarship program for students with disabilities denied open enrollment]

[Section 118.16\(1\)\(a\)](#)

[definition of habitual truant]

# FULL-TIME OPEN ENROLLEMENT PROGRAM (INTER-DISTRICT)

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[Section 118.50\(6\)](#) [whole grade sharing provision related to full-time open enrollment]

[Section 118.51](#) [full-time public school open enrollment]

[Section 118.57](#) [public notification of education options, including full-time open enrollment]

[Section 120.13\(1\)\(f\)](#) [authority to deny enrollment of student during the term of expulsion]

[Section 120.13\(1\)\(h\)](#) [conditional enrollment of expelled students]

[Section 121.54\(3\)](#) [transportation for children with disabilities]

[Section 121.54\(10\)](#) [optional transportation for full-time open enrollment students]

[Section 121.545\(1\)](#) [optional transportation under a parent contract]

[Section 121.55](#) [methods of providing transportation]

## Wisconsin Administrative Code

[PI 36](#) [DPI rules governing inter-district open enrollment]

Cross Ref: 343.2, Class Size  
370-Rule (1), High School Co-Curricular Code  
370-Rule (2), Middle School Co-Curricular  
Code 411, Equal Educational Opportunities  
412.1, Full-time Student  
422, Admission of Nonresident student (Other than Open Enrollment  
Students) 423-Rule (1) Open Enrollment Procedures  
423.1 Course Options  
432, School Attendance Areas (Intra-District Transfers)  
433, Assignment of Students to Classes  
470, Student Fees

**Adoption Date:** January 12, 1998

**Revised:** 4/13/98 August 2000

March 2002

December 2002

March 2006

July 2006

February 2008

July 2011

December 2012

August 2013

January 2016

April 2020

September 2023

# ADMISSION OF STUDENTS PARTICIPATING IN FULL-TIME OPEN ENROLLMENT

Policy #423  
Rule 1

Waunakee Community School District

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The administration shall prepare and present recommendations on space availability to Board such that the Board is able to adequately consider the information and make a timely determination. Projected enrollment of resident-school students is to be determined by the Director of Business Services by no later than January 1<sup>st</sup>.

The number of openings in a particular program for nonresident students will be determined by optimum and maximum size for a particular program or classroom which is the number of students that can be accommodated considering current staff, equipment, building capacities. Special education, inclusion, and self-contained programs will be separately considered for available capacity, if any. The district shall maintain the class sizes in the optimum to maximum size but may exceed the maximum due to space or program needs for residents. The optimum or maximum class size may also be reduced based on the educational needs of specific classes. Nonresident students may be accepted for enrollment when projected class or program size(s) is below the optimum level and the building capacities are below the maximum level. The optimum/maximum class or program size range for all programs is as follows:

## I. CLASS SIZES

### Elementary Grades K-2:

Optimum of 20 students per teacher with a maximum of 22 based on current enrollment and district enrollment projections for each grade.

### Elementary Grades 3-6:

Optimum of 23 students per teacher with a maximum of 25 based on current enrollment and district enrollment projections for each grade.

### Secondary Grades 7-12:

Optimum of 25 students per class with a maximum of 30 based on current enrollment and district enrollment projections.

### Lab Classes:

Optimum of 22 students per class with a maximum of 24. Lab classes consist of courses where work stations are established for student hands-on or experimental work. These include courses in programs such as science, technology education, F/CE, computers, driver education, business education, art, as well as others.

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## Special Education Classes:

These programs do not have specific class size minimums and maximums. Staffing and program levels are established based on the number of students and the specific needs of students as determined by their IEP. Acceptance of nonresident special education students will be made on the schools ability to provide services required in a Student's IEP using current or planned staff for the applicable school year.

## Other Special Classes:

~~Programs such as the Horizons, WECEP, Co-ops, Apprenticeship, alternative programs, ESL, and others which are similar have specific criteria and respond to individual student needs. Nonresident students will be accepted into these programs on an individual basis if space is available without increasing staffing and/or without decreasing service to resident students. Band, chorus, and orchestra applicants will be accepted only under the same conditions.~~

The general process of determining the number of available spaces by grade and program will involve establishing projected total capacities and then subtracting the projected number of occupied spaces from the total capacities. Any projected future increase (or decrease) in the number of resident students who will be entitled to attend school in the District shall be reasonably incorporated into the District's count of occupied spaces.

In formulating recommendations to the Board regarding space availability, the administration shall consider and incorporate, to the extent applicable, the following elements of the Department of Public Instruction's (DPI) administrative rules:

1. If the Board establishes any annual space-availability limitations, then on or after the first Monday in February, the District is not permitted to reduce the number of spaces that the Board declared to be available for open enrollment.
2. If the Board establishes any annual space-availability limitations, the District may not approve more applications that were submitted during the regular application period than the number of spaces that the Board designated as available for open enrollment until after the statutory deadline for providing initial notice of acceptance or denial (i.e., the first Friday following the first Monday in June). After such deadline, additional applications may be approved as outlined in the DPI rule and in a manner consistent with Board policy.

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If the Board has taken action in January to limit the number of spaces that will be available for applications that are submitted under the regular application procedure for the following school year, then the District shall not approve any alternative applications submitted during the remainder of the current school year (after the January meeting) in any of the relevant grades or services with limited space for the following year. For example, if the Board has limited the availability of spaces in 7<sup>th</sup> grade for the following school year, then a current-year alternative application submitted for the 6<sup>th</sup> grade after the January meeting must be denied. Board policy and applicable regulations identify how any annual space availability limitations established by the Board in January affect alternative applications that are received in the subsequent school year – through the third Friday in September count.

## II. APPLICATION FOR ADMISSION

- A. All applications for admission under this program are sent to the district administrator or his/her designee where they will be date-stamped and examined to ensure that all the application requirements listed on the State form/website have been fulfilled properly. Those that are not properly completed will be returned to the applicant. No applications are to be accepted or date-stamped until the first Monday in February and none after the last weekday in April.

All properly-completed applications as well as a record of any incomplete applications are to be sent to the resident school district and the Department of Public Instruction by the end of the first weekday following the last weekday in April.

All properly-completed applications will be maintained by the district administrator or his/her designee who will be responsible for organizing them by grade-level and /or program, whatever is applicable.

Any application received prior to or after the deadline dates are to be returned to the applicant with a notice of the proper application dates.

At the January meeting, the school board will then approve the number of available spaces for all grade-levels/classes/ programs.

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1. The District Administrator or designee shall inform all applicants who will be denied acceptance before the first Friday following the first Monday in June. Each student's resident district is also to be informed. The notice of denial shall state all reasons for which the applicant was denied enrollment and shall inform the student and parent or guardian of their rights to appeal the decision to the Department of Public Instruction.
  
2. For those grade-levels/classes/programs for which applications will be accepted the following procedure is to be used.

If there are fewer applications for enrollment than the number of spaces available, all those who meet acceptance criteria are to be notified of acceptance. No regular-period application that was submitted on a timely basis shall be accepted or denied by the District before May 1. The district administrator or his/her designee shall notify the applicants on or before the first Friday following the first Monday in June. All notices of acceptance shall identify the specific school or program that the student may attend in the following school year. All notices of denial shall identify the reason(s) the application was denied, information about the appeal process, and, if applicable, the student's number on any waiting list(s). Each student's resident district is also to be informed.

If there are more applications than spaces available the District Administrator or designee shall do the following:

- a) Identify students who do not meet the acceptance criteria established in Board policy. These students' applications will be denied and specific reasons for the denial provided.
  
- b) Identify any siblings of nonresident students who are attending a district school. These siblings are to be approved for enrollment prior to the random-selection process.
  
- c) Identify any nonresident students who are attending the district. These students shall be approved for enrollment prior to the random-selection process.

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- d) Conduct a random selection for all remaining applications if there are still more applications than available spots for a class, program, or grade level as follows:
- i. Using a computer generated random drawing, assign a number to each application
  - ii. ~~Assign a number to each application and place the numbers in a container.~~
  - iii. ~~In the presence of at least one (1) other staff member, conduct a blind drawing of the numbers and list each number drawn in the order they are drawn. The drawing is to continue until all numbers have been drawn.~~
  - iv. The applicants are approved drawn in order up to the total number of available spots shall be notified that they have been accepted for enrollment. The remaining applicants shall be notified that they have been denied enrollment due to insufficient space following a random selection process. This notification must be completed on or before the first Friday following the first Monday in June.

Applicants that are denied enrollment following the random selection shall be placed on a waiting list in the order they were selected through the blind drawing. Parents will be notified by the third Friday in August if a spot has become available for them from the waiting list.

For any otherwise-eligible applicant who is a student with a disability who has been assigned a grade-based space but who is on a special education waiting list, or vice-versa, the student will initially receive notice of denial due to lack of available space, but the District will hold the space (either general or special education) that has been assigned to the student until either a space on the other waiting list becomes available for the student (at which point the student will be notified that he/she may attend school in the district) or the District reaches the end of the period

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for which it maintains waiting lists (at which point the space that has been held for the student shall be assigned to the next applicant, if any, on the applicable waiting list).

Parents will have 10 days to respond and enroll the student or the space will be offered to the next student on the list

### 3. Alternative Procedure.

A parent of a nonresident student may also apply for open enrollment under the alternative criteria and procedures. The student must meet at least one of the following criteria:

- i. The resident school board determines that the pupil has been the victim of a violent criminal offense and the application is made within 30 days of the resident school board's determination;
- ii. The student is or has been a homeless student in the current or immediately preceding school year;
- iii. The student has been the victim of repeated bullying or harassment and the student's parent or guardian has reported the bullying or harassment but the bullying or harassment continues;
- iv. The place of residence of the student's parents has changed due to military orders and the application is made within 30 days of the date of the orders;
- v. The student has moved into the state and the application is received within 30 days of the date the student moved into the state;
- vi. The place of residence has changed due to a court order or custody agreement or due to placement in a foster home or placed in a home other than the student's parent's home and the application is made within 30 days of the student's change in residence; or
- vii. The student's parent resident school board and the District agree that attending the Waunakee Community School District is in the student's best interest; if the board denies the student's request, the parent may appeal to DPI. If DPI determines that the student's enrollment in WCSD is in the student's best interest, the student will be granted enrollment.

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The student's resident school board will be notified immediately of any application received under this section. The Board shall decide within 20 days of receipt of an application whether it has been granted and shall notify the parent and resident school board of the decision. If granted, the student shall enroll within 15 days of approval or the district may notify the parent in writing that the student is no longer approved to enroll.

## B. Determination of Placement

1. All accepted applications are to be maintained by the district administrator or his/her designee for review and proper placement.
2. Placement decisions are to be made based on the same factors that were used to determine acceptance and the information contained in the applicants' records.
3. Each applicant is to be informed of placement for the next school year on or before the first Friday following the first Monday in June.

## C. Information with Notification

The following information is also to be included with the notification of placement:

1. The District's regular enrollment procedure which is to be followed when enrolling a nonresident student.
2. Participation in interscholastic athletics must comply with pertinent regulations of the Wisconsin Interscholastic Athletic Association (WIAA) and any relevant conference standards regarding eligibility of transfer students for participation in interscholastic athletics.
3. Enrollment in a school shall be subject to an agreement that transportation of the nonresident student to the school is provided for by the student, his/her parents, the resident district or via contract with the district to provide transportation to a

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scheduled bus stop. The District will provide transportation to students whose IEP requires it.

4. The appropriate principal shall determine academic assignment or placement based upon completion of prerequisite courses or grades in the student's prior school and the awarding of transfer academic credit, if applicable.

## D. Other Information

1. If the application is for a special education program, the IEP will be reviewed by the Director of Special Education prior to any action.
2. No nonresident student will be enrolled/placed in a program, course, or grade who has not met the prerequisites established for resident students.
3. The district shall not discriminate against any student but the district is not required to provide any services not currently available in the district or adapt any facilities for a nonresident student in accordance with his/her IEP.
4. The nonresident student's parent(s) or guardian(s) shall notify the District Administrator or designee of the student's intent to attend school in the District in the following school year on or before the last Friday in June following receipt of the notice of acceptance, except as noted above for nonresident students accepted for enrollment from a waiting list.
5. Annually by July 7, the resident district school boards shall be notified of the names of the students from the resident district who will be attending school in the District the following school year. For students accepted for open enrollment from the waiting list after July 7 that choose to attend school in the District, this resident school district notification will be provided as soon as possible after getting confirmation of such attendance from the student's parent or guardian
6. Student Records. The District will limit its requests for student records (or information from student records) and its sharing of records with the resident district to the records and information that may be lawfully requested or disclosed under applicable law and DPI rules.

## III. Resident Student Open Enrollment Applications

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- A. Upon receipt of any paper copy of a resident student's application to attend a school or program in another public school district, school office staff shall affix a date stamp (or a written and initialed date) and forward it to the District Administrator or his/her designee for review and processing.
- B. By the first Friday following the first Monday in May, the District shall provide the nonresident school district(s) to which the student applied appropriate notice of the resident student's special education and/or disciplinary status, including providing copies of any records that the District is permitted/required to release. If the applicant does not attend school in the District and the District has no records for the student, the District will notify the nonresident school district(s) of the student's non-attendance.
- C. All applications, those received online and paper applications, shall be reviewed by District staff using the acceptance/denial criteria outlined in Board policy. If the application is denied, the applicant and the nonresident school board shall be notified, in writing, that the application has been denied. This notification shall be made on or before the second Friday following the first Monday in June. The notice shall include the reason(s) for the denial and information about the appeal process.
- D. Special Procedure for Resident Open Enrollment Students Not Enrolled in the District. To the extent necessary to allow for the appropriate accounting of the District's student membership and appropriate state aid transfers, students who reside in the District but who have been enrolled in a private school or home-based private educational program and students who did not reside in the District at the time of applying for full-time open enrollment in another school district must formally enroll in the District prior to attending school in another public school district under the full-time open enrollment program.
- E. Student Records. The District will limit its requests for student records (or information from student records) and its sharing of records with the nonresident district to the records and information that may be lawfully requested or disclosed under applicable law and DPI rules. The District shall ensure that the records of a resident student who accepts open enrollment and elects to attend school in a nonresident district are sent promptly to the nonresident district.

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## IV. APPLICATIONS SUBMITTED UNDER ALTERNATIVE (CURRENT YEAR) OPEN ENROLLMENT PROCEDURES

- A. Reason(s) for Alternative Application – Subject to any limitations established under state law on the timing of application submissions and on the number of open enrollment applications that may be submitted for any July 1 to June 30 school year, a parent or guardian of a student who wishes to attend school in a nonresident school district may submit an open enrollment application for attendance to begin during the current July 1 to June 30 school year if the student meets one of the following criteria and the parent or guardian identifies and describes the criteria that the student meets in the application:
1. The resident school board determines that the student has been the victim of a violent criminal offense in a school in the resident school district. The application must be made within 30 days of the resident school board's determination.
  2. The student is or has been a homeless student in the current or immediately preceding school year.
  3. The student has been the victim of repeated bullying or harassment and all of the following apply: (a) the student's parent or guardian must have reported the bullying or harassment to the school board or designee under a bullying/harassment complaint process; and (b) in spite of action taken by the board or designee the repeated bullying or harassment continues.
  4. The place of residence of the student's parent or guardian and of the student has changed as a result of military orders. The application must be made within 30 days of the date on which the military orders changing the place of residence were issued.
  5. The student moved into Wisconsin. The application must be made within 30 days after moving into the state.
  6. The student's residence has changed as a result of a court order or custody agreement or because the student was placed in or removed from a foster home or

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with a person other than the student's parent. The application must be made within 30 days after the student's change in residence.

7. The student's attendance in a school in the nonresident school district is considered to be in the best interests of the student. The application must explain the reasons for requesting this exception and why attendance at the nonresident school district is in the best interests of the student

## B. Application Review and Approval Process

1. When the District receives an open enrollment application that has been submitted under the alternative open enrollment criteria outlined above, whether it is submitted by a nonresident student or a resident student, the date any paper application was received shall be affixed to the application (or otherwise recorded) and the application shall be forwarded to the District Administrator or his/her designee for review and processing.

a. If the application involves a nonresident student seeking to attend school in the District under open enrollment, the District will:

(1) Immediately send a copy of any paper application received by the District to the student's resident school district, or, if applicable, the student's anticipated resident school district; and

(2) Work with the resident district (or the anticipated resident district) identified in the application to determine where the applicant is currently attending school, and to determine from which school the District will receive any relevant special education records (e.g., the student's current IEP) and/or disciplinary records (e.g., expulsion records). If the applicant is not currently attending school in the resident district, the District will request such records from the school or school district the student is attending or most recently attended

b. If the application involves a resident student who is attending, or who previously attended school in the District, then within 10 days of receiving a copy of the application, the District shall provide the

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nonresident school district appropriate notice of the resident student's special education and/or disciplinary status, including copies of any records that the District is permitted/required to release. If the applicant does not attend school in the District and the District has no records for the student, the District will notify the nonresident school district(s) of the student's non-attendance

2. District staff shall review the application using the acceptance/denial criteria outlined in Board policy and in this rule. The District Administrator or his/her administrative-level designee is authorized to make the acceptance/denial decision for the District and to direct the sending of the appropriate notifications.

- a. The District will deny the alternative application of a nonresident student when required by state law or DPI rule, and the District may also deny such an application:

- (1) due to lack of available space;

- (2) under any of the acceptance and denial criteria established in Board policy that apply to an application submitted during the regular open enrollment application period; or

- (3) if the application relies on the best interests of the student criterion and the District determines that open enrollment is not in the student's best interests.

- b. The District will deny the alternative application of a resident student when required by state law or DPI rule, and the District shall also deny any such application if it determines that the criteria relied on by the parent or guardian to submit the application (including the "bests interests" criterion) do not apply to the student.

- 3 If the application involves a nonresident student seeking to attend school in the District, then the District will notify the applicant, in writing, whether the application has been approved or denied no later than 20 calendar days after the application was submitted. If the District fails to issue a timely notice of

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acceptance of a nonresident alternative application to the parent or guardian, the application is considered denied.

a. If the application has been denied, the notification shall include the reasons for the denial and information about the appeal process. To the extent consistent with state law and District policy, initial acceptance of an application may be subject to revocation.

b. If the District has approved the open enrollment application of a nonresident student, the notification provided to the applicant shall identify the specific school or program that the student may attend. A nonresident student accepted for enrollment may immediately begin attending the assigned school or program in the District and shall begin attending the school or program no later than the 15th day following receipt of the notice of acceptance (or another date mutually agreed upon by the District and the student's parent or guardian). If the nonresident student has not enrolled in or attended school in the District by the relevant deadline, the District may notify the student's parent or guardian, in writing, that the student is no longer authorized to attend school in the District.

c. To the extent that there is a delay in the District's receipt of any relevant disciplinary records from another school or school district, the District will attempt to review and act upon such records promptly. If necessary, the District will deny the application due to an inability to sufficiently review such records. However, to the extent permitted by DPI, the District may revisit such a denial if the relevant records/information are provided within a reasonable time period after the 20th calendar day following the submission of the application

4. If, for purposes of the application, the District is identified as the resident school district, the District shall notify the applicant whether the application has been approved or denied in accordance with any deadlines established by state law or DPI rule. Normally, the District will issue such notifications no later than 20 days after the date that the application was submitted.

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It is the applicant's responsibility to provide sufficient information to enable the District to determine that at least one of the bases for an alternative application applies to the student. However, prior to denying an alternative application on the basis that the parent or guardian did not provide enough information to allow the District to assess whether the student has been the victim of repeated bullying or whether open enrollment would be in the best interests of the student, the District shall offer the parent or guardian an opportunity to provide additional information.

If a resident student's alternative application is denied, the notification shall include the reason(s) for the denial and information about the appeal process.

## V, APPEAL OF OPEN ENROLLMENT DECISIONS

The student's parent(s) or guardian(s) may appeal a District decision regarding full-time open enrollment to the DPI by following the deadlines and other procedures established by the DPI, except as otherwise specifically provided under state law or under DPI rules

Legal Ref: Sections 118.13 Wis. State Statutes  
118.51  
118.52

Cross Ref.: 423, Full-time Open Enrollment  
423.1, Course Options  
343.2, Class Size

**Adoption Date:** January 1998  
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July 2006  
December 2012  
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**ADMISSION OF STUDENTS  
PARTICIPATING IN FULL-TIME OPEN  
ENROLLMENT**

Waunakee Community School District

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September 2023

# STAFF INTERNET SAFETY & ACCEPTABLE USE

## Policy #363.2 Rule 1

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### **Intent**

The Waunakee Community School District will provide all staff access to technology resources including mobile devices and the Internet to support educational excellence in all our schools. The concept of internet safety and technology use has fundamentally changed and will continue to change in the future. It has become clear that safety is not just an exercise in protecting staff from online dangers or reducing risk for the district population; internet safety also means our staff are good digital citizens.

Staff should use the district's computer network in a way that is consistent with applicable district policies. Whoever uses the Waunakee Community School District computer network and other instructional technology is expected to behave ethically and to comply with District policy and administrative guidelines. Each employee is expected to understand and comply with the following rules and guidelines. Violation of the rules and guidelines in this policy will result in disciplinary action up to and including termination and legal action, if warranted.

### **Digital Citizenship**

The Waunakee School District expects all users to demonstrate good digital citizenship. They are expected to:

1. Use digital tools, the network, and the internet appropriately for their position's needs.
2. Use only their own accounts.
3. Follow international copyright laws.
4. Be professional and courteous in their online communications as a representative of the district.
5. Treat all equipment with care.
6. Respect the work and privacy of others.
7. Keep passwords and login information private.
8. Alert an administrator if they receive or learn of threatening or inappropriate online communication, or activity.
9. Use only district authorized software and browsers.
10. Refrain from sharing personal information on the internet.
11. Record or take pictures of others only after obtaining their permission.
12. Remember that all network activities are monitored and retained.

### **Responsibility**

Because the Internet is a network with global reach, individuals may encounter materials that are not considered appropriate or suitable by parents and other members of the learning community. Therefore, acceptable use behaviors and safety policies are outlined below. The District staff and parents and guardians are responsible for conveying and discussing responsible technology use with their students and children. In accordance with federal law, the staff is also responsible for monitoring student use of the Internet while in their classrooms. Although it is unlikely, individual users might gain access to inappropriate materials despite supervision and technology protection measures. Any observed intended, or unintended access to inappropriate material should be immediately reported to an administrator.

The individual user, student and staff alike, is ultimately accountable for all activities conducted while using the Internet, network, or other district instructional technology resources. The smooth operation of the computer network and Internet depends upon the proper conduct of the users. These guidelines are provided so that students and staff are aware of their responsibilities.

### Terms and Conditions of Use

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## Policy #363.2 Rule 1

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The following guidelines were written to correspond with federal and state law governing computerized communication systems (1995 Wisconsin Act 353, effective June 7, 1996, Children's Internet Protection Act, 2000).

### 1. Acceptable Use

- a. The Waunakee Community School District has established the computer network and other instructional technologies for a "limited educational purpose," which includes classroom activities, career development and teacher-approved self-discovery activities.
- b. The use of these resources must be in support of education and research and consistent with the educational objectives of the Waunakee Community School District.
- c. Transmission of any material in violation of any national or state regulation is prohibited. This includes, but is not limited to, copyrighted, harassing, threatening, or obscene material. Pirating, which is the illegal copying or selling of software or copyrighted material, is prohibited.
- d. Use any social media application with caution, please be aware that all social media related to staff may be subject to district policies regarding public records. Refrain from communication with students using social media.
- e. Staff may analyze legislative proceedings and matters of public concern and communicate with elected officials via the computer network. However, fund-raising for political activities may not be conducted using the network.
- f. The computer network is not for commercial purposes.
- ~~g.~~ Staff may not use the network to offer or provide products and services of a commercial nature.
- h. The District will comply with Wisconsin statutory requirements and administrative rules related to technology.

### 3. Technology Protection Measure

The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

- child pornography, as defined in Section 2256 of Title 18, United States Code; or
- harmful to minors.

a.- The Waunakee Community School District employs technology protection measures to protect students and other individual users from seeing inappropriate materials and prevent unauthorized individuals from gaining access to our network.

b. One of these technology protection measures shall be an Internet management application, or filter.

- The District shall filter websites that contain obscenity, child pornography, materials harmful to minors, and may filter sites that interfere with the educational objectives of the school or make excessive demands on network resources.
- The filter's database shall automatically download updates frequently to keep the protection as current as possible. The technical staff shall be able to open and close sites as needed for instructional purposes.
- Filtering shall be effective throughout the entire network.

c The District shall utilize firewall technologies to assist in preventing unauthorized access.

d The District has the capability to monitor Internet access and may check an individual's record of access.

### 5. E-mail and other electronic communication

a. All network users are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

- Be polite. Do not write messages that will harass, offend, or insult anyone.
- Use appropriate language. Do not use profanity, sexual connotations, or other inappropriate language. Illegal activities are strictly forbidden.

# STAFF INTERNET SAFETY & ACCEPTABLE USE

## Policy #363.2 Rule 1

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- Users may not knowingly receive e-mail containing pornographic material or other inappropriate information and data. Please report all inappropriate materials to administration.
- Do not use the network in such a way that you would disrupt the use of the network by other users.
- Exercise caution if you receive an unexpected attachment. Contact the system administrator, a technician, or a lab assistant if you suspect a virus.
- E-mail attachments that you create or forward should be consistent with the educational mission of the school district.

b For your personal protection, do not give out your address or phone number.

c Note that e-mail and other electronic communication is not private, privileged, or confidential. People who operate the system have access to all mail. Messages relating to, or in support of illegal activities may be reported to the authorities.

d E-mail may be subject to district policies regarding public records.

### 6. Security

a. Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the network, you must notify a system administrator, technician, or lab assistant

b. Do not use another individual's account or password.

c. Attempts to logon to the network as a system administrator will result in cancellation of user privileges.

d. Any user identified as a security risk or having a history of problems with other computer systems may be restricted or denied network access.

### 7. Network Resources

a. Network resources, including but not limited to storage and connectivity, are limited. Avoid excessive demands on network resources.

b. Excessive demands on network resources are subject to restriction by the system administrator. Repeated excess demand on network resources will result in termination of access and possible administrative action.

### 8. Vandalism

a. Vandalism is defined as any malicious attempt to modify, damage or destroy data, software, operating systems, or equipment, or intentionally disrupt the system.

b. This includes, but is not limited to, the loading or creation of computer viruses and any attempt to bypass network security.

### 9. Consequences for Violations of the Acceptable Use Policy

a. Violation of any provision of the Acceptable Use Policy may lead to termination of access. School administrators will determine consequences for inappropriate use.

b. An administrator of the school may request the system manager to suspend specific staff user accounts until the incident is reviewed. The district may temporarily deny access to maintain network function or prevent a criminal act pending the disciplinary process.

c. Staff will receive notice of an alleged violation and an opportunity to respond before an extended termination of access.

d. First time violations of a minor nature may be addressed through administrative counseling.

e. Individuals may be subject to action under existing Board of Education Policies, school rules, and contractual agreements.

f. Termination of access does not prohibit the district from pursuing or implementing other disciplinary measures.

- Acceptable Use Violations that are severe or repeated may result in additional sanctions beyond termination of access up to, and including, staff dismissal.

# STAFF INTERNET SAFETY & ACCEPTABLE USE

## Policy #363.2 Rule 1

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- The district will contact appropriate local, state, or federal authorities if there is any suspicion of illegal activity. The District will lawfully cooperate with local, state, or federal officials in any investigation concerning illegal activities conducted through the District's network.

### 10. Privacy

- a. Files in individual, unshared, staff folders should not be viewed by other staff, with the exception of the system administrator, technical personnel, and supervisors.
- b. Files in shared folders are not private.
- c. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors are prohibited. Communication with commercial website operators will be governed by the Children's Online Privacy Protection Act.
- d. The system administrator and technical personnel have the ability to access personal files, including e-mail.
- e. Regular network maintenance and monitoring may detect violations of the acceptable use policy.
- f. The system administrator and technical personnel will investigate unusual activity on the network and may access personal files in the course of such investigations.
- g. The district retains control of all data stored on all district-owned servers and devices and may exercise this control to monitor compliance with this policy.

### 11. Warranties of Service

- a. The Waunakee Community School District (WCSD) makes no warranties of any kind, whether expressed or implied, for the service it is providing.
- b. The WCSD will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or your errors or omissions.
- c. The WCSD is not responsible for any costs, liabilities or damages caused by the way you use the computer network.
- d. Use of any information obtained via the Internet is at your own risk.
- e. The WCSD specifically denies any responsibility for the accuracy or quality of information obtained through its services.

### 12. Electronic Communications with Students

- a. Unless otherwise expressly permitted by Board policy or rule, District staff may only engage in electronic communication with students using a district provided or otherwise District-approved means of electronic communication (e.g., a district-approved social media account, district-approved online learning platform, or district-provided email account). The District will establish and maintain a list of district-approved means of electronic communications.

District staff are prohibited from communicating electronically with students using a personal (i. e., non-district) email, text messaging, or social media account unless, 1) urgent circumstances are present that suggest that there is an imminent threat to the health, safety, or property of any person and the staff member promptly communicates their reliance on this exception to the school principal or other appropriate administrator; or 2) the appropriate school principal or administrator has granted written approval for such communication for a limited purpose.

"Electronic media" includes all forms of social media, such as but not limited by enumeration to the following: text messaging, instant messaging, electronic mail (email), web logs (blogs), electronic forums (chat rooms), video sharing websites (e.g., YouTube), editorial comments posted on the internet, and social network sites (e.g., Facebook, Snapchat, X, Instagram, Tik Tok), and all forms of telecommunications such as landlines, cell phones, and web-based applications.

1. The employee shall limit communications to matters within the employee's professional responsibilities (e.g., for teachers, matters relating to virtual learning, class work, homework, or assessments).

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2. Staff shall not engage with students in inappropriately peer-like social relationships, via activities or communications that reasonably may compromise the staff member's ability to perform their District role, including their ability to serve as an effective and objective adult authority figure.
3. Staff shall not foster, encourage, or maintain relationships with students in which there is an inappropriate level of communicative, interpersonal, or emotional intimacy that reasonably may compromise the staff member's ability to perform their District role, including their ability to serve as an effective and objective adult authority figure.

b. Limitations on the scope and application of this policy: This policy and any rules or guidelines developed under this policy shall not be construed or applied in a manner that would impede a staff member's ability to:

1. Reasonably perform their District authorized role and responsibilities, provided that their communications and conduct remain grounded in legitimate educational purposes and sound professional practice. Depending on the staff members' specific District authorized role(s), legitimate educational purposes may include matters that relate to academics, extracurricular activities, counseling, advising, health and medical matters, social services, or operational services (e.g., transportation or food service).
2. Reasonably respond to urgent circumstances that suggest there's an imminent threat to the health, safety, or property of any person. If a staff member relies on this exception to engage in communication or interaction with the student that may otherwise be inappropriate (e.g., due to the time, location, method, or subject matter), the staff member is expected to promptly report the relevant circumstances to the applicable school principal or other appropriate administrator.
3. An employee is not subject to this prohibition to the extent the employee has a pre-existing social or family relationship with the student. For example, an employee may have a pre-existing relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, or religious organization.
4. Student employees (e.g. Aquatic Center staff, Warrior Media, Summer School Teaching Assistants, Youth Apprentices, etc.) are not subject to this prohibition with peer students. Student employees in roles that involve quasi-supervisory responsibilities would be subject to the policy in relations with non-peer students for which they are partially responsible for supervision or direction, under regular school employees.

c. Consequences for policy violations.

District staff who violate this policy or any rules or directives that the district issues in furtherance of this policy may be subject to discipline or other consequences, up to and including termination of their District role(s) (e.g., employee, volunteer, etc.). The district may also report the circumstances relating to certain violations to law enforcement and other applicable authorities.

**Adoption Date:** 1/10/96

**Revised:** 6/8/98  
February 2002  
February 2009  
August 2018  
May 2023

# 3rd GRADE TO 4th GRADE PROMOTION AND RETENTION

## Policy 345.41

### Sample Policy 1

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*{This sample addresses the promotion policy mandate established under [section 118.33\(6\)\(a\)3](#) of the state statutes. This sample takes an overall approach to the mandate that shares many similarities to 345.41 Sample Policy 2 and 345.41 Sample Policy 3, but it is less detailed. As the shortest of the three samples, this sample offers the advantage of relative brevity, but it addresses fewer contingencies, includes fewer options, and provides less guidance for implementation. Before selecting a sample and making final local policy choices, consider reviewing the other PRG samples to obtain a better understanding of the topic and different possible options.}*

#### **Effective Date**

The effective date of this policy is July 1, 2025, and the promotion criteria specified herein first apply to third grade promotion decisions that occur at the end of the 2025-26 school year. *{Editor's Note: Choosing July 1, 2025, as the effective date of the entire policy means that (1) per [DPI guidance](#), the district is not obligated to provide eligible promoted students with an intensive summer reading program under [section 118.33\(5m\)\(a\)](#) of the state statutes until the summer of 2026, and (2) the district's existing 3rd grade promotion criteria and procedures will apply to promotion decisions that are made at the end of the 2024-25 school year. However, importantly, all districts must implement the other post-promotion mandates found in 118.33(5m)(a) (e.g., services and supports provided in 4th grade for eligible students) in the 2025-26 school year.}*

#### **General Third Grade Promotion Criteria**

**(refer also to the later section addressing certain students with disabilities)**

*{Editor's Note: The criteria that a district ultimately includes in this section represent discretionary policy decisions. The examples given below may not sufficiently reflect your district's intent/goals and can be modified.}*

A 3rd grade student shall be promoted to 4th grade, without further evaluation being required, **unless** the available information about the student's academic progress (not limited to any single test or assessment result) indicates that:

1. The student is clearly not meeting **2<sup>nd</sup> grade** academic standards and learning goals (viewed in the aggregate by subject area) at a level of basic proficiency in **both** math and reading/language arts; **or**
2. The student is clearly not meeting **1st grade** academic standards and learning goals (viewed in the aggregate by subject area) at a level of basic proficiency in **either** math or reading/language arts.

However, even if a student does **not** meet the initial promotion criteria stated above, the District will still promote the student if, upon a further evaluation that considers (1) academic factors, (2) relevant non-academic factors (e.g., social, developmental, etc.), (3) evidence-based practices, and (4) available input from the student's parent(s)/guardian(s), a designated representative of the District concludes that **both** of the following apply:

1. If promoted with available interventions, the District **would** be able to provide the student with at least a realistic opportunity to participate in the 4th grade general curriculum in a meaningful manner and make more than negligible progress in reducing the gap(s) that exist between the student's present level of academic progress and grade-level

# 3rd GRADE TO 4th GRADE PROMOTION AND RETENTION

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standards (i.e., with a “realistic opportunity” meaning that it is reasonable to think that those academic outcomes would be possible, not that those outcomes are assured or even highly likely); **and**

*[Insert either **OPTION 1** or **OPTION 2** or **OPTION 3**:*

**OPTION 1 (designated staff make the final decision; promotion occurs in all cases where promotion is at least somewhere on the spectrum of reasonableness):**

- 2. In the District representative's professional judgment, there is a reasonable view of the student's overall circumstances under which promotion with available interventions would be in the best educational interests of the student, even if other views are also reasonable and even if the District's representative would personally choose retention for the student.*

**OPTION 2 (designated staff make the final decision; the district would have somewhat more latitude to retain a student than under OPTION 1):**

- 2. In the District representative's professional judgment, the review of the student's overall circumstances did **not** clearly and convincingly demonstrate that retention with interventions would be **substantially** more likely to be in the student's educational best interests (e.g., promotion will occur in any reasonably close case).*

**OPTION 3 (because the district concluded under the “realistic opportunity” determination that promotion would be at least a minimally reasonable academic setting for the student, if the district recommends retention as the most appropriate outcome, the student's parents/guardians may still elect promotion):**

- 2. That **either** (1) promotion with interventions is at least equally likely to be in the overall best educational interests of the student **or** (2) after a designated District representative has presented the student's parent(s) or guardian(s) with a recommendation that retention with interventions is likely to be in the overall best educational interests of the student, the student's parent(s) or guardian(s) select promotion with interventions for their child.*

**[END OF OPTIONS]**

## **Screening and Further Evaluating Students for Possible Retention**

*{Editor's Note: The screening criteria that a district includes in this section represent discretionary policy decisions.}*

3rd grade students will be preliminarily screened and then further evaluated for retention or promotion under the criteria established in the previous section (above) if:

1. A licensed staff member involved in providing math or reading instruction to a student has made a direct referral for further evaluation due to a concern that the student may not be able to meet the promotion criteria established above in this policy; or
2. *[Insert additional screening criteria that the district wishes to include in the policy].*

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***{Editor's Note: The following are two examples of potential additions to this list:***

- The outcome of any universal screening reading assessment or diagnostic reading assessment taken **during 3rd grade** showed the student to be "at risk" under the state's definition of "at risk."
- The student is screened for such further evaluation based on any other factor that the District Administrator or an administrative-level designee has determined will help to appropriately identify those students who, upon further evaluation, might realistically be retained under this policy's promotion criteria.}

After the screening process, the District will inform the student's parent(s) or guardian(s) if their child has been identified for further evaluation for possible retention.

The District Administrator or an administrative-level designee will establish (1) a timeline and staff responsibilities for conducting the screening, and (2) procedures, timelines, and staff responsibilities for completing the individualized evaluations and making a final decision. ***{Editor's Note: Refer to 345.41 Sample Policy 3 for an example of one possible approach to assigning staff responsibilities and establishing the relevant procedures and timelines.}***

## **Modifications for Certain Students with Disabilities**

If a student's IEP includes materially modified academic content and achievement standards in reading, math, or both, then the student shall be promoted if the student's IEP team determines that promotion will be the appropriate setting for the student in the following year based on relevant academic and non-academic factors, evidence-based practices, and the educational best interests of the student. All other students with disabilities are subject to the same promotion criteria and screening and evaluation processes as students without disabilities, except as may be required to comply with state or federal law in an individual case.

## **Parent Requests for Reconsideration**

If the student's parent(s) or guardian(s) disagree with the District's promotion or retention decision under this policy, they may request reconsideration. The administrator designated to respond to the request will modify the initial decision only if, upon a review of all relevant and reasonably available information, they conclude that the policy was applied incorrectly.

## **Retention in Extraordinary Circumstances**

***{Editor's Note: This section could be deleted, but the parent right to request a program and curriculum modification likely applies to this situation whether it is referenced in policy or not.}***

A parent or guardian who believes that, under extraordinary circumstances, their child should be retained even though the child was properly determined to be eligible for promotion under this policy may request retention as a special program and curriculum modification under section 118.15(1)(d) of state law. The District reserves all lawful discretion to deny such requests.

## **3rd Grade Students Promoted to 4th Grade without Completing Their Personal Reading Plan**

If the District promotes a student from 3rd grade to 4th grade, but the student had a legally-mandated personal reading plan in place during 3rd grade that the student did not successfully

# 3rd GRADE TO 4th GRADE PROMOTION AND RETENTION

## Policy 345.41

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complete (as completion is defined in state law), then, subject to limited exceptions, state law requires the District to do all of the following for the student:

1. Notify the student's parent or guardian, in writing, that the student did not complete the personal reading plan and include a description of the intensive instructional services and supports that will be provided to the student to remediate the identified areas of reading deficiency.
2. Provide the student with the applicable intensive instructional services and supports during 4th grade.
3. Monitor the student's progress with respect to the student's development of reading skills.
4. As a further service/support, provide the student with an intensive summer reading program each summer until the student scores at grade-level in reading on a summative assessment. The student's parent(s) or guardian(s) may decline to have their child participate in any such summer reading program that is offered by the District.

Section 118.33(5m)(b) of the state statutes allows, but does not require, the District to apply a "good cause" exception to providing the notification, services, supports, and/or progress monitoring (as listed above) to certain students who would otherwise be eligible. The District will consider applying a statutory "good cause" exception to a student only when the District determines that doing so would be nondiscriminatory and educationally appropriate *[insert if desired: "and if the student's parent(s) or guardian(s) agree to the application of the exception"]*. **{Editor's Note: If the district prefers to expressly list the five "good cause" exceptions in its policy, see the final section of 345.41 Sample Policy 3 for an example of appropriate wording.}**

### Legal References:

#### Wisconsin Statutes

<a href="#">Section 118.016(1)(a)</a>	[definition of "at risk" with respect to reading readiness assessments]
<a href="#">Section 118.016(5)(d)</a>	[completion of a personal reading plan by a 3rd grade pupil]
<a href="#">Section 118.15(1)(d)</a>	[parent requests for program and curriculum modifications]
<a href="#">Section 118.24(2)(a)</a>	[district administrator authority to manage the promotion of students]
<a href="#">Section 118.33(5m)</a>	[post-promotion service and support mandates for certain students promoted to 4th grade; good cause exceptions]
<a href="#">Section 118.33(6)(a)</a>	[policy requirements for 3rd, 4th, and 8th grade promotion criteria]
<a href="#">Section 118.33(6)(cm)</a>	[policy requirement for kindergarten to 1st grade promotion criteria]

#### Wisconsin Administrative Code

<a href="#">Section PI 13.09(1)</a>	[limitations on using test results and test exemptions to make promotion and retention decisions for students with limited English proficiency]
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### Cross References:

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

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**Adoption Date:**

# 3rd GRADE TO 4th GRADE PROMOTION AND RETENTION

## Policy 345.41

### Sample Policy 2

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*{This sample policy is a shortened version of the more comprehensive 345.41 Sample Policy 3. Overall, this sample and 345.41 Sample Policy 3 take a similar substantive approach to satisfying the policy mandate established under [section 118.33\(6\)\(a\)3](#) of the state statutes. The main differences between this sample and 345.41 Sample Policy 3 are the following:*

- 1. A district using this sample needs to identify and insert the criteria that staff will use to screen students for further evaluation for possible retention. Examples of possible criteria that a district might consider can be found in 345.41 Sample Policy 3.*
- 2. This sample directs the administration to define procedures and timelines for the individualized evaluations and final decisions that follow screening for possible retention. In contrast, 345.41 Sample Policy 3 includes a basic set of such procedures.*
- 3. The focus of the individualized student evaluations conducted under this sample is to determine whether, as a bottom-line decision, the district would involuntarily retain the student (i.e., without parent agreement). In comparison, 345.41 Sample Policy 3 uses a more nuanced analysis for reaching the final decision, and Sample 3 also allows a parent to elect promotion over a district recommendation for retention in some cases.*
- 4. This sample addresses fewer contingencies than 345.41 Sample Policy 3.*
- 5. The final section of this sample, which addresses the statutory post-promotion mandates (and “good cause” exceptions) that apply to students who are promoted to 4th grade without first completing their personal reading plan, provides less detail and less interpretive guidance than the corresponding final section of 345.41 Sample Policy 3.*

*Similar to 345.41 Sample Policy 3, (1) this sample heavily favors promotion with interventions over retention; (2) it leaves options open for the school district and the student’s parent/guardian to mutually agree to retention in extraordinary situations (even in some cases where promotion would also be at least a minimally reasonable approach); and (3) the final part of the sample is structured such that the district would not make extensive use of the available but, in the WASB’s view, sometimes problematic “good cause” exceptions to the statutory post-promotion mandates that apply to promoted students who did not complete their 3rd grade personal reading plan.}*

#### **Effective Date of Policy; Initial Applicability**

The effective date of this policy is *[insert a date not later than July 1, 2025]*. *{Editor’s Note: The issue with choosing a specific effective date for the policy as a whole concerns determining the year in which the school district intends to implement the “intensive summer reading program” required for certain students under [section 118.33\(5m\)](#) of the state statutes. The DPI has issued the following guidance: “If your required promotion policy is in effect before July 1, 2025, you will need to immediately provide summer programming at the end of [the 2024-25 school year]. If it goes into effect on July 1, 2025, you will need to provide summer programming after the 2025-26 school year.” See <https://dpi.wi.gov/administrators/biweekly-mailing/clone-september-2-2024>.}*

The District will first apply the promotion criteria specified in this policy to 3rd grade students on *[insert a date no later than September 1, 2027]*. Beginning on such date, (1) the District will not promote a 3rd grade pupil to the 4th grade unless promotion is indicated by the criteria and process defined in this policy, and (2) this policy replaces any other promotion/retention criteria and procedures that were in place for 3rd grade students in prior District policies or guidelines. *{Editor’s Note: Regarding the date that a district inserts into this paragraph, [section 118.33\(6\)\(a\)3](#) provides, “Beginning on September 1, 2027, a school board may not promote a 3rd grade pupil*

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## Policy 345.41

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*to the 4th grade unless the pupil satisfies the criteria for promotion specified in the school board's policy." A school board may elect to start to apply the promotion criteria found in this policy at an earlier date. If a school district delays the applicability of the promotion criteria to a date after the effective date of the policy as a whole, then the district may wish to insert a statement at the end of this paragraph that references the interim approach (e.g., by referring to a different policy, guideline, or standard).}*

#### **Criteria for Promotion**

Students who are completing 3rd grade will be eligible for **promotion** to 4th grade for the next school year, with any interventions, supports, and services that the student may be entitled to receive, if **any** of the following criteria are met:

1. The student is **not** identified for further individualized evaluation for possible retention using the screening process identified below **and** is also **not** a student with a disability whose individualized education program (IEP) includes the use of materially modified academic content and achievement standards in reading, math, or both.
2. Although screened and further evaluated for possible retention using the process and decision-making criteria identified below, the result of the individualized evaluation is a decision in favor of promotion to 4th grade.
3. *[Insert if desired: "The student has already been retained for at least one previous academic year in 5K or in any later grade **or** retaining the student would place the student in a grade/class that is two or more age cohorts younger than the age cohort applicable to the student's birthdate (using September 1 as the start of annual grade-level age cohorts)."]* **{Editor's Note: A district would include this promotion criterion in its policy if it determines that the potential long-term consequences and other disadvantages of multiple retentions in early elementary school (or the creation of an age cohort differential that is equivalent to multiple retentions) would always (or at least nearly always) outweigh the potential academic benefits of retention in a final "best interests of the student" analysis. Otherwise, if the district does not include this item as an "automatic" promotion eligibility criterion, then the student's promotion/retention history and actual age could still be considered as relevant information in the individualized further evaluation if the student is screened for possible retention.}**
4. **{Editor's Note: Ensure this criterion and the additional clarifications regarding the application of the policy to students with disabilities accurately reflect how the district intends to approach grade-level promotion and retention decisions for students with disabilities.}** Regarding students with disabilities under the IDEA:
  - a. If the student's IEP includes the use of materially modified academic content and achievement standards in reading, math, or both, then:
    - i. The student shall be eligible for promotion if either the student's IEP team or, if no such express decision is made by the IEP team, the District's Special Education Director upon a review of the student's IEP determines that **promotion** to 4th grade will be the appropriate setting for the student in the following year,

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considering relevant academic and non-academic factors, evidence-based practices, and the educational best interests of the student. Such students are **not** subject to the screening procedure or further evaluation and decision-making processes described in the next two sections of this policy unless the student's IEP so directs.

- ii. Any decision to **retain** such a student shall be made by, or at least confirmed as being appropriate and consistent with the IEP by, the student's IEP team.
  - b. Except as otherwise required to comply with state or federal law, students with disabilities who do **not** have such modified content and achievement standards are subject to the same promotion criteria and the same screening and evaluation processes for possible retention as students without disabilities.
5. *[Insert any different/additional criteria that the district wishes to include as promotion criteria.]*

## **Identifying Students for Further Individualized Evaluation for Possible Retention**

No later than promptly after the date of the school's final administration of the universal reading screener each school year, assigned staff shall identify 3rd grade students for further evaluation for possible retention if **one or more** of the following criteria apply to the student:

*{Editor's Note: The screening criteria that a district ultimately includes in this section represent a discretionary policy decision. The examples given below can be modified. When establishing screening criteria in the list that follows this note, the district's goal should be to screen students for whom there is a reasonable possibility that the ultimate decision might be retention. While underinclusive screening criteria are not desirable, a district also would not want to be substantially overinclusive such that many students are screened and further evaluated who would never be retained in the final analysis.}*

1. A licensed staff member involved in providing math or reading instruction to a student has made a direct referral due to a concern that the student may not be able to meet the promotion criteria established in this policy; **or**
2. *[Insert any other screening criteria that the district knows it intends to apply.]*; **or**  
*{Editor's Note: As one possible example, "The outcome of any universal screening reading assessment or diagnostic reading assessment taken during 3rd grade showed the student to be 'at risk' under the state's definition of 'at risk.'"}}*
3. The student is screened for such further evaluation based on any other factor that the District Administrator or an administrative-level designee has determined will help to appropriately identify those students who, upon further evaluation, might realistically be retained under this policy's promotion criteria. *{Editor's Note: If the district creates an exhaustive list of screening criteria, then this final open-ended item could be deleted.}*

## **Post-Screening Evaluation and Decision**

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For each student screened for further individualized evaluation for possible retention **and** who is **not** determined to be eligible for promotion under any of the other promotion criteria defined above, the District will further evaluate the student and make a promotion or retention decision.

1. **Process.** The District Administrator, or an administrative-level designee, shall establish procedures for the further evaluation of such students. The procedures shall:

***{Editor's Note: The parameters listed after this note can be modified. A district could also delete the entire list, along with the introductory phrase "The procedures shall..:"}***

- a. Provide for the involvement of relevant staff in the evaluation and decision-making process, including assigning relevant responsibilities.
  - b. Establish expectations for such staff to (1) promptly communicate with the student's parent(s) or guardian(s) regarding the student's status with respect to promotion/retention, and (2) make reasonable attempts to obtain and consider input from the student's parent(s) or guardian(s).
  - c. Ensure that the evaluation of the student's academic progress involves multiple data sources, with no single test or assessment result serving as the sole measure of the student's progress.
  - d. Address the timing of the evaluation and decision-making process.
  - e. *[Insert any other minimum parameters that the district wishes to establish.]*
2. **Criteria for the Promotion/Retention Decision.** As determined under administrative procedures, a designated administrator or an assigned group/team of staff members will consider all relevant information about the student that is reasonably available and make a determination regarding promotion or retention. Such information includes applicable academic factors, relevant non-academic factors, evidence-based practices, and parent/guardian input. A 3rd grade student who is not otherwise eligible for promotion under this policy and who has been screened and individually evaluated for possible retention reaches eligibility for promotion if the assigned person (or group/team) concludes that **both** of the following apply:

***{Editor's Note: This subsection assumes that the district has a preference to focus their individual student evaluations directly on the limited circumstances in which the district would consider retaining the student in the absence of parent agreement with the decision. However, not every district would establish or describe such "bottom line" promotion criteria in this manner. There are many possible alternative approaches. Therefore, adjust the criteria listed below as needed.}***

- a. The District **would** be able to provide the student with at least a realistic opportunity to (1) participate in the 4th grade general curriculum in a meaningful manner and (2) make more than negligible progress in reducing the gap(s) that exist between the student's present level of academic progress and grade-level standards (i.e., with a "realistic opportunity" meaning that it is reasonable to think that those academic

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outcomes would be possible, not that those outcomes are assured or even highly likely); **and**

- b. The review of the student's overall circumstances did **not** clearly and convincingly demonstrate that **retention** with interventions would be **substantially more likely** to be in the student's educational best interests (e.g., it is the District's intent that a student will be deemed eligible for promotion in any reasonably close case).

*{Editor's Note: The following alternative to this paragraph would likely result in relatively more students being deemed eligible for promotion: "As a reflection of professional judgment, there is a reasonable view of the student's overall circumstances under which promotion with available interventions would be in the best educational interests of the student, even if other views are also reasonable and even if the District's representative(s) would personally choose retention for the student."}*

3. **Parent Requests for Reconsideration.** If the student's parent(s) or guardian(s) disagree with a District decision reached under this section of this policy and believe that the applicable promotion and retention criteria have been incorrectly applied to their child, then the student's parent(s) or guardian(s) may request reconsideration. The final decision on reconsideration shall be made by [insert position(s) who will be authorized to make the final decision]. The initial decision will be modified only if, upon a review of all relevant and reasonably available information, the District concludes that the policy was applied incorrectly. *{Editor's Note: Particularly in a district with multiple elementary schools, there would likely be advantages in promoting district-wide consistency if the person making such decisions on reconsideration is an administrator who has district-level (rather than school-level) responsibilities.}*

#### **Eligibility for Promotion**

*{Editor's Note: As presented below, this section is intended to account for any difficult-to-anticipate and highly unusual circumstances where the typical promotion/retention analysis is affected by some overriding factor(s) that are unique to the individual student. While a district gains some initial experience implementing this policy, retaining such flexibility is likely advisable. However, some districts might decide that there is no possible circumstance under which the district would retain a student when the application of the policy, as written, results in a determination of eligibility for promotion. Therefore, as an alternative, a district could choose to modify this section to say only, "Where this policy refers to a student reaching eligibility for promotion, it means that the student will be promoted."}*

Where this policy refers to a student reaching **eligibility for promotion**, it means that the student will be promoted **unless**, under extraordinary circumstances, the District and the pupil's parent(s) or guardian(s) mutually agree, notwithstanding the student being eligible for promotion, that retention (with appropriate and available interventions) is more likely to be in the overall best educational interests of the student, considering academic factors, non-academic factors, and evidence-based practices. The [insert administrative-level position(s)] may give final District approval to any retention decision that is based on such extraordinary circumstances [insert if desired: "after confirming that the parent(s) or guardian(s) are reasonably aware of (1) the available alternatives to retention (e.g., promotion with interventions and monitoring); and (2) the possible disadvantages of retention"]. *{Editor's Note: The employee(s) authorized to make*

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*such decisions on behalf of the district would likely be administrators with district-level responsibilities.}*

#### **3rd Grade Students Promoted to 4th Grade without Completing Their Personal Reading Plan**

*{Editor's Note: This section of this sample is similar, in terms of its ultimate policy positions, to the final section of 345.41 Sample Policy 3, but it provides substantially less detail about the post-promotion mandates and "good cause" exceptions established under [section 118.33\(5m\)](#). This section also omits other optional clarifying provisions found in the longer Sample Policy 3.}*

If the District promotes a student from 3rd grade to 4th grade, but the student had a legally-mandated personal reading plan in place during 3rd grade that the student did not successfully complete (as completion is defined in state law), then, subject to limited exceptions, state law requires the District to do all of the following for the student:

1. Notify the student's parent or guardian, in writing, that the student did not complete the personal reading plan and include a description of the intensive instructional services and supports that will be provided to the student to remediate the identified areas of reading deficiency.
2. Provide the student with the applicable intensive instructional services and supports during 4th grade.
3. Monitor the student's progress with respect to the student's development of reading skills and the effectiveness of the services and supports.
4. As a further service/support, provide the student with an intensive summer reading program each summer until the student scores at grade-level in reading on a summative assessment. The student's parent(s) or guardian(s) may decline to have their child participate in any such summer reading program that is offered by the District.

Section 118.33(5m)(b) of the state statutes allows, but does not require, the District to apply a "good cause" exception to providing the parent notification, services, supports, and progress monitoring (as listed above) to certain students who would otherwise be eligible. *{Editor's Note: If a district desires to expressly list the five student categories that comprise the statutory "good cause" exceptions in its policy, see the final section of 345.41 Sample Policy 3 for an example of appropriate wording.}*

*{Editor's Note: The remainder of this section establishes a discretionary policy position as to how the district intends to utilize the statutory "good cause" exceptions. The specific position suggested below limits the potential application of the exceptions, but it is not dictated by section 118.33(5m). An alternative approach might involve stating, "A statutory exception will be applied to a student only when the District determines that doing so would be nondiscriminatory and educationally appropriate [insert if desired: "and if the student's parent(s) or guardian(s) agree to the application of the exception"]"}.*

The administration may apply a statutory "good cause" exception to one or more of the requirements established under section 118.33(5m)(a) only in situations where **(1)** the student falls in one of the categories listed in section 118.33(5m)(b); **(2)** applying the exception would not

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unlawfully discriminate against the affected student; **and (3)** the [insert appropriate administrative position title(s)] also determines that **either** of following applies:

1. That the exception in question is the exception for a student who has scored as proficient in reading on an alternative standardized assessment approved by Wisconsin Department of Public Instruction; **or**
2. That **both** of the following apply:
  - a. The student will be receiving individualized services and supports that address the student's specific needs and learning goals relating to, as appropriate for and to the extent applicable to the student, reading/literacy and language development/communication; **and**
  - b. The provision of any instructional services and supports that would be available (i.e., if the exception were not applied) and target a goal of achieving grade-level performance in reading either would be duplicative of services and supports the student will already be receiving or would not be educationally appropriate for the student.

The administration shall establish a procedure for promptly informing the student's parent or guardian of any District decision to apply a "good cause" exception to one or more of the requirements established under section 118.33(5m)(a). ***{Editor's Note: This parent notification step is not required by state law, but it is recommended for transparency purposes. If desired, a district could further require the notification to state that a parent or guardian may request reconsideration of the decision to apply a "good cause" exception to the student.}***

## Legal References:

### Wisconsin Statutes

<a href="#">Section 118.016(1)(a)</a>	[definition of "at risk" with respect to reading readiness assessments]
<a href="#">Section 118.016(5)(d)</a>	[completion of a personal reading plan by a 3rd grade pupil]
<a href="#">Section 118.15(1)(d)</a>	[parent requests for program and curriculum modifications]
<a href="#">Section 118.24(2)(a)</a>	[district administrator authority to manage the promotion of students]
<a href="#">Section 118.33(5m)</a>	[post-promotion service and support mandates for certain students promoted to 4th grade; good cause exceptions]
<a href="#">Section 118.33(6)(a)</a>	[policy requirements for 3rd, 4th, and 8th grade promotion criteria]
<a href="#">Section 118.33(6)(cm)</a>	[policy requirement for kindergarten to 1st grade promotion criteria]

### Wisconsin Administrative Code

<a href="#">Section PI 13.09(1)</a>	[limitations on using test results and test exemptions to make promotion and retention decisions for students with limited English proficiency]
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## Cross References:

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

## Adoption Date:

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*{This sample presents one possible approach to satisfying the policy mandate established under [section 118.33\(6\)\(a\)3](#) of the state statutes. It is a longer and more detailed version of 345.41 Sample Policy 2, but both of the samples take a similar substantive approach. This sample establishes criteria under which most 3rd grade students will be promoted to 4th grade without extensive analysis, but under which some students are screened for further individualized evaluation for possible retention. Even as to those students who are screened for further evaluation, the sample favors promotion with interventions over retention. Involuntary retention (i.e., without parent/guardian agreement) would occur only in the circumstances identified in the subsection labeled “Retention by District Decision.” The sample leaves options open for the school district and the student’s parent/guardian to mutually agree to retention, even in some cases where promotion would also be at least a minimally reasonable approach. The final section of this sample covers the post-promotion intervention mandates that apply to students who are promoted to 4th grade without successfully completing a personal reading plan that was in place during 3rd grade. Those mandates are established under section 118.33(5m) of the state statutes. That final part of the sample is structured such that the district would not make extensive use of the available but, in the WASB’s view, sometimes problematic “good cause” exceptions to the statutory post-promotion mandates.}*

## **Effective Date of Policy; Initial Applicability**

The effective date of this policy is *[insert a date not later than July 1, 2025]*. *{Editor’s Note: The issue with choosing a specific effective date for the policy as a whole concerns determining the year in which the school district intends to implement the “intensive summer reading program” required for certain students under [section 118.33\(5m\)](#) of the state statutes. The DPI has issued the following guidance: “If your required promotion policy is in effect before July 1, 2025, you will need to immediately provide summer programming at the end of [the 2024-25 school year]. If it goes into effect on July 1, 2025, you will need to provide summer programming after the 2025-26 school year.” See <https://dpi.wi.gov/administrators/biweekly-mailing/clone-september-2-2024>.}*

The District will first apply the promotion criteria specified in this policy to 3rd grade students on *[insert a date no later than September 1, 2027]*. Beginning on such date, (1) the District will not promote a 3rd grade pupil to the 4th grade unless promotion is indicated by the criteria and process defined in this policy, and (2) this policy replaces any other promotion/retention criteria and procedures that were in place for 3rd grade students in prior District policies or guidelines. *{Editor’s Note: Regarding the date that a district inserts into this paragraph, [section 118.33\(6\)\(a\)3](#) provides, “Beginning on September 1, 2027, a school board may not promote a 3rd grade pupil to the 4th grade unless the pupil satisfies the criteria for promotion specified in the school board’s policy.” A school board may elect to start to apply the promotion criteria found in this policy at an earlier date. If a school district delays the applicability of the promotion criteria to a date after the effective date of the policy as a whole, then the district may wish to insert a statement at the end of this paragraph that references the interim approach (e.g., by referring to a different policy, guideline, or standard).}*

## **Criteria for Promotion**

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Students who are completing 3rd grade will be **eligible for promotion** to 4th grade for the next school year, with any interventions, supports, and services that the student may be entitled to receive, if **any** of the following criteria are met:

1. The student is **not** identified for further individualized evaluation for possible retention using the screening process identified below **and** is also **not** a student with a disability whose individualized education program (IEP) includes the use of materially modified academic content and achievement standards in reading, math, or both.
2. Although screened and further evaluated for possible retention using the process and decision criteria identified below, the result of the individualized evaluation is a decision in favor of promotion to 4th grade.
3. *[Insert if desired: "The student has already been retained for at least one previous academic year in 5K or in any later grade **or** retaining the student would place the student in a grade/class that is two or more age cohorts younger than the age cohort applicable to the student's birthdate (using September 1 as the start of annual grade-level age cohorts)."]* **{Editor's Note: A district would include this promotion criterion in its policy if it determines that the potential long-term consequences and other disadvantages of multiple retentions in early elementary school (or the creation of an age cohort differential that is equivalent to multiple retentions) would always (or at least nearly always) outweigh the potential academic benefits of retention in a final "best interests of the student" analysis. Otherwise, if the district does not include this item as an "automatic" promotion eligibility criterion, then the student's promotion/retention history and actual age could still be considered as relevant information in the individualized further evaluation if the student is screened for possible retention.}**
4. **{Editor's Note: Ensure this criterion and the additional clarifications regarding the application of the policy to students with disabilities accurately reflect how the district intends to approach grade-level promotion and retention decisions for students with disabilities.}** Regarding students with disabilities under the IDEA:
  - a. If the student's IEP includes the use of materially modified academic content and achievement standards in reading, math, or both, then:
    - i. The student shall be eligible for promotion if either the student's IEP team or, if no such express decision is made by the IEP team, the District's Special Education Director upon a review of the student's IEP determines that **promotion** to 4th grade will be the appropriate setting for the student in the following year, considering relevant academic and non-academic factors, evidence-based practices, and the educational best interests of the student. Such students are **not** subject to the screening procedure or further evaluation and decision-making processes described in the next two sections of this policy unless the student's IEP so directs.
    - ii. Any decision to **retain** such a student shall be made by, or at least confirmed as being appropriate and consistent with the IEP by, the student's IEP team.

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- b. Except as otherwise required to comply with state or federal law, students with disabilities who do **not** have such modified content and achievement standards are subject to the same promotion criteria and the same screening and evaluation processes for possible retention as students without disabilities.
5. *[Insert any different/additional criteria that the district wishes to include as promotion criteria.]*

### **Identifying Students for Further Individualized Evaluation for Possible Retention**

No later than promptly after the date of the school's final administration of the universal reading screener each school year, assigned staff shall identify 3rd grade students for further evaluation for possible retention if one or more of the following criteria apply to the student:

***{Editor's Note: When establishing screening criteria in the list that follows this note, the district's goal should be to screen students for whom there is a reasonable possibility that the ultimate decision might be retention. While underinclusive screening criteria are not desirable, a district also would not want to be substantially overinclusive such that many students are screened and further evaluated who would never be retained in the final analysis. The criteria offered as examples below may not strike the right balance for every school district, but they can at least serve as a starting point for local discussion.}***

1. The outcome of any universal screening reading assessment or diagnostic reading assessment that the student has taken **during 3rd grade** showed the student to be "at risk" under the state's definition of "at risk," **unless** a teacher or administrator determines, based on other objective evidence of the student's reading and reading comprehension skills, that the student's current skills are clearly materially higher than skills that are at or near the "at risk" level. (Note: For transfer students, the relevant assessment could have occurred at a non-District school.)
2. *[Insert if desired: "At the time of the screening for possible retention, the student has a personal reading plan in place and, in the judgment of the staff member(s) responsible for monitoring the plan, the student's rate of improvement under the plan is minimal and that, even with continued intervention, the student is unlikely to demonstrate grade-level skills in reading by the end of the school year."]* ***{Editor's Note: Adding this criterion will screen more students than looking solely at whether the student was still considered "at risk" at some point during 3rd grade (i.e., under the first criterion, immediately above). However, this additional criterion would not screen all students who still have personal reading plan in place at the time of the screening. Some districts might determine that this criterion would be overinclusive.}***
3. *[Insert if desired: "There is clear evidence that the student's current level of academic progress in **either** math **or** reading/language arts does not meet, at a level of basic proficiency, the academic standards and learning goals applicable to students who are **completing 2<sup>nd</sup> grade**. Such standards and learning goals shall be considered in the aggregate within the applicable subject area (i.e., math or reading), such that non-proficiency with respect to any individual standard or learning goal does not dictate the aggregate assessment of the student."]* ***{Editor's Note: The intent of this potential criterion***

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*is to take a closer look at students who, if promoted to 4th grade, would still be working on many 2nd grade core academic standards and skills. However, even if a district concludes that this would be a useful benchmark, the district must also verify that its staff would have a reasonably reliable way to assess and apply this criterion.}*

4. A teacher or reading specialist involved in providing math or reading instruction to a student has made a direct referral for further evaluation for possible retention based on the teacher's determination that there is information about the student's learning and academic progress that raises a concern that the student may not be able to meaningfully participate in the 4th grade curriculum, even with available interventions, services, and supports. *{Editor's Note: Including examples to accompany this screening criterion, such as the examples that follow this note, is optional. Also, a district might identify additional/different examples that the district determines would serve as a more helpful/appropriate guide for staff.}* Examples of situations in which a direct staff referral might occur include the following:
  - a. The student has significant learning gaps in reading and/or math that were not reduced during the 3rd grade year in spite of interventions, services, or supports.
  - b. The student was a late enrollee for whom only limited academic assessment data is available, but the information that is available indicates that the student may be similarly situated to other students who would be screened for further evaluation for possible retention.
  - c. *[Insert any different/additional examples of situations in which staff should consider making a direct referral for further evaluation for possible retention.]*
5. *[Insert any different/additional criteria that the district wishes to include as screening criterion that will result in a further individualized evaluation for possible retention.]*

#### **Post-Screening Evaluation and Decision**

For each student screened for further individualized evaluation for possible retention **and** who is **not** determined to be eligible for promotion under any of the other promotion criteria defined above, the District will further evaluate the student and make a promotion or retention decision.

1. **Process.**
  - a. A staff member shall be responsible for promptly informing the student's parent or guardian that the District has identified the student as being at risk of possible retention.
  - b. A designated administrator who has curricular responsibilities and knowledge of the District's approach to interventions and supports for students who are experiencing significant academic struggles shall make a decision regarding promotion and retention. A District reading specialist may serve as a designated administrator for this purpose.

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- c. The designated administrator shall make the decision (1) in direct consultation with at least one staff member responsible for instruction and assessment of the student in reading and/or math, as relevant to the student learning gaps in those core subjects; (2) in consultation, as needed, with any other staff who the administrator identifies as having important information about academic and/or non-academic factors affecting the student; and (3) with reasonable attempts by the administrator or a designee to obtain and consider input from the student's parent(s) or guardian(s).
  - d. The evaluation process may occur at one or more group meetings and/or through a series of communications.
  - e. The evaluation and final decision should identify and consider at least all of the following, to the extent reasonably available:
    - i. The student's academic progress to date, with no single test or assessment result serving as the sole measure of the student's progress;
    - ii. Interventions that have been implemented for the student to date, the extent to which the student was able to fully participate in those interventions, and the student's response to those interventions, including especially whether the student's learning gaps relative to applicable grade-level academic standards were materially narrowed, grew wider, or stayed about the same;
    - iii. At least a tentative identification of available interventions (e.g., instructional modifications, services, and supports) that the District would be likely to provide to the student under both a retention outcome and a under a promotion outcome;
    - iv. Relevant non-academic factors affecting the student, such as potential impacts of the decision on a student's social relationships, social development, and self-perception, which should be identified and evaluated with input from relevant staff and, if available and willing to provide such information, the student's parent(s), guardian(s), or other caregiver(s); and
    - v. The decision-making criteria stated below.
  - f. The administrator responsible for making the promotion or retention decision, or the administrator's designee, shall promptly inform the student's parent or guardian of the decision.
2. **Timing for the Decision.** For students who have been screened and further evaluated for possible retention, a decision regarding retention or promotion (which may include one or more conditions that require later evaluation) will normally be reached at some point after the District receives the individual student results of the Forward Exam and by the end of the school year. Specific timelines and procedures may need to be adjusted for individual students, including in situations where the student first enrolls in a District school late in the school year, where the student is participating in a summer school program, etc.

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3. **Criteria for a Promotion Decision.** The designated administrator will consider all relevant information about the student that is reasonably available and make a determination regarding promotion or retention. Such a student shall be eligible for promotion, or for promotion pending satisfaction of one or more express conditions, if **at least one** of the following applies:
  - a. The evaluation of the student's academic progress demonstrates that the student is **neither** (1) clearly in excess of a full grade level behind expected 3<sup>rd</sup> grade basic proficiency in both math and reading/language arts; **nor** (2) clearly in excess of two full grade levels behind expected 3<sup>rd</sup> grade basic proficiency in either math or reading/language arts; **or** *{Editor's Note: The academic criteria set in this paragraph serve as one possible example and can be modified. The purpose of setting and using this kind of criteria is to avoid deferring certain promotion decisions to the much more subjective "best overall interests" determinations that are addressed below. If used, the goal should be to establish an academic boundary above which the district believes that a student's learning gaps can nearly always be appropriately addressed through "promotion with interventions." A district that establishes such academic promotion criteria must take special care to set the criteria in a manner that can be implemented/determined with a reasonable level of reliability and consistency, which is a challenge. Another option/approach would be to delete this paragraph and, as a result, have all decisions that follow an individualized evaluation for possible retention rest on the "best interests" determinations addressed below.}*
  - b. The administrator concludes that promotion with interventions would be at least equally likely (compared to retention with interventions) to be in the overall best educational interests of the student, considering academic factors, relevant non-academic factors (e.g., social, developmental, etc.), and evidence-based practices; **or**
  - c. All three of the following apply: **(1)** the administrator concludes that, if promoted with available services and supports (i.e., interventions), the student **would** have a realistic opportunity to participate in the 4th grade general curriculum in a meaningful manner and make more than negligible progress in reducing the gap(s) that exist between the student's present level of academic progress and grade-level standards (i.e., with a "realistic opportunity" meaning that it is reasonable to think that those academic outcomes would be possible, not that those outcomes are assured or even highly likely); **(2)** the administrator concludes and advises the student's parent(s) or guardian(s) that, in the administrator's professional judgment, retention is likely to be in the overall best educational interests of the student, considering academic factors, relevant non-academic factors, and evidence-based practices; **and (3)** the student's parent(s) or guardian(s) select promotion for their child notwithstanding the administrator's recommendation. *{Editor's Note: The purpose of deferring to a parent's selection of promotion in this instance is based on the fact that the district concluded that there would be at least a realistic opportunity for the student to participate in the 4th grade curriculum and reduce their achievement gap(s). Therefore, as between options that both (at least arguably) fall somewhere on a spectrum of "reasonableness," a district may be willing to defer to*

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*the parent's or guardian's informed decision even if the district representative would make a different decision.}*

- i. To help parents and guardians make informed decisions under this “best interests” criterion, the administrator making a recommendation in favor of retention shall make a reasonable attempt to provide the student's parent(s) or guardian(s) with information about (1) the available alternatives to retention (e.g., promotion with interventions and monitoring); and (2) possible disadvantages of retention.
  - ii. If the student's parent(s) or guardian(s) do **not** select promotion under this “best interests” criterion, the student would be retained in 3rd grade.
  - iii. If parents or guardians who have equal legal decision-making authority disagree on retention versus promotion under this criterion and are unable to provide a joint decision selecting promotion, then the student will be retained.
4. **Retention by District Decision.** *{Editor's Note: The purpose of this subsection is to clearly identify the scenario(s) under which a student will not be eligible for promotion and will be retained in 3rd grade. The goal of the subsection should be to identify a boundary at which the district would consider promotion to be an unreasonable and educationally inappropriate outcome for the student, regardless of parent/guardian preference. If a district wanted to modify this subsection, it would likely require making modifications to the previous subsection as well because the two subsections have been drafted to coordinate with one another to avoid leaving gaps.}* A 3rd grade student who has been individually evaluated for possible retention and found not eligible for promotion under this policy will be retained without the agreement/support of the student's parent(s) or guardian(s) if, upon consideration of all relevant and reasonably available information, the designated administrator concludes that **both** of the following apply:
- a. If the student were to be promoted with available interventions, the District would **not** be able to provide the student with at least a realistic opportunity to (1) participate in the 4th grade general curriculum in a meaningful manner and (2) make more than negligible progress in reducing the gap(s) that exist between the student's present level of academic progress and grade-level standards (i.e., with a “realistic opportunity” meaning that it is reasonable to think that those academic outcomes would be possible, not that those outcomes are assured or even highly likely); **and**
  - b. The available information clearly and convincingly indicates that retention with interventions (compared to promotion with interventions) is more likely to be in the overall best educational interests of the student, considering applicable academic factors, relevant non-academic factors, and evidence-based practices.
5. **Parent Requests for Reconsideration.**
- a. If the student's parent(s) or guardian(s) disagree with a District decision reached under this section of this policy and believe that the applicable promotion and retention criteria have been incorrectly applied to their child, then the student's parent(s) or guardian(s) may request reconsideration. The final decision on reconsideration shall be made by insert position(s) who will be authorized to make

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- the final decision*]. The initial decision will be modified only if, upon a review of all relevant and reasonably available information, the District concludes that the policy was applied incorrectly. **{Editor's Note: Particularly in a district with multiple elementary schools, there would likely be advantages in promoting district-wide consistency if the person making such decisions on reconsideration is an administrator who has district-level (rather than school-level) responsibilities.}**
- b. If a student's parent(s) or guardian(s) agree with a District determination that the student is eligible for promotion under any section of this policy but wish to request retention in spite of a District decision that promotion is the appropriate final disposition, then a parent or guardian may notify the District that they are requesting retention as a program and curriculum modification under section 118.15(1)(d) of the state statutes. The District reserves all lawful discretion to deny such requests.

## **Eligibility for Promotion**

***{Editor's Note: In connection with this section, some districts might decide that they would never use conditional promotion (e.g., eligibility conditioned on the student's active participation in a summer school option) and/or that there is no possible circumstance under which the district would retain a student when the application of the policy, as written, results in a determination of eligibility for promotion. Therefore, as an alternative, a district could choose to modify this section to say only, "Where this policy refers to a student reaching eligibility for promotion, it means that the student will be promoted." Another alternative would be to include only one of the two "exceptions" offered in this section. However, item 2 in this section, in particular, is intended to account for any difficult-to-anticipate and highly unusual circumstances where the typical promotion/retention analysis is affected by some overriding factor(s) that are unique to the individual student.}***

Where this policy refers to a student reaching eligibility for promotion, it means that the student will be promoted **unless**:

1. The student does not meet one or more conditions that expressly qualified an initial promotion eligibility determination, and the final evaluation of the student under this policy results in the student not being eligible for promotion; **or**
2. Under extraordinary circumstances, the District and the pupil's parent(s) or guardian(s) mutually agree, notwithstanding the student being eligible for promotion, that retention (with appropriate and available interventions) is more likely to be in the overall best educational interests of the student, considering academic factors, relevant non-academic factors, and evidence-based practices. The *[insert administrative-level position(s)]* may give final District approval to any retention decision that is based on such extraordinary circumstances *[insert if desired: "after confirming that the parent(s) or guardian(s) are reasonably aware of (1) the available alternatives to retention (e.g., promotion with interventions and monitoring); and (2) the possible disadvantages of retention"]*. **{Editor's Note: The employee(s) authorized to make such decisions on behalf of the district would likely be administrators with district-level responsibilities.}**

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## **3rd Grade Students Promoted to 4th Grade without Completing Their Personal Reading Plan**

If the District promotes a student from 3rd grade to 4th grade, but the student had a legally-mandated personal reading plan in place during 3rd grade that the student did not successfully complete (as completion is defined in state law), then, subject to limited exceptions, state law requires the District to do all of the following for the student:

1. Notify the student's parent or guardian, in writing, that the student did not complete the personal reading plan and include a description of the intensive instructional services and supports that will be provided to the student to remediate the identified areas of reading deficiency.
2. Provide the student with the applicable intensive instructional services and supports during 4th grade.
3. Monitor the student's progress with respect to the student's development of reading skills and the effectiveness of the services and supports.
4. As a further service/support, provide the student with an intensive summer reading program each summer until the student scores at grade-level in reading on a summative assessment. The student's parent(s) or guardian(s) may decline to have their child participate in any such summer reading program that is offered by the District.

***{Editor's Note: This paragraph and its two subparagraphs, below, are recommended as useful clarifications/reminders. However, the WASB believes that the interpretive statements would apply even if they are not expressly included in a local policy. To that extent, they can be considered optional and could be deleted.}*** The intensive reading-related services and supports that the District provides to a promoted student who did not complete a 3rd grade personal reading plan:

1. May include services and supports that are identified, structured, and provided through some different state requirement, federal requirement, or District program (such as services and supports provided under an IEP), so long as they have the purpose of remediating the individual student's identified reading-related deficiencies.
2. At a minimum, must be coordinated with and must not cause a denial of any other educational services or supports that the student is legally entitled to receive under other state or federal laws.

State law (in section 118.33(5m)(b)) allows, but does not require, the District to apply a "good cause" exception to providing the parent notification, services, supports, and progress monitoring listed above to the following students who would otherwise be eligible:

1. Students who are English Learners (defined for this purpose as a student whose "ability to use the English language is limited because of the use of a non-English language in his or her family or in his or her daily, non-school surroundings, and who has difficulty ... in performing ordinary classwork in English as a result of such limited English language proficiency").

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2. A student who has an individualized education plan (IEP) that indicates that neither taking the statewide 3rd grade standardized reading assessment nor taking the universal reading screening assessment or diagnostic reading assessments administered under state law is appropriate for the student.
3. A student who scores as proficient in reading on an alternative standardized assessment approved by Wisconsin Department of Public Instruction.
4. A student who has an IEP or a plan to provide accommodations or services under section 504 of the federal Rehabilitation Act that indicates that the pupil has received intensive intervention in reading for more than 2 years if the student continues to demonstrate a deficiency in reading **and** was previously retained in kindergarten, 1st, 2nd, or 3rd grade.
5. A student who has received intensive intervention in reading for 2 or more school years, continues to demonstrate a deficiency in reading, **and** was previously retained in kindergarten, 1st, 2nd, or 3rd grade for a total of 2 years.

Regarding the “good cause” exceptions permitted under section 118.33(5m)(b) of the state statutes:

1. ***{Editor’s Note: This paragraph and its two subparagraphs are recommended as important reminders/cautions for staff. However, the WASB believes that the statements would apply even if they are not expressly included in a local policy. To that extent, they can be considered optional clarifications of the related legal obligations and could be deleted.}*** The District acknowledges that:
  - a. The “good cause” exceptions cannot be applied in a manner that would unlawfully discriminate against a student (e.g., by denying a student’s access to services and supports—including a summer reading program option—that would otherwise be instructionally appropriate solely because the student, for example, has limited proficiency in English or because the student has an identified disability).
  - b. The “good cause” exceptions are potential exceptions only to the notification, service, support, and monitoring requirements established under section 118.33(5m)(a) of the state statutes and do **not** apply to interventions, services, and supports that the student may be separately eligible to receive under other state or federal laws or under other District policies. (For example, certain 4th grade students may be separately eligible to receive interventions or remedial reading services under section 121.02(1)(c) of the state statutes.)

***{Editor’s Note: The remainder of this section establishes a discretionary policy position as to how the district intends to utilize the statutory “good cause” exceptions. The specific position suggested below limits the potential application of the exceptions, but it is not dictated by section 118.33(5m). An alternative approach might involve stating, “A statutory exception will be applied to a student only when the District determines that doing so would be nondiscriminatory and educationally appropriate [insert if desired “and if the student’s parent(s) or guardian(s) agree to the application of the exception”].”}***

# 3rd GRADE TO 4th GRADE PROMOTION AND RETENTION

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2. The administration may apply a “good cause” exception to one or more of the requirements established under section 118.33(5m)(a) only in situations where doing so would not unlawfully discriminate against the affected student and when the *[insert appropriate administrative position title(s)]* also determines:
  - a. That the exception in question is the exception for a student who has scored as proficient in reading on an alternative standardized assessment approved by Wisconsin Department of Public Instruction; **or**
  - b. That **both** of the following apply:
    - i. The student will be receiving individualized services and supports that address the student's specific needs and learning goals relating to, as appropriate for and to the extent applicable to the student, reading/literacy and language development/communication; **and**
    - ii. The provision of any instructional services and supports that would be available (i.e., if the exception were not applied) and target a goal of achieving grade-level performance in reading either would be duplicative of services and supports the student will already be receiving or would not be educationally appropriate for the student.
3. ***{Editor's Note: This parent notification step is not required by state law, but it is recommended for transparency purposes.}*** The administration shall establish a procedure for promptly informing the student's parent or guardian of any District decision to apply a “good cause” exception to one or more of the requirements established under section 118.33(5m)(a). *[Insert if desired: “The parent/guardian notification shall identify a procedure for requesting that an appropriate administrator reconsider the decision. The applicable administrator shall provide a prompt response to any request for reconsideration.”]*
4. *[If desired, insert as an express clarification of intent: “This policy, while authorizing the application of the “good cause” exceptions under limited conditions, does **not** require the application of a “good cause” exception to any student or any category of students.”]*

## Legal References:

### Wisconsin Statutes

<a href="#">Section 118.016(1)(a)</a>	[definition of “at risk” with respect to reading readiness assessments]
<a href="#">Section 118.016(5)(d)</a>	[completion of a personal reading plan by a 3rd grade pupil]
<a href="#">Section 118.15(1)(d)</a>	[parent requests for program and curriculum modifications]
<a href="#">Section 118.24(2)(a)</a>	[district administrator authority to manage the promotion of students]
<a href="#">Section 118.33(5m)</a>	[post-promotion service and support mandates for certain students promoted to 4th grade; good cause exceptions]
<a href="#">Section 118.33(6)(a)</a>	[policy requirements for 3rd, 4th, and 8th grade promotion criteria]
<a href="#">Section 118.33(6)(cm)</a>	[policy requirement for kindergarten to 1st grade promotion criteria]

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**Wisconsin Administrative Code**

[Section PI 13.09\(1\)](#)

[limitations on using test results and test exemptions to make promotion and retention decisions for students with limited English proficiency]

**Cross References:**

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

**Adoption Date:**

# 3rd GRADE TO 4th GRADE PROMOTION AND RETENTION

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*{This sample policy is a shortened version of the more comprehensive 345.41 Sample Policy 3. Overall, this sample and 345.41 Sample Policy 3 take a similar substantive approach to satisfying the policy mandate established under section 118.33(6)(a)3 of the state statutes. The main differences between this sample and 345.41 Sample Policy 3 are the following:*

1. A district using this sample needs to identify and insert the criteria that staff will use to screen students for further evaluation for possible retention. Examples of possible criteria that a district might consider can be found in 345.41 Sample Policy 3.
2. This sample directs the administration to define procedures and timelines for the individualized evaluations and final decisions that follow screening for possible retention. In contrast, 345.41 Sample Policy 3 includes a basic set of such procedures.
3. The focus of the individualized student evaluations conducted under this sample is to determine whether, as a bottom-line decision, the district would involuntarily retain the student (i.e., without parent agreement). In comparison, 345.41 Sample Policy 3 uses a more nuanced analysis for reaching the final decision, and Sample 3 also allows a parent to elect promotion over a district recommendation for retention in some cases.
4. This sample addresses fewer contingencies than 345.41 Sample Policy 3.
5. The final section of this sample, which addresses the statutory post-promotion mandates (and "good cause" exceptions) that apply to students who are promoted to 4th grade without first completing their personal reading plan, provides less detail and less interpretive guidance than the corresponding final section of 345.41 Sample Policy 3.

*Similar to 345.41 Sample Policy 3, (1) this sample heavily favors promotion with interventions over retention; (2) it leaves options open for the school district and the student's parent/guardian to mutually agree to retention in extraordinary situations (even in some cases where promotion would also be at least a minimally reasonable approach); and (3) the final part of the sample is structured such that the district would not make extensive use of the available but, in the WASB's view, sometimes problematic "good cause" exceptions to the statutory post-promotion mandates that apply to promoted students who did not complete their 3rd grade personal reading plan.}*

## Effective Date of Policy; Initial Applicability

The effective date of this policy is *July 1, 2025* [insert a date not later than July 1, 2025]. *{Editor's Note: The issue with choosing a specific effective date for the policy as a whole concerns determining the year in which the school district intends to implement the "intensive summer reading program" required for certain students under section 118.33(5m) of the state statutes. The DPI has issued the following guidance: "If your required promotion policy is in effect before July 1, 2025, you will need to immediately provide summer programming at the end of [the 2024-25 school year]. If it goes into effect on July 1, 2025, you will need to provide summer programming after the 2025-26 school year." See <https://dpi.wi.gov/administrators/biweekly-mailing/clone-september-2-2024>.}*

*Sept. 1, 2027* The District will first apply the promotion criteria specified in this policy to 3rd grade students on [insert a date no later than September 1, 2027]. Beginning on such date, (1) the District will not promote a 3rd grade pupil to the 4th grade unless promotion is indicated by the criteria and process defined in this policy, and (2) this policy replaces any other promotion/retention criteria and procedures that were in place for 3rd grade students in prior District policies or guidelines. *{Editor's Note: Regarding the date that a district inserts into this paragraph, section 118.33(6)(a)3 provides, "Beginning on September 1, 2027, a school board may not promote a 3rd grade pupil*

# 3rd GRADE TO 4th GRADE PROMOTION AND RETENTION

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*to the 4th grade unless the pupil satisfies the criteria for promotion specified in the school board's policy." A school board may elect to start to apply the promotion criteria found in this policy at an earlier date. If a school district delays the applicability of the promotion criteria to a date after the effective date of the policy as a whole, then the district may wish to insert a statement at the end of this paragraph that references the interim approach (e.g., by referring to a different policy, guideline, or standard).}*

## Criteria for Promotion

Students who are completing 3rd grade will be eligible for **promotion** to 4th grade for the next school year, with any interventions, supports, and services that the student may be entitled to receive, if **any** of the following criteria are met:

1. The student is **not** identified for further individualized evaluation for **possible retention** using the screening process identified below **and** is also **not** a student with a disability whose individualized education program (IEP) includes the use of materially modified academic content and achievement standards in reading, math, or both.
2. Although screened and further evaluated for possible retention using the process and decision-making criteria identified below, the result of the individualized evaluation is a decision in favor of promotion to 4th grade.
3. *Yes* Insert if desired: "The student has already been retained for at least one previous academic year in 5K or in any later grade or retaining the student would place the student in a grade/class that is two or more age cohorts younger than the age cohort applicable to the student's birthdate (using September 1 as the start of annual grade-level age cohorts)." **{Editor's Note: A district would include this promotion criterion in its policy if it determines that the potential long-term consequences and other disadvantages of multiple retentions in early elementary school (or the creation of an age cohort differential that is equivalent to multiple retentions) would always (or at least nearly always) outweigh the potential academic benefits of retention in a final "best interests of the student" analysis. Otherwise, if the district does not include this item as an "automatic" promotion eligibility criterion, then the student's promotion/retention history and actual age could still be considered as relevant information in the individualized further evaluation if the student is screened for possible retention.}**
4. **{Editor's Note: Ensure this criterion and the additional clarifications regarding the application of the policy to students with disabilities accurately reflect how the district intends to approach grade-level promotion and retention decisions for students with disabilities.}** Regarding students with disabilities under the IDEA:
  - a. If the student's IEP includes the use of materially modified academic content and achievement standards in reading, math, or both, then:
    - i. The student shall be eligible for promotion if either the student's IEP team or, if no such express decision is made by the IEP team, the District's Special Education Director upon a review of the student's IEP determines that **promotion** to 4th grade will be the appropriate setting for the student in the following year,

# 3rd GRADE TO 4th GRADE PROMOTION AND RETENTION

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considering relevant academic and non-academic factors, evidence-based practices, and the educational best interests of the student. Such students are **not** subject to the screening procedure or further evaluation and decision-making processes described in the next two sections of this policy unless the student's IEP so directs.

- ii. Any decision to **retain** such a student shall be made by, or at least confirmed as being appropriate and consistent with the IEP by, the student's IEP team.
  - b. Except as otherwise required to comply with state or federal law, students with disabilities who do **not** have such modified content and achievement standards are subject to the same promotion criteria and the same screening and evaluation processes for possible retention as students without disabilities.
5. ~~[Insert any different/additional criteria that the district wishes to include as promotion criteria.]~~

## Identifying Students for Further Individualized Evaluation for Possible Retention

No later than promptly after the date of the school's <sup>2nd</sup> final administration of the universal reading screener each school year, assigned staff shall identify 3rd grade students for further evaluation for possible retention if **one or more** of the following criteria apply to the student:

**{Editor's Note: The screening criteria that a district ultimately includes in this section represent a discretionary policy decision. The examples given below can be modified. When establishing screening criteria in the list that follows this note, the district's goal should be to screen students for whom there is a reasonable possibility that the ultimate decision might be retention. While underinclusive screening criteria are not desirable, a district also would not want to be substantially overinclusive such that many students are screened and further evaluated who would never be retained in the final analysis.}**

1. A licensed staff member involved in providing math or reading instruction to a student has made a direct referral due to a concern that the student may not be able to meet the promotion criteria established in this policy; **or**
2. ~~[Insert any other screening criteria that the district knows it intends to apply.];~~ **or** **{Editor's Note: As one possible example, "The outcome of any universal screening reading assessment or diagnostic reading assessment taken during 3rd grade showed the student to be 'at risk' under the state's definition of 'at risk.'"}** **'at high risk.'**
3. ~~The student is screened for such further evaluation based on any other factor that the District Administrator or an administrative-level designee has determined will help to appropriately identify those students who, upon further evaluation, might realistically be retained under this policy's promotion criteria. {Editor's Note: If the district creates an exhaustive list of screening criteria, then this final open-ended item could be deleted.}~~

## Post-Screening Evaluation and Decision

# 3rd GRADE TO 4th GRADE PROMOTION AND RETENTION

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For each student screened for further individualized evaluation for possible retention **and** who is **not** determined to be eligible for promotion under any of the other promotion criteria defined above, the District will further evaluate the student and make a promotion or retention decision.

- Director of Elementary Curriculum & Instruction*
1. **Process.** The District Administrator, or an administrative-level designee, shall establish procedures for the further evaluation of such students. ~~The procedures shall:~~

~~**{Editor's Note: The parameters listed after this note can be modified. A district could also delete the entire list, along with the introductory phrase "The procedures shall..: ."}}**~~

- ~~a. Provide for the involvement of relevant staff in the evaluation and decision-making process, including assigning relevant responsibilities.~~
  - ~~b. Establish expectations for such staff to (1) promptly communicate with the student's parent(s) or guardian(s) regarding the student's status with respect to promotion/retention, and (2) make reasonable attempts to obtain and consider input from the student's parent(s) or guardian(s).~~
  - ~~c. Ensure that the evaluation of the student's academic progress involves multiple data sources, with no single test or assessment result serving as the sole measure of the student's progress.~~
  - ~~d. Address the timing of the evaluation and decision-making process.~~
  - ~~e. *[Insert any other minimum parameters that the district wishes to establish.]*~~
2. **Criteria for the Promotion/Retention Decision.** As determined under administrative procedures, a designated administrator or an assigned group/team of staff members will consider all relevant information about the student that is reasonably available and make a determination regarding promotion or retention. Such information includes applicable academic factors, relevant non-academic factors, evidence-based practices, and parent/guardian input. A 3rd grade student who is not otherwise eligible for promotion under this policy and who has been screened and individually evaluated for possible retention reaches eligibility for promotion if the assigned person (or group/team) concludes that **both** of the following apply:

~~**{Editor's Note: This subsection assumes that the district has a preference to focus their individual student evaluations directly on the limited circumstances in which the district would consider retaining the student in the absence of parent agreement with the decision. However, not every district would establish or describe such "bottom line" promotion criteria in this manner. There are many possible alternative approaches. Therefore, adjust the criteria listed below as needed.}**~~

- ~~a. The District **would** be able to provide the student with at least a realistic opportunity to (1) participate in the 4th grade general curriculum in a meaningful manner and (2) make more than negligible progress in reducing the gap(s) that exist between the student's present level of academic progress and grade-level standards (i.e., with a "realistic opportunity" meaning that it is reasonable to think that those academic~~

# 3rd GRADE TO 4th GRADE PROMOTION AND RETENTION

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outcomes would be possible, not that those outcomes are assured or even highly likely); **and**

- b. The review of the student's overall circumstances did **not** clearly and convincingly demonstrate that **retention** with interventions would be **substantially more likely** to be in the student's educational best interests (e.g., it is the District's intent that a student will be deemed eligible for promotion in any reasonably close case).

*{Editor's Note: The following alternative to this paragraph would likely result in relatively more students being deemed eligible for promotion: "As a reflection of professional judgment, there is a reasonable view of the student's overall circumstances under which promotion with available interventions would be in the best educational interests of the student, even if other views are also reasonable and even if the District's representative(s) would personally choose retention for the student."}*

3. **Parent Requests for Reconsideration.** If the student's parent(s) or guardian(s) disagree with a District decision reached under this section of this policy and believe that the applicable promotion and retention criteria have been incorrectly applied to their child, then the student's parent(s) or guardian(s) may request reconsideration. The final decision on reconsideration shall be made by [insert position(s) who will be authorized to make the final decision]. The initial decision will be modified only if, upon a review of all relevant and reasonably available information, the District concludes that the policy was applied incorrectly. *{Editor's Note: Particularly in a district with multiple elementary schools, there would likely be advantages in promoting district-wide consistency if the person making such decisions on reconsideration is an administrator who has district-level (rather than school-level) responsibilities.}*

*Call  
District  
Administrator  
Dir. of  
Elem  
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## Eligibility for Promotion

*{Editor's Note: As presented below, this section is intended to account for any difficult-to-anticipate and highly unusual circumstances where the typical promotion/retention analysis is affected by some overriding factor(s) that are unique to the individual student. While a district gains some initial experience implementing this policy, retaining such flexibility is likely advisable. However, some districts might decide that there is no possible circumstance under which the district would retain a student when the application of the policy, as written, results in a determination of eligibility for promotion. Therefore, as an alternative, a district could choose to modify this section to say only, "Where this policy refers to a student reaching eligibility for promotion, it means that the student will be promoted."}*

Where this policy refers to a student reaching **eligibility for promotion**, it means that the student will be promoted **unless**, under extraordinary circumstances, the District and the pupil's parent(s) or guardian(s) mutually agree, notwithstanding the student being eligible for promotion, that retention (with appropriate and available interventions) is more likely to be in the overall best educational interests of the student, considering academic factors, non-academic factors, and evidence-based practices. The [insert administrative-level position(s)] may give final District approval to any retention decision that is based on such extraordinary circumstances [insert if desired: "after confirming that the parent(s) or guardian(s) are reasonably aware of (1) the available alternatives to retention (e.g., promotion with interventions and monitoring); and (2) the possible disadvantages of retention"]. *{Editor's Note: The employee(s) authorized to make*

*yes*

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# 3rd GRADE TO 4th GRADE PROMOTION AND RETENTION

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*such decisions on behalf of the district would likely be administrators with district-level responsibilities.}*

## 3rd Grade Students Promoted to 4th Grade without Completing Their Personal Reading Plan

*{Editor's Note: This section of this sample is similar, in terms of its ultimate policy positions, to the final section of 345.41 Sample Policy 3, but it provides substantially less detail about the post-promotion mandates and "good cause" exceptions established under section 118.33(5m). This section also omits other optional clarifying provisions found in the longer Sample Policy 3.}*

If the District promotes a student from 3rd grade to 4th grade, but the student had a legally-mandated personal reading plan in place during 3rd grade that the student did not successfully complete (as completion is defined in state law), then, subject to limited exceptions, state law requires the District to do all of the following for the student:

1. Notify the student's parent or guardian, in writing, that the student did not complete the personal reading plan and include a description of the intensive instructional services and supports that will be provided to the student to remediate the identified areas of reading deficiency.
2. Provide the student with the applicable intensive instructional services and supports during 4th grade.
3. Monitor the student's progress with respect to the student's development of reading skills and the effectiveness of the services and supports.
4. As a further service/support, provide the student with an intensive summer reading program each summer until the student scores at grade-level in reading on a summative assessment. The student's parent(s) or guardian(s) may decline to have their child participate in any such summer reading program that is offered by the District.

Section 118.33(5m)(b) of the state statutes allows, but does not require, the District to apply a "good cause" exception to providing the parent notification, services, supports, and progress monitoring (as listed above) to certain students who would otherwise be eligible. *{Editor's Note: If a district desires to expressly list the five student categories that comprise the statutory "good cause" exceptions in its policy, see the final section of 345.41 Sample Policy 3 for an example of appropriate wording.}* **P. 9 of sample 3**

~~*{Editor's Note: The remainder of this section establishes a discretionary policy position as to how the district intends to utilize the statutory "good cause" exceptions. The specific position suggested below limits the potential application of the exceptions, but it is not dictated by section 118.33(5m). An alternative approach might involve stating: "A statutory exception will be applied to a student only when the District determines that doing so would be nondiscriminatory and educationally appropriate [insert if desired: "and if the student's parent(s) or guardian(s) agree to the application of the exception".]}*~~

The administration may apply a statutory "good cause" exception to one or more of the requirements established under section 118.33(5m)(a) only in situations where **(1)** the student falls in one of the categories listed in section 118.33(5m)(b); **(2)** applying the exception would not

\* add 5  
good cause  
exceptions

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sentence

# 3rd GRADE TO 4th GRADE PROMOTION AND RETENTION

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Sample Policy 3 *Administrative Recommendation* Page <sup>7</sup> 9 of <sup>9</sup> 12

## 3rd Grade Students Promoted to 4th Grade without Completing Their Personal Reading Plan

If the District promotes a student from 3rd grade to 4th grade, but the student had a legally-mandated personal reading plan in place during 3rd grade that the student did not successfully complete (as completion is defined in state law), then, subject to limited exceptions, state law requires the District to do all of the following for the student:

1. Notify the student's parent or guardian, in writing, that the student did not complete the personal reading plan and include a description of the intensive instructional services and supports that will be provided to the student to remediate the identified areas of reading deficiency.
2. Provide the student with the applicable intensive instructional services and supports during 4th grade.
3. Monitor the student's progress with respect to the student's development of reading skills and the effectiveness of the services and supports.
4. As a further service/support, provide the student with an intensive summer reading program each summer until the student scores at grade-level in reading on a summative assessment. The student's parent(s) or guardian(s) may decline to have their child participate in any such summer reading program that is offered by the District.

***(Editor's Note: This paragraph and its two subparagraphs, below, are recommended as useful clarifications/reminders. However, the WASB believes that the interpretive statements would apply even if they are not expressly included in a local policy. To that extent, they can be considered optional and could be deleted.)*** The intensive reading-related services and supports that the District provides to a promoted student who did not complete a 3rd grade personal reading plan:

1. May include services and supports that are identified, structured, and provided through some different state requirement, federal requirement, or District program (such as services and supports provided under an IEP), so long as they have the purpose of remediating the individual student's identified reading-related deficiencies.
2. At a minimum, must be coordinated with and must not cause a denial of any other educational services or supports that the student is legally entitled to receive under other state or federal laws.

\* State law (in section 118.33(5m)(b)) allows, but does not require, the District to apply a "good cause" exception to providing the parent notification, services, supports, and progress monitoring listed above to the following students who would otherwise be eligible:

1. Students who are English Learners (defined for this purpose as a student whose "ability to use the English language is limited because of the use of a non-English language in his or her family or in his or her daily, non-school surroundings, and who has difficulty ... in performing ordinary classwork in English as a result of such limited English language proficiency").

# 3rd GRADE TO 4th GRADE PROMOTION AND RETENTION

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Sample Policy 3 *Admin Rec.*

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- x add*
2. A student who has an individualized education plan (IEP) that indicates that neither taking the statewide 3rd grade standardized reading assessment nor taking the universal reading screening assessment or diagnostic reading assessments administered under state law is appropriate for the student.
  3. A student who scores as proficient in reading on an alternative standardized assessment approved by Wisconsin Department of Public Instruction.
  4. A student who has an IEP or a plan to provide accommodations or services under section 504 of the federal Rehabilitation Act that indicates that the pupil has received intensive intervention in reading for more than 2 years if the student continues to demonstrate a deficiency in reading **and** was previously retained in kindergarten, 1st, 2nd, or 3rd grade.
  5. A student who has received intensive intervention in reading for 2 or more school years, continues to demonstrate a deficiency in reading, **and** was previously retained in kindergarten, 1st, 2nd, or 3rd grade for a total of 2 years.

Regarding the "good cause" exceptions permitted under section 118.33(5m)(b) of the state statutes:

1. ***{Editor's Note: This paragraph and its two subparagraphs are recommended as important reminders/cautions for staff. However, the WASB believes that the statements would apply even if they are not expressly included in a local policy. To that extent, they can be considered optional clarifications of the related legal obligations and could be deleted.}*** The District acknowledges that:
  - a. The "good cause" exceptions cannot be applied in a manner that would unlawfully discriminate against a student (e.g., by denying a student's access to services and supports—including a summer reading program option—that would otherwise be instructionally appropriate solely because the student, for example, has limited proficiency in English or because the student has an identified disability).
  - b. The "good cause" exceptions are potential exceptions only to the notification, service, support, and monitoring requirements established under section 118.33(5m)(a) of the state statutes and do **not** apply to interventions, services, and supports that the student may be separately eligible to receive under other state or federal laws or under other District policies. (For example, certain 4th grade students may be separately eligible to receive interventions or remedial reading services under section 121.02(1)(c) of the state statutes.)

***{Editor's Note: The remainder of this section establishes a discretionary policy position as to how the district intends to utilize the statutory "good cause" exceptions. The specific position suggested below limits the potential application of the exceptions, but it is not dictated by section 118.33(5m). An alternative approach might involve stating, "A statutory exception will be applied to a student only when the District determines that doing so would be nondiscriminatory and educationally appropriate [insert if desired "and if the student's parent(s) or guardian(s) agree to the application of the exception"].}***

# 3rd GRADE TO 4th GRADE PROMOTION AND RETENTION

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unlawfully discriminate against the affected student; **and (3)** the [insert appropriate administrative position title(s)] also determines that **either** of following applies:

1. That the exception in question is the exception for a student who has scored as proficient in reading on an alternative standardized assessment approved by Wisconsin Department of Public Instruction; **or**
2. That **both** of the following apply:
  - a. The student will be receiving individualized services and supports that address the student's specific needs and learning goals relating to, as appropriate for and to the extent applicable to the student, reading/literacy and language development/communication; **and**
  - b. The provision of any instructional services and supports that would be available (i.e., if the exception were not applied) and target a goal of achieving grade-level performance in reading either would be duplicative of services and supports the student will already be receiving or would not be educationally appropriate for the student.

The administration shall establish a procedure for promptly informing the student's parent or guardian of any District decision to apply a "good cause" exception to one or more of the requirements established under section 118.33(5m)(a). **{Editor's Note: This parent notification step is not required by state law, but it is recommended for transparency purposes. If desired, a district could further require the notification to state that a parent or guardian may request reconsideration of the decision to apply a "good cause" exception to the student.}**

## Legal References:

### Wisconsin Statutes

<u>Section 118.016(1)(a)</u>	[definition of "at risk" with respect to reading readiness assessments]
<u>Section 118.016(5)(d)</u>	[completion of a personal reading plan by a 3rd grade pupil]
<u>Section 118.15(1)(d)</u>	[parent requests for program and curriculum modifications]
<u>Section 118.24(2)(a)</u>	[district administrator authority to manage the promotion of students]
<u>Section 118.33(5m)</u>	[post-promotion service and support mandates for certain students promoted to 4th grade; good cause exceptions]
<u>Section 118.33(6)(a)</u>	[policy requirements for 3rd, 4th, and 8th grade promotion criteria]
<u>Section 118.33(6)(cm)</u>	[policy requirement for kindergarten to 1st grade promotion criteria]

### Wisconsin Administrative Code

<u>Section PI 13.09(1)</u>	[limitations on using test results and test exemptions to make promotion and retention decisions for students with limited English proficiency]
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## Cross References:

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

## Adoption Date:

Policy # 345.4 Promotion/Retention of Students  
85  
Policy # 345.4 Exhibit 1



# 3rd GRADE TO 4th GRADE PROMOTION AND RETENTION

Waunakee Community School District

Policy 345.41

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## Effective Date of Policy; Initial Applicability

The effective date of this policy is July 1, 2025

The District will first apply the promotion criteria specified in this policy to 3rd grade students on *September 1, 2027*. Beginning on such date, (1) the District will not promote a 3rd grade pupil to the 4th grade unless promotion is indicated by the criteria and process defined in this policy, and (2) this policy replaces any other promotion/retention criteria and procedures that were in place for 3rd grade students in prior District policies or guidelines.

## Criteria for Promotion

Students who are completing 3rd grade will be eligible for **promotion** to 4th grade for the next school year, with any interventions, supports, and services that the student may be entitled to receive, if **any** of the following criteria are met:

1. The student is **not** identified for further individualized evaluation for possible retention using the screening process identified below **and** is also **not** a student with a disability whose individualized education program (IEP) includes the use of materially modified academic content and achievement standards in reading, math, or both.
2. Although screened and further evaluated for possible retention using the process and decision-making criteria identified below, the result of the individualized evaluation is a decision in favor of promotion to 4th grade.
3. The student has already been retained for at least one previous academic year in 5K or in any later grade **or** retaining the student would place the student in a grade/class that is two or more age cohorts younger than the age cohort applicable to the student's birthdate (using September 1 as the start of annual grade-level age cohorts).
4. Regarding students with disabilities under the IDEA:
  - a. If the student's IEP includes the use of materially modified academic content and achievement standards in reading, math, or both, then:
    - i. The student shall be eligible for promotion if either the student's IEP team or, if no such express decision is made by the IEP team, the District's Special Education Director upon a review of the student's IEP determines that **promotion** to 4th grade will be the appropriate setting for the student in the following year, considering relevant academic and non-academic factors, evidence-based practices, and the educational best interests of the student. Such students are **not** subject to the screening procedure or further evaluation and decision-making processes described in the next two sections of this policy unless the student's IEP so directs.
    - ii. Any decision to **retain** such a student shall be made by, or at least confirmed as being appropriate and consistent with the IEP by, the student's IEP team.

# 3rd GRADE TO 4th GRADE PROMOTION AND RETENTION

Policy 345.41

Waunakee Community School District

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- b. Except as otherwise required to comply with state or federal law, students with disabilities who do **not** have such modified content and achievement standards are subject to the same promotion criteria and the same screening and evaluation processes for possible retention as students without disabilities.

## Identifying Students for Further Individualized Evaluation for Possible Retention

No later than promptly after the date of the school's second administration of the universal reading screener each school year, assigned staff shall identify 3rd grade students for further evaluation for possible retention if **one or more** of the following criteria apply to the student:

1. A licensed staff member involved in providing math or reading instruction to a student has made a direct referral due to a concern that the student may not be able to meet the promotion criteria established in this policy; **or**
2. The outcome of any universal screening reading assessment or diagnostic reading assessment taken during 3rd grade showed the student to be "at high risk."

## Post-Screening Evaluation and Decision

For each student screened for further individualized evaluation for possible retention **and** who is **not** determined to be eligible for promotion under any of the other promotion criteria defined above, the District will further evaluate the student and make a promotion or retention decision.

1. **Process.** The Director of Elementary Curriculum & Instruction, shall establish procedures for the further evaluation of such students.
2. **Criteria for the Promotion/Retention Decision.** As determined under administrative procedures, a designated administrator or an assigned group/team of staff members will consider all relevant information about the student that is reasonably available and make a determination regarding promotion or retention. Such information includes applicable academic factors, relevant non-academic factors, evidence-based practices, and parent/guardian input. A 3rd grade student who is not otherwise eligible for promotion under this policy and who has been screened and individually evaluated for possible retention reaches eligibility for promotion if the assigned person (or group/team) concludes that **both** of the following apply:
  - a. The District **would** be able to provide the student with at least a realistic opportunity to (1) participate in the 4th grade general curriculum in a meaningful manner and (2) make more than negligible progress in reducing the gap(s) that exist between the student's present level of academic progress and grade-level standards (i.e., with a "realistic opportunity" meaning that it is reasonable to think that those academic outcomes would be possible, not that those outcomes are assured or even highly likely); **and**
  - b. The review of the student's overall circumstances did **not** clearly and convincingly demonstrate that **retention** with interventions would be **substantially more likely** to be

# 3rd GRADE TO 4th GRADE PROMOTION AND RETENTION

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in the student's educational best interests (e.g., it is the District's intent that a student will be deemed eligible for promotion in any reasonably close case).

3. **Parent Requests for Reconsideration.** If the student's parent(s) or guardian(s) disagree with a District decision reached under this section of this policy and believe that the applicable promotion and retention criteria have been incorrectly applied to their child, then the student's parent(s) or guardian(s) may request reconsideration. The final decision on reconsideration shall be made by the District Administrator and Director of Elementary Curriculum & Instruction. The initial decision will be modified only if, upon a review of all relevant and reasonably available information, the District concludes that the policy was applied incorrectly.

## Eligibility for Promotion

Where this policy refers to a student reaching **eligibility for promotion**, it means that the student will be promoted **unless**, under extraordinary circumstances, the District and the pupil's parent(s) or guardian(s) mutually agree, notwithstanding the student being eligible for promotion, that retention (with appropriate and available interventions) is more likely to be in the overall best educational interests of the student, considering academic factors, non-academic factors, and evidence-based practices. The District Administrator and Director of Elementary Curriculum & Instruction may give final District approval to any retention decision that is based on such extraordinary circumstances **after** confirming that the parent(s) or guardian(s) are reasonably aware of (1) the available alternatives to retention (e.g., promotion with interventions and monitoring); and (2) the possible disadvantages of retention.

## 3rd Grade Students Promoted to 4th Grade without Completing Their Personal Reading Plan

If the District promotes a student from 3rd grade to 4th grade, but the student had a legally-mandated personal reading plan in place during 3rd grade that the student did not successfully complete (as completion is defined in state law), then, subject to limited exceptions, state law requires the District to do all of the following for the student:

1. Notify the student's parent or guardian, in writing, that the student did not complete the personal reading plan and include a description of the intensive instructional services and supports that will be provided to the student to remediate the identified areas of reading deficiency.
2. Provide the student with the applicable intensive instructional services and supports during 4th grade.
3. Monitor the student's progress with respect to the student's development of reading skills and the effectiveness of the services and supports.
4. As a further service/support, provide the student with an intensive summer reading program each summer until the student scores at grade-level in reading on a summative assessment. The student's parent(s) or guardian(s) may decline to have their child participate in any such summer reading program that is offered by the District.

# 3rd GRADE TO 4th GRADE PROMOTION AND RETENTION

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State law (in section 118.33(5m)(b)) allows, but does not require, the District to apply a “good cause” exception to providing the parent notification, services, supports, and progress monitoring listed above to the following students who would otherwise be eligible:

1. Students who are English Learners (defined for this purpose as a student whose “ability to use the English language is limited because of the use of a non-English language in his or her family or in his or her daily, non-school surroundings, and who has difficulty ... in performing ordinary classwork in English as a result of such limited English language proficiency”).
2. A student who has an individualized education plan (IEP) that indicates that neither taking the statewide 3rd grade standardized reading assessment nor taking the universal reading screening assessment or diagnostic reading assessments administered under state law is appropriate for the student.
3. A student who scores as proficient in reading on an alternative standardized assessment approved by Wisconsin Department of Public Instruction.
4. A student who has an IEP or a plan to provide accommodations or services under section 504 of the federal Rehabilitation Act that indicates that the pupil has received intensive intervention in reading for more than 2 years if the student continues to demonstrate a deficiency in reading **and** was previously retained in kindergarten, 1st, 2nd, or 3rd grade.
5. A student who has received intensive intervention in reading for 2 or more school years, continues to demonstrate a deficiency in reading, **and** was previously retained in kindergarten, 1st, 2nd, or 3rd grade for a total of 2 years.

A statutory exception will be applied to a student only when the District determines that doing so would be nondiscriminatory and educationally appropriate

## Legal References:

### Wisconsin Statutes

[Section 118.016\(1\)\(a\)](#)

[definition of “at risk” with respect to reading readiness assessments]

[Section 118.016\(5\)\(d\)](#)

[completion of a personal reading plan by a 3rd grade pupil]

[Section 118.15\(1\)\(d\)](#)

[parent requests for program and curriculum modifications]

[Section 118.24\(2\)\(a\)](#)

[district administrator authority to manage the promotion of students]

[Section 118.33\(5m\)](#)

[post-promotion service and support mandates for certain students promoted to 4th grade; good cause exceptions]

[Section 118.33\(6\)\(a\)](#)

[policy requirements for 3rd, 4th, and 8th grade promotion criteria]

[Section 118.33\(6\)\(cm\)](#)

[policy requirement for kindergarten to 1st grade promotion criteria]

### Wisconsin Administrative Code

[Section PI 13.09\(1\)](#)

[limitations on using test results and test exemptions to make promotion and retention decisions for students with limited English proficiency]

# 3rd GRADE TO 4th GRADE PROMOTION AND RETENTION

Waunakee Community School District

Policy 345.41

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## **Cross References:**

Policy #345.4 Promotion/Retention of Students

Policy # 345.4 Exhibit 1

**Adoption Date:** XXXX, 2025

# GRADUATION CEREMONY/HONORS Participation and Recognition

Policy #345.7

Waunakee Community School District

Page 1 of 1

- I. Official district recognition at the graduation exercises shall consist of the following:
  - A. Students may only wear Gold honor cords and Laude cords (Purple, Silver, & White) for the graduating students attaining these recognitions. No other third party cords, stoles or other items may be worn at the graduation ceremony.
  - B. Notation in the program of those students having attained a 3.60 or greater GPA on a 4.0 system.
  
- II. Participation in the graduation ceremony shall be reserved for those senior students who have:
  - A. Met all the graduation requirements as outlined in Board Policy 345.5.
  - ~~B. Attended school at least 90% of the school days/class periods in both the first semester and in the second semester of their senior year. The principal may waive this for good and sufficient reason (documented extended illness, documented family emergency, etc.).~~
  - ~~C. Participated in practice for graduation and abides by the rules for participation in the ceremony established by the principal (free from the influence/use of drugs and alcohol, proper dress, no noisemakers, etc.).~~

Cross Ref.: 345.1-Rule, Specific Grading Systems  
345.5.6 Graduation Requirements/Procedures

**Adoption Date:** 11/14/94

**Revised:** 6/8/98  
January 2002  
January 2023

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# USE OF COPYRIGHTED MATERIALS Policy 771.1

Waunakee Community School District Page 1 of 2

Today's new technologies have made learning and information gathering more readily available than ever before and have made it easier to use and copy materials and media. It is the intention of the School Board that all copyright laws be observed in the District. It is also the intention of the Board to inform teachers and students of related copyright guidelines and to promote adherence to them.

Copyrighted materials or media may be used or copied only when such use or copying constitutes a "fair use" as defined by law, or with the prior written permission of the copyright holder. Four factors shall be considered in determining whether or not a particular use is fair under the federal copyright law:

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes.
2. The nature of the copyrighted work.
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole.
4. The effect of the use upon the potential market for or value of the copyrighted work.

Educators and students have access to print, images, Websites, moving-image media, and sound media in both analog and digital forms. In all cases, a digital copy is the same as a hard copy in terms of "fair use."

Also, today's technology allows for the creation of multi-media presentations by educators and students. It is the responsibility of course instructors to be familiar with copyright laws and to instruct students in responsible use of images, audio and print materials.

The District shall assume no liability for infringement of copyright by individual employees and others using school equipment in violation of this policy. Violations of the copyright laws may result in criminal or civil suits and/or suspension or dismissal from employment in the system.<sup>1</sup>

Notices of copyright restrictions shall be placed on and/or near those devices that could be used for copying materials or information (e.g., computers, photocopiers). They shall also be posted on the media centers' Web pages, along with links to other resources regarding use of copyrighted works.

## Legal References:

### Wisconsin Statutes

[Section 943.70](#) [computer crimes]

### Federal Laws

[Title 17 U.S.C.](#) [use and copying of copyrighted materials, including "fair use"]

[Digital Millennium Copyright Act](#) [digital rights management]

## Cross References:

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<sup>1</sup> This language is from your current policy 771.

# USE OF COPYRIGHTED MATERIALS

# Policy 771.1

Waunakee Community School District

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WASB PRG 771.1 Sample Policy 2

**Adoption Date:** January 1983

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**Revised:** March 1994  
June 2000

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**COPYRIGHT LAW/  
PRINTING AND DUPLICATING SERVICES**

771 **1**-Rule (1)

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1. Recording Videos/Audio

In order to adhere to copyright laws, employees of the school district will abide by the following regulations governing ~~Video/Audio~~ recordings:

A. A television program may not be recorded by either students or staff at home from a broadcast or cable transmission and be used at school. Home ~~taping-downloading or recording~~ must be for home use only.

B. ~~A videotape rented from a video store~~ Rented recordings and marked "For Home Use Only" may not be shown at school. Personal accounts should not be used for educational purposes.

C. ~~A videotape~~ Media purchased by the school district may be used in the school only for face-to-face instruction by an individual teacher, not for entertainment.

~~D. Individual teachers must request that a specific program be recorded by LMTC staff. General recording in anticipation of teachers' requests is not permissible.~~

~~E. Off air recordings for classroom instructional purposes are permissible. (This does not include rewards or incentives.) These should be used within ten days of the original broadcast and erased within 45 days.~~

F. ~~Off air recordings~~ Recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-airRecording recordings may not be physically or electronically combined or merged to constitute teaching anthologies or ~~complications~~ compilations.

G. The use of any illegal copies in the classroom is not permitted and users will be held responsible for such act.

~~G.H.~~ Staff should adhere to the licensing rules of streaming services.

Commented [1]: recording?

Commented [2]: Should something be said here about items not covered by our SWANK license?

Commented [3]: No longer relevant

Commented [4R3]: As in no longer current practice

Commented [5]: No longer offered

Commented [6]: It feels like there should be a line in here about not using personal accounts for educational purposes. Thoughts?

Commented [7R6]: Agreed. Something like "staff should adhere to the licensing rules of streaming services..."

2. Duplication Computer Software

In order to adhere to copyright laws, employees of the school district will abide by the following regulations governing software:

A. School computers are not to be used to make illegal copies of software.

B. The use of any illegal copies of software in the classroom is not permitted and users will be held responsible for such acts.

771-Rule (1) continued

3. Duplicating Printed Materials

In order to adhere to copyright laws, employees of the school district will abide by the following regulations governing photocopying:

A. A teacher may:

(1). Make a single copy of the following:

- A chapter from a book
- An article from a periodical or newspaper
- A short story, short essay, or short poem
- A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical or newspaper

(2). Making multiple copies (not to exceed one per student) for classroom use of the following:

- A complete poem if less than 250 words
- A poetic excerpt if less than 250 words
- A prose excerpt if from 500-1000 words
- One illustration (chart, diagram, graph, drawing, cartoon, or picture) per book or periodical
- An excerpt of up to two pages of "special works" containing words and pictures

B. A teacher may not:

- (1). Copy from works intended to be consumable (workbooks, exercises, standardized test booklets and answer sheets).
- (2). Copy to substitute for purchase of books, periodicals, music or recordings.
- (3). Copy to make anthologies or compilations or to replace or substitute for them.
- (4). Ask others to do illegal copying for them.
- (5). Copy the same item from term to term without securing permission.
- (6). Utilize more than nine instances of multiple copying per course, per term.
- (7). Copy more than one short work or two excerpts from one author's work in any one term.

771 Rule (1) continued

4. Music

A. The "Fair Use" criteria outlined above and the guidelines under "fair use" for music should be applied to each intended use before copying and copyrighted music or musical works.

B. Permissible uses include:

- (1). Emergency copying to replace purchased copies which are unavailable for an imminent performance,
- (2). Making copies of excerpts of works for academic purposes,

- (3). Editing or simplifying purchased works provided that the fundamental character of the work is not changed,
- (4). Making a single copy recording of a student performance, and
- (5). Making a single copy of a copyrighted sound recording for the purpose of an aural exercise or examination.

C. Notwithstanding the above, the following shall be prohibited;

- (1). Copying to create or replace anthologies,
- (2). Copying of or from works intended to be consumable,
- (3). Copying for the purpose of performance,
- (4). Copying to substitute for the purchase of material, and
- (5). Copying without the inclusion of the copyright notice.

#### 5. Libraries

A. According to the proviso of Section 108 of the copyright law (Public Law 94-553, Title 17), a library or any of its employees acting within the scope of their employment may reproduce copies of print works and phonorecords under specific circumstances:

- (1). Purposes of preservation,
- (2). Purposes of private study, scholarship or research, ~~and~~
- ~~(3). Purposes of interlibrary loan.~~

B. Notwithstanding any of the above, the following shall be prohibited:

- (1). Copying for direct or indirect commercial advantage,
  - (2). The systematic reproduction for distribution of single or multiple copies, and
  - (3). Copying to substitute for a subscription to a work or the purchase of a work.
- C. Libraries must display prominently, at the place where orders for reproductions are accepted, a warning that copying will be done in accordance with the copyright law.
- D. Reproducing equipment located on the premises must display the proper notice that the making of a copy may be subject to the copyright law.

**Commented [8]:** This makes it sound like we can copy a whole book to loan to a different library.

771 Rule (1) continued

#### 6. Permission to Use Copyrighted Materials

There are many uses that can be made of copyrighted materials beyond those provided under fair use, if permission is granted first. There may be a charge for such use or it may require payment, provide ownership is recognized. (See 771 Rule 2)

NOTE: The regulations governing the copyright guidelines are not comprehensive and do not absolve the staff from complying with all aspects of the law.

ADOPTED: June 2000

Waunakee Community School District

**REQUESTING PERMISSION TO USE COPYRIGHTED MATERIALS**

771-Rule (2)

The Waunakee Community School District has procedures for requesting permission to use copyrighted materials. In such cases, district staff should send request letters to the copyright owner. Ownership of the work may be determined by checking the title page. The Media Director serves as a resource in locating addresses of copyright owners. All request letters should include the following information:

1. Title, author/editor/producer and edition;
2. Exact material to be used, including amount, page numbers, chapters and, if possible, a photocopy of the material;
3. Number of copies to be made and use to be made of duplicated materials;
4. Form of distribution (classroom, newsletter, etc.);
5. Whether or not the material is to be sold; and
6. Type of reproduction (ditto, photocopy, slide, tape, etc.).

In addition, the procedures suggest that staff members:

1. Include a blank at the end of the request letter for the copyright owner to fill in whether or not permission is granted, conditions, authorized signature and date.
2. Make three copies (a file copy and two to send to the copyright owner). One of these will be returned with the copyright owner's decision indicated.
3. Include a self-addressed, stamped return envelope.
4. Refrain from asking for blanket permission – it usually cannot be granted.
5. Send by registered mail when response is crucial (i.e., for publications that will be sold or printed for distribution).

ADOPTED: June 2000

Waunakee Community School District

# Minutes of Curriculum Committee Meeting

## The Board of Education Waunakee Community School District

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A Curriculum Committee Meeting of the Board of Education of Waunakee Community School District was held Monday, June 2, 2025, beginning at 4:00 PM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

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

Chairperson Heinrichs called the meeting to order at 4:00pm.

### **II. ROLL CALL**

Present: Heinrichs, Hetzel, Murray

Also present: Schell, Brown, Johnson

Presenters Lea Zwettler, Lynn Stenroos. Mike Dreyer.

### **III. APPROVE THE AGENDA**

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

### **IV. PUBLIC COMMENTS** There were no public comments for this meeting.

### **V. TESTING AND ASSESSMENT SCHEDULE FOR 2025-2026**

Schell and Johnson presented and answered questions regarding the testing and assessment schedule for 2025-2026

A motion was made by Murray, second by Hetzel, to recommend that the full board consider the testing and assessment schedule for 2025-2026 as presented. Motion carried 3-0.

### **VI. ELEVATE PRESENTATION**

Dreyer, Stenroos, & Zwettler presented and answered questions regarding the Elevate student voice and classroom-level action research and continuous improvement program that we have utilized in recent years at the Intermediate, Middle, and High Schools.

### **VII. INTERVENTIONS UPDATE**

Johnson and Schell presented and answered questions regarding the intervention update.

### **VIII. PROPOSED ACADEMIC GOAL**

Brown presented and answered questions regarding WCSD's priority #1 academic goal to focus on the district and all six schools reaching and maintaining Significantly Exceeds Expectations on the state accountability report cards by 2029. A motion was made by Hetzel, second by Murray to recommend that the full board consider approval of this District priority as presented. Motion carried 3-0.

### **IX. FUTURE AGENDAS AND MEETINGS** NA

### **X. ADJOURN**

A motion was made by Hetzel, second by Murray, to adjourn the meeting at 5:40pm. Motion carried 3-0.

**2025-2026 Assessments - June 2, 2025**

Local Choice				
Assessment	Grades Tested	Test Window	Type	Purpose
Qualitative Reading Inventory	1-6 Universal screener, diagnostic	<u>Fall</u> Oct. 20-Nov. 25 (1-4) Sept. 9-Nov. 25 (5-6)  <u>Winter (K-6)</u> Jan. 27-March 2  <u>Spring (K-6)</u> April 27-May 29	District selected	The QRI provides graded word lists and numerous passages designed to assess a student's oral reading accuracy, rate of reading and comprehension of passages read orally and silently. Its features include narrative and expository passages at each level from pre-primer through high school, as well as all self-contained selections that are highly representative of the structure and topics of materials found in basal readers and content-area textbooks.
AimsWeb	K-10	September 2025-May 2026	Progress monitor	Aimswab Plus is a progress monitor used to determine student progress if they are receiving an academic intervention. Use as a progress monitor in special education will be explored in 2025-2026.
iReady (ELA and Math)	5-8	FALL-Sept 10-26, 2025 WINTER-Jan 12-30, 2026 SPRING-May 12-27, 2026	District selected	i-Ready is a computer adaptive assessment. We use it as an universal screener, achievement measure, and growth measure. At the Middle School we have personalized instruction

				resources customized for each student based on their i-Ready performance.
Naglieri General Ability Test	2	Late winter 2025	District selected screener for advanced learning.	Naglieri General Ability Tests (NGAT) measure general ability using verbal, quantitative, and nonverbal test questions. The NGAT include approaches to test construction that allow schools to identify students with high intellectual ability in a fair and equitable manner. To achieve that goal, the newest version of the NGAT can be solved regardless of the language a student knows and the test questions demand only a small amount of specific content knowledge.
Gates/McGinnitie	7-8 Achievement placement for AE9	Late winter 2025		The Gates-McGinnitie Reading Test (GMRT) measures overall reading <sup>101</sup> achievement. It can be utilized for several purposes, but we use it to add a data point to guide our placement decision making for our advanced English sections.

Local Choice continued				
Assessment	Grades Tested	Test Window	Type	Purpose
AimswebPlus	K-4             4K	FALL - Sept. 8-Oct. 10, 2025 WINTER - December 1-12, 2025 SPRING-K-3 April 6-17, 2026; 4th grade April 20-May 15, 2026   FALL September 22-26, 2025 SPRING April 13-17, 2025	State selected	The State of Wisconsin has selected AimswebPlus as the statewide reading screener as part of the ACT 20 mandates. We use AimswebPlus as the state required screener for reading 4K-3, and we will also use it for fourth grade. We will use AimswebPlus as our mathematics assessment K-4 as well.

<b>WI State Choice</b>				
<b>Assessment</b>	<b>Grades Tested</b>	<b>Test Window</b>	<b>Type</b>	<b>Purpose</b>
Wisconsin Forward Exam	3-8 10 (social studies) All students	WI test window March 16-April 24, 2026	State selected	The WI Forward Exam is a computer based assessment that provides in depth information on students achievement on the state standards. Students in grades 3-8 are assessed in English Language Arts and Math. Students in grades 4 and 8 will also be assessed in Science and Social Studies. Students in grade 10 are tested in Social Studies only. Forward Exam data is received in late May and provide useful information on student achievement and also 103 year-to-year growth. It is a significant data source for state and federal accountability. The Forward Exam is also used to identify students for intervention and advanced programming.
Local PreACT	9, 10, 11 Proficiency and College Readiness Achievement	Local test window is October 6-10, 2025	District Selected	PreACT is a local, non-secure version of the PreACT assessment given to 9th, 10th, and 11th grade students that is aligned to the ACT and the ACT College and Career Readiness Standards. The PreACT measures what students have learned in the areas of English, Reading, Mathematics, and Science. In the non-secure version, we will

				<p>receive item analysis information that will help prepare students for WI PreACT Secure and WI ACT in the state testing window. PreACT Secure scores predict how students will perform on the PreACT Secure and ACT, and their readiness for college-level coursework.</p> <p>PreACT is an online assessment.</p>
WI PreACT Secure	9 Proficiency and College Readiness 10 Achievement	<p>WI test windows for standard and accommodated testing.</p> <p>WI test window March 16-April 24, 2026</p>	State Selected	<p>PreACT Secure is a summative assessment given to 9th and 10th grade students that is aligned to the ACT and the ACT College and Career Readiness Standards. PreACT Secure measures what students have learned in the areas of English, Reading, Mathematics,<sup>104</sup> and Science.</p> <p>The PreACT Secure closely mirrors the ACT in many ways, including implementation, test delivery, scoring, and reporting. PreACT Secure scores predict how students will perform on the ACT when they reach 11th grade and their readiness for college-level coursework.</p> <p>PreACT Secure is an online assessment.</p>

WI ACT	11 Proficiency and College Entrance All students	March 10, 2026 Make up April 7, 2026	State selected	<p>The ACT Plus Writing consists of four multiple-choice tests: English, Mathematics, Reading, and Science; and a 40-minute essay test that measures writing skills. It provides important and well-recognized information on the state standards, ACT College Readiness Standards and Benchmarks. Students receive their individual scores within 3-6 weeks following the exam, but we receive our summary data in April. ACT data plays an important role in college admissions and the state and federal accountability system. We also use it as an important measure of academic performance for our school district.</p>
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National Choice				
Assessment	Grades Tested	Test Window	Type	Purpose
AP	11-12 College Entrance	May 4-15, 2026	Student selected	Capstone assessment for College Board Advanced Placement Courses. AP Exams allow students to earn college placement and sometimes credit. Most students in AP classes take the exam, but students have a choice not to take the exam. In addition to college use, AP data is used to evaluate improvement opportunities for the delivery of our AP courses.
PSAT/NMSQT	11 College Prep, Scholarship	October 1-31, 2025	Student selected	The PSAT/NMSQT is a standardized test that provides first-hand practice <sup>106</sup> for the SAT. It also provides juniors an opportunity to enter National Merit scholarship programs and gain access to college and career planning tools. The PSAT/NMSQT measures critical reading skills, math problem-solving skills, and writing skills.
ACCESS for ELLs	K-12	December 1, 2025-January 30, 2026	State Selected	ACCESS for ELLs is an annual assessment of the developing social and academic English language proficiency (ELP) of English learners (ELs) in grades K through 12. This assessment allows educators, students, and families to monitor students' progress in acquiring academic English in the domains of

				speaking, listening, reading, and writing. ACCESS for ELLs is aligned with WIDA's English Language Development (ELD) Standards.
DLM	3-11	WI test window March 16-April 24, 2026	State Selected	<p>The DLM™ assessment measures the academic progress of students with the most significant cognitive disabilities in the subject areas of ELA and Mathematics at grades 3-11, Science at grades 4 and 8-11, and in Social Studies at grades 4, 8, and 10. This is an online assessment delivered via the computer; however, some students may need their teacher to present the items to them. The teacher will then enter the student's response into the online platform. 107</p> <p>The DLM system is designed to map a student's learning throughout the year. The system will also use items and tasks that are embedded in day-to-day instruction. Instruction for these students is based upon the Wisconsin Essential Elements and aligns with the Wisconsin Academic Standards. This gives teachers the opportunity to see what students know during the year when teachers still have time to change instruction to better support student learning.</p>

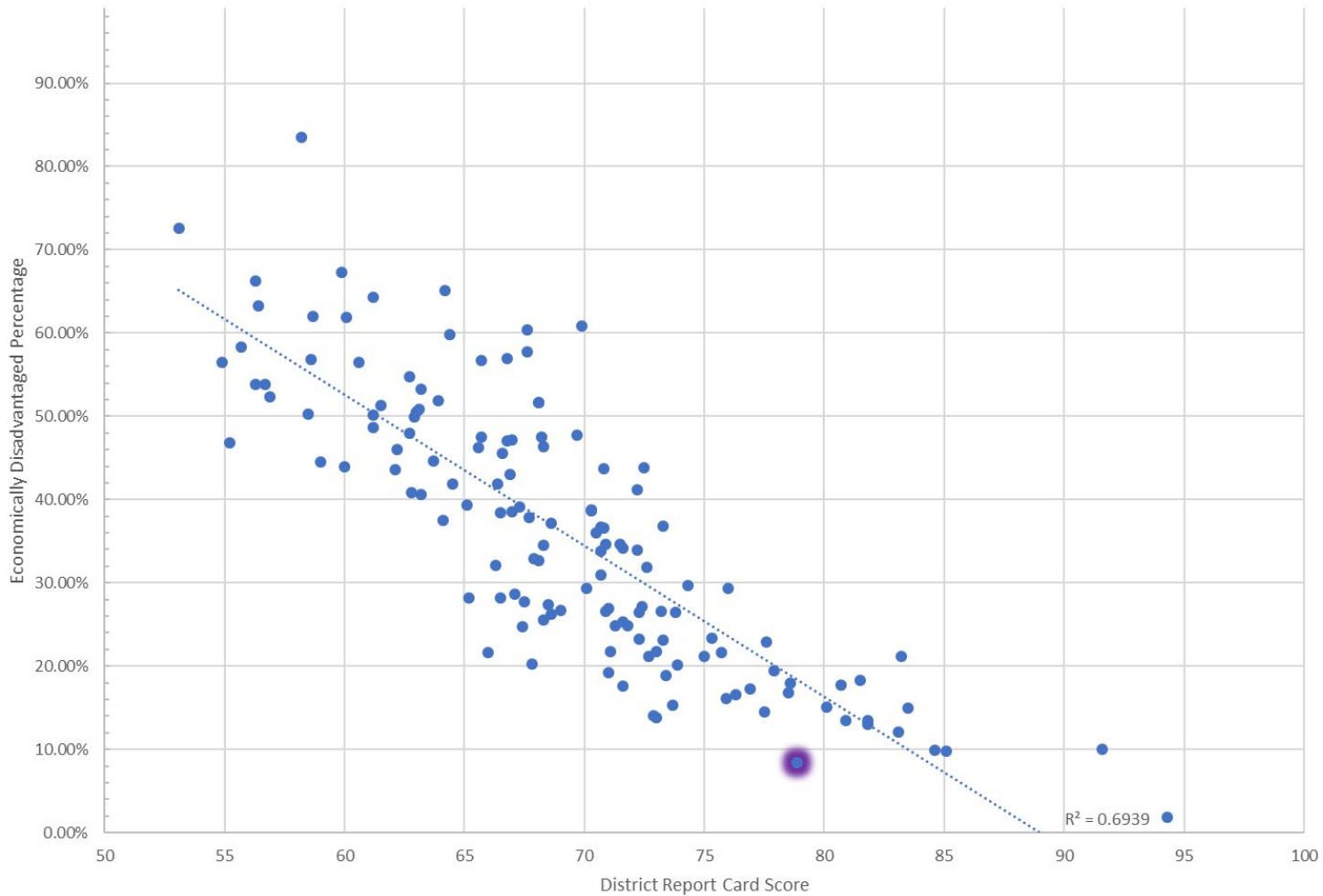
# Proposed Academic Goal

Curriculum Committee  
June 2, 2025

# Administration Recommendations

**Objective #1 - Revisit goal #1 to include all buildings significantly exceeding expectations by 2029 or increasing annually by 2 points to maintain/sustain report card results.**

District Report Card Score vs Percent Economically Disadvantaged (K-12's 1300+ Enrollment)



# Opportunities for Growth to Better Serve Our Students

- District report card scores are associated with district socioeconomic status.
- In 2023-2024, about 69% percent of variation in a district report card scores is associated with economically disadvantaged percentage.
- In 2023-2024, Waunakee's percentage of economically disadvantaged students was the second lowest of all Wisconsin K-12 districts with an enrollment of at least 1300 students. Only Whitefish Bay had a lower economically disadvantaged percentage of students.
- Waunakee is below the trend line and achieving the goal will move us closer to the trend line, and hopefully above it.

**Wauaukee Community School District  
Priorities and Planning Dashboard for 2023-2025**

The Wauaukee Community School District has identified five primary areas of focus and priorities for the 2023-2025 school year.

**Priority #1 - Student Learning, Supports, and Experiences**

By the spring of 2025, the Wauaukee Community School District's state assessment results will be at or above the District's spring 2019 results.

- This goal will be accomplished by strategically directed work in the following areas:
  - Sustained the development of Professional Learning Communities.
  - Continue district work to support student social and mental health needs.
  - Focus targeted curricular plans in the areas of math and reading instruction.
  - Implement Year 1 of the bilingual program.
  - Support for all students through DEI efforts outlined in the Disproportionality Plan and infused through the district priority areas.

**Priority #2 - Staff Learning, Supports, and Experiences**

Prioritize efforts to enhance staff recruitment and retention

- This goal will be accomplished by strategically directed work in the following areas:
  - By the fall of 2025, bring all hourly employee groups to at least the average pay level when compared to comparable school districts and like positions.
  - Review, monitor, and develop plans based on data trends from the Annual Employee Climate Survey (first issuance was in 2022-2023), and staff retention data.
  - Expand and refine recruitment and applicant engagement practices.
  - Study viability of a "Grow Your Own" program.

**Priority #3 - Budget and Finance**

Establish a budget reflective of district priorities and school board budget parameters.

- This goal will be accomplished by strategically directed work in the following areas:
  - Maintain and annually review a 3-year budget prioritization process.
  - Manage referendum funds in line with approved projects, expenditures, and scopes of work.
  - Establish a long-term financial plan related to Operational Referendums.

**Priority #4 - Facilities, Growth, and Safety**

Maintain facilities and learning environments that are safe and meet the growing needs of the district and community.

- This goal will be accomplished by strategically directed work in the following areas:
  - Manage the 2022 Referendum Projects in line with the approved scopes and timelines.
  - Update future student/community growth projections and maintain the vision for the long-range facility plan.
  - Continue the strategic work of the District/Community Safety Committee.

**Priority #5 - Stakeholder Engagement**

Continue with the implementation and enhancement of the Communication and Engagement Plan

- This goal will be accomplished by strategically directed work in the following areas:
  - Engage with stakeholders on the desired characteristics for the next superintendent, and keep the stakeholders informed as the process progresses.
  - Continue with student and staff learning sessions.
  - Establish a systemic approach to welcoming new families to the school district/community.
  - Review, monitor, and develop plans based on data trends from a Family Engagement/Satisfaction Survey (to be issued in 2023-2024).

**Other**

- Complete the review process of district policies with the Policy Committee by June 30, 2024.
- Continue to study future areas of growth – robotics and alternative pathways to graduation.

**Wauaukee Community School District  
Priorities and Planning Dashboard for 2025-2027**

The Wauaukee Community School District has identified five primary areas of focus and priorities for the 2025-2027 school year.

**Priority #1 - Student Learning, Supports, and Experiences**

By June 2029, all schools in the Wauaukee Community School District will significantly exceed expectations on the Wisconsin State Accountability report card.

- This goal will be accomplished by strategically directed work in the following areas:
  - Sustain the **implementation** of Professional Learning Communities.
  - Continue district work to support student social emotional and mental health needs.
  - Focus on all students including targeted groups of students in the lower 25th percentile to close gaps
  - Focus on chronic absenteeism district wide
  - Expand the K-12 bilingual program to grades 5-8.
  - Support all students' sense of belonging through DEI efforts outlined in the Disproportionality Plan and infused through the district priority areas.
  - CESA 2 professional development for district and building leaders-Developing and Leading a Culture of Continuous Improvement
  - Maintain partnership with the Center for All to increase student belonging
  - Engagement of building principals in a monthly Professional Learning Community to review and create continuous improvement action plans utilizing Next Path
  - Exploration of increased professional development to strengthen Tier 1 and co-planning to co-serve opportunities for students

**Priority #2 - Staff Learning, Supports, and Experiences**

Prioritize efforts to enhance staff recruitment and retention

- This goal will be accomplished by strategically directed work in the following areas:
  - By the fall of 2026, bring all hourly employee groups to at least the average pay level when compared to comparable school districts and like positions.
  - Review, monitor, and develop plans based on data trends from the Annual Employee Climate Survey (first issuance was in 2022-2023), and staff retention data.
  - Expand and refine recruitment and applicant engagement practices.
  - Study viability of a “Grow Your Own” program.

### Priority #3 - Budget and Finance

Establish a budget reflective of district priorities and school board budget parameters.

- This goal will be accomplished by strategically directed work in the following areas:
  - Maintain an annual budget review process and focus on prioritizing and reallocating of resources district wide
  - Engage principals and directors in a budget review process to identify programs, services and materials for the purpose of savings or reallocation
  - Manage referendum funds in line with approved projects, expenditures, and scopes of work.
  - Establish a long-term financial plan related to Operational Referenda with an emphasis on the November 2026 referendum.
  - Develop capital questions for the high school after consideration and Board approval
  - Focus on addressing post employment benefits, termination benefits, contingency, health insurance changes, maintenance of fund 10.

### Priority #4 - Facilities, Growth, and Safety

Maintain facilities and learning environments that are safe and meet the growing needs of the district and community.

- This goal will be accomplished by strategically directed work in the following areas:
  - Manage the 2022 Referendum Projects in line with the approved scopes and timelines.
  - Update future student/community growth projections and maintain the vision for the long-range facility plan every two years.
  - Continue the strategic work of the District/Community Safety Committee.

### Priority #5 - Stakeholder Engagement

Continue with the implementation and enhancement of the Communication and Engagement Plan

- This goal will be accomplished by strategically directed work in the following areas:
  - ~~Engage with stakeholders on the desired characteristics for the next superintendent, and keep the stakeholders informed as the process progresses.~~
  - Continue with student and staff learning sessions.
  - Establish a systemic approach to welcoming new families to the school district/community.

- Review, monitor, and develop plans based on data trends from a Family Engagement/Satisfaction Survey (to be issued in 2023-2024).
- Explore community partnerships to offer learning opportunities for parents

**Other**

- Complete the review process of district policies with the Policy Committee by June 30, 2025.

# Minutes of Budget Committee Meeting

## The Board of Education Waunakee Community School District

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A Budget Committee Meeting of the Board of Education of Waunakee Community School District was held Wednesday, June 4, 2025, beginning at 7:30 AM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

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

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

### **II. ROLL CALL**

Present: Heinrichs, Hetzel, Sonne

Also present: Brown, Newton, Summers, Ensign, Grabarski, and Schell

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

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

### **IV. PUBLIC COMMENTS** There were no public comments for this meeting.

### **V. 2024-25 BUDGET UPDATE**

#### **A. 2024-2025 Budget Changes**

Newton presented and answered questions regarding the 2024-2025 budget changes.

Summers gave additional information regarding the budget committee's goal of having a \$0 end of the year fund 10 balance.

The budget revisions for 24-25 include:

\* changes in grant allocations (both Fund 10 and 27)

\* changes to the State of Wisconsin Library Aid (Fund 10)

\* transfer of funds between Fund 10 & 27

\* changes between funds 10, 49, 50 & 73 to reflect the board-approved goal of \$0 end of the year balance

A motion was made by Heinrichs, second by Sonne, to recommend that the full board consider the 2024-2025 budget changes as presented Motion carried 3-0.

#### **B. Fund Balance Classifications**

Newton presented and answered questions regarding fund balance. The school board is required to annually approve the fund balance accounts that are utilized for that fiscal year.

A motion was made by Sonne, second by Heinrichs, to recommend that the full board consider the fund balance as presented. Motion carried 3-0.

### **VI. 2025-2026 PLANNING**

#### **A. Timeline**

#### **B. Approval of Second Draft of 2025-26 Budget**

Newton presented and answered questions regarding the second draft for the 2025-2026 budget.

The second draft of the budget is based on the following:

1. The \$0/student increase in the per pupil categorical aid, with a \$325/student increase in

the revenue limit formula

2. The personnel cost line includes an inflationary salary increase of 2.95%, implementation of the teacher and classified staff compensation systems, implementation of the classified staff operational referendum funds pay adjustments, a 0% increase in dental insurance rates, and a 5% increase for health insurance rates, utilities, and transportation.

3. The capital maintenance projects are funded from Fund 49

4. The second draft includes an increase of 2.4 FTE, as outlined on page 13 of the document. The second draft includes an additional 1.0 FTE for Arboretum Elementary School Nursing Staff. This Nursing Staff is related to an individual need. These services were contracted out in 24-25 and the service would be more cost-effective and consistent for the student if we hired our own staff.

5. The debt service fund includes the financial plan from the last borrowing that the board approved in March.

6. Updates to the Food Service budget (Fund 50), and other budgets as a result of School Board approved student fees.

7. Updates to the gift fund (Fund 21)

8. All of the remaining budget requests have been placed on hold at this time.

Summers added information and answered questions regarding the state budget process for 2025-27. There was discussion specifically on high cost special education aid.

A motion was made by Heinrichs, second by Sonne, to recommend that the full board consider the second draft of the budget as presented. Motion carried 3-0.

#### C. Lease Agreements

Summers presented and answered questions regarding the lease agreements for 2025-2026

The administrative recommendation is to approve this lease with the Wisconsin Youth Company lease changing from \$2,900 to \$3,000 per building.

A motion was made by Heinrichs, second by Sonne to recommend that the full board consider the lease agreements as presented. Motion carried 3-0.

#### VII. **DISCUSSION/ACTION ON PROPOSALS** NA

#### VIII. **OTHER ITEMS FOR DISCUSSION** NA

#### IX. **FUTURE AGENDA ITEMS** NA

#### X. **ADJOURN**

A motion was made by Heinrichs, second by Sonne, to adjourn the meeting at 8:11am. Motion carried 3-0.



# **WAUNAKEE**

## **COMMUNITY SCHOOL DISTRICT**

**2025-2026 Budget  
SECOND DRAFT**

Prepared by Allie Newton, Director of Business Services

June 9, 2025

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# Waunakee Community School District

## Board of Education

<u>Name</u>	<u>Municipality</u>	<u>Term Expires</u>
Joan Ensign, President	Town of Westport, City of Middleton, City of Madison	Spring 2026
Dawn Heinrichs, Vice-President	Village of Waunakee	Spring 2026
Mark Hetzel, Treasurer	Town of Vienna	Spring 2027
Carly Eaton, Clerk	Village of Waunakee	Spring 2028
Ted Frey	Town of Westport, City of Middleton, City of Madison	Spring 2027
Heather Murray	Village of Waunakee	Spring 2028
Christopher Sonne	Town of Dane/Springfield	Spring 2028

## Budget Committee Members

Mark Hetzel, Chair  
Dawn Heinrichs  
Christopher Sonne

# Waunakee Community School District

## Introduction

A budget is a financial plan designed to achieve the educational objectives of the Waunakee Community School District. The budget needs to be accountable to meet these educational objectives within the financial constraints that exist. The budget needs to be understandable to the Board of Education, administration, staff, parents, and the district taxpayers. The budget was developed with significant staff input regarding needs and priorities. The budget was developed based on principals of long-term fiscal planning.

## Timeline

The budget process for the 2025-2026 fiscal year began in December 2024 when the budget committee reviewed a budget timeline and revenue estimates. The budget committee reviewed expenditure estimates on January 7th. A draft of the budget planning process document was presented at a Budget Committee meeting in February. The school board approved the budget planning process document on March 10<sup>th</sup>. Building/department level budget planning took place in March. Administrative review of the budget took place in March. The first draft of the budget was presented to the Budget Committee and the Board of Education in May. The second draft of the budget will be presented in June. The third draft of the budget will be presented in July. The preliminary budget will be presented at the Annual Meeting on August 25<sup>th</sup> with community approval of the tax levy. The Board of Education will approve the final version of the budget and set the tax levy at a special meeting scheduled for October 27<sup>th</sup>.

## Executive Summary

A school district's budget is divided into many "funds". These "funds" are used to account for specific school district programs. The different "funds" and their descriptions are presented below:

FUND	DESCRIPTION
10	General
21	Special Revenue Trust
27	Special Education
38	Non-Referendum Debt Service*
39	Referendum Debt Service
41	Capital Expansion Fund*
49	Capital Projects
50	Food Service
72	Private Benefit Trust*
73	Employee Benefit Trust
80	Community Service
99	Other Cooperative Funds

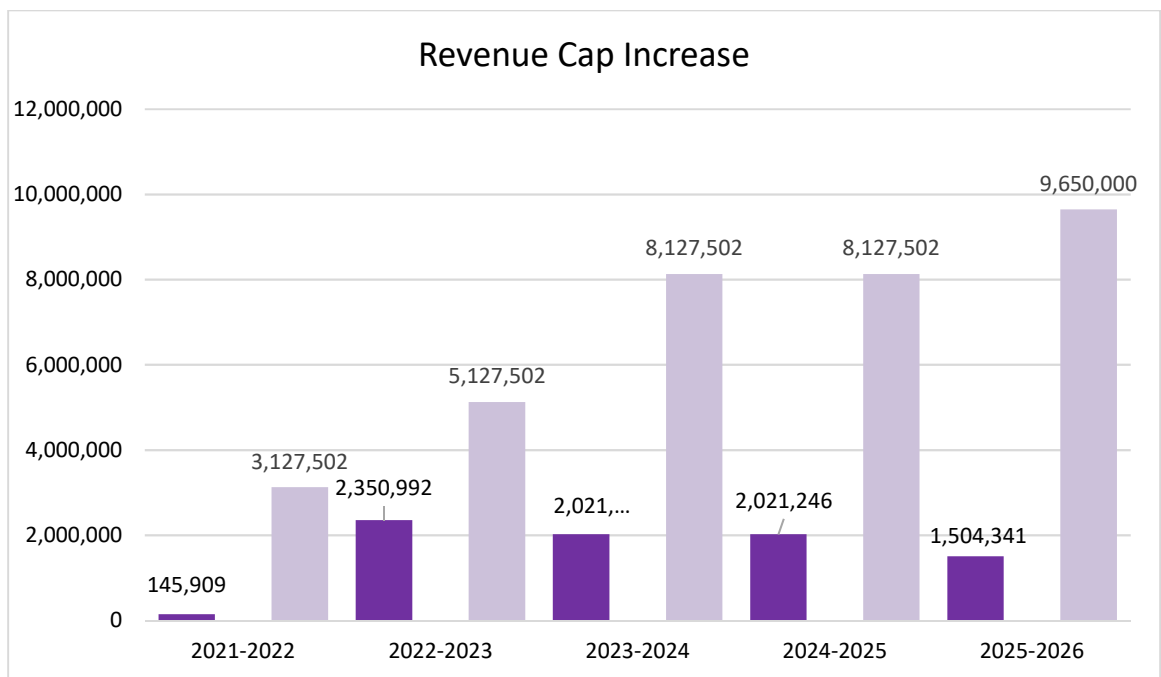
\* Currently not being utilized

## Waunakee Community School District

A state revenue cap formula is a significant factor in the development of the budget. The revenue cap limits the amount of revenue available to school districts from the two main sources- property taxes and state equalization aid. The revenue cap directly affects Funds 10, 38, and 41, and indirectly affects Fund 27. Fund 27 is primarily funded from a transfer from Fund 10.

The 2025-26 Waunakee state budget planning process increases the revenue cap per student amount by \$325.00. The budget includes a \$0 change in the per pupil categorical aid. The most recent four years of revenue cap changes and the estimated increase for 2025-26 is shown below (dark purple reflects the revenue limit increases from state budgets).

The 2021-22 through 2024-25 revenue caps were increased by \$3,127,502 in 2022-23, \$5,127,502 in 2023-24, and \$8,127,502 in 2024-25 due to a November 2020 and November 2022 non-recurring operational referendum question (light purple reflects the referendum approved revenue limit increases). In November 2024, the community approved an operational referendum for \$9.65 million for 2025-26 and \$11.2 million for 2026-27. The operational referendum included \$1.05 million in 2025-26 and \$2.1 million in 2026-27 in non-recurring referendum funds. The remainder was recurring.



# Waunakee Community School District

## Enrollment

Student enrollment is a key factor in the revenue cap formula. The most recent four years of historical numbers and the estimated September 2025 student count numbers are shown below:

Grade	2021-22	2022-23	2023-24	2024-25	2025-26
EC	12	15	18	13	13
4K	270	249	238	249	249
K	295	292	289	258	274
1	278	303	299	293	264
2	297	285	307	310	303
3	304	310	301	314	317
4	285	311	312	315	321
<b>TOTAL</b>	<b>1741</b>	<b>1765</b>	<b>1764</b>	<b>1752</b>	<b>1741</b>
<b>ELEM</b>					
5	326	294	320	328	327
6	318	342	300	332	336
<b>TOTAL</b>	<b>644</b>	<b>636</b>	<b>620</b>	<b>660</b>	<b>663</b>
<b>INTER.</b>					
7	349	330	346	310	338
8	303	354	329	354	314
<b>TOTAL</b>	<b>652</b>	<b>684</b>	<b>675</b>	<b>664</b>	<b>652</b>
<b>MIDDLE</b>					
9	316	314	374	334	365
10	348	318	304	366	332
11	341	347	318	303	365
12	349	350	351	332	311
<b>TOTAL</b>	<b>1354</b>	<b>1329</b>	<b>1347</b>	<b>1335</b>	<b>1373</b>
<b>HIGH</b>					
<b>TOTAL</b>	<b>4391</b>	<b>4414</b>	<b>4406</b>	<b>4411</b>	<b>4429</b>
<b>DISTRICT</b>					

The historical student count shows a stable enrollment. The estimated September 2025 enrollment shows an increase of 18 students. Enrollment increases result in more revenues being available through the revenue cap formula.

The 2025-2026 revenue cap limit estimate increases to \$61,428,584 or \$3,054,341 higher than 2024-25. This equates to a 5.2% increase. The \$3,054,341 is a combination of referendum approved funds (\$1,550,000) and state budget funds (\$1,504,341). The 2025-2026 state equalization aid estimate increased to \$25,555,840 or \$921,033 higher than 2024-25. This change equates to a 3.7% increase. The district will receive the state equalization aid estimate from the WI Department of Public Instruction on July 1<sup>st</sup>.

## Waunakee Community School District

The 2025-2026 tax levy estimate increases to \$47,501,003 or \$2,677,732 higher than 2024-2025. This increase equates to a 6% increase. Two years of historical information and the proposed tax levy for this year is shown below.

Proposed Property Tax Levy			
FUND	Audited	Unaudited	Proposed
	2023-24	2024-25	2025-26
General Fund	28,460,117.00	33,383,590.00	35,564,279.00
Referendum Debt Service Fund	12,838,301.00	10,699,681.00	10,940,424.00
Non-Referendum Debt Service Fund	0.00	0.00	0.00
Capital Expansion Fund	0.00	0.00	0.00
Community Service Fund	394,500.00	740,000.00	996,300.00
<b>TOTAL SCHOOL LEVY</b>	<b>41,692,918.00</b>	<b>44,823,271.00</b>	<b>47,501,003.00</b>
<b>PERCENTAGE INCREASE -- TOTAL LEVY FROM PRIOR YR</b>	<b>8.0%</b>	<b>7.5%</b>	<b>6.0%</b>

The 2025-2026 tax base increased to \$5,288,242,330 or \$251,821,063 higher than 2024-2025. This change equates to a 5.0% increase. The 2025-2026 tax rate (tax levy/tax base) estimate increases to \$8.98. This equates to a 0.9% increase.

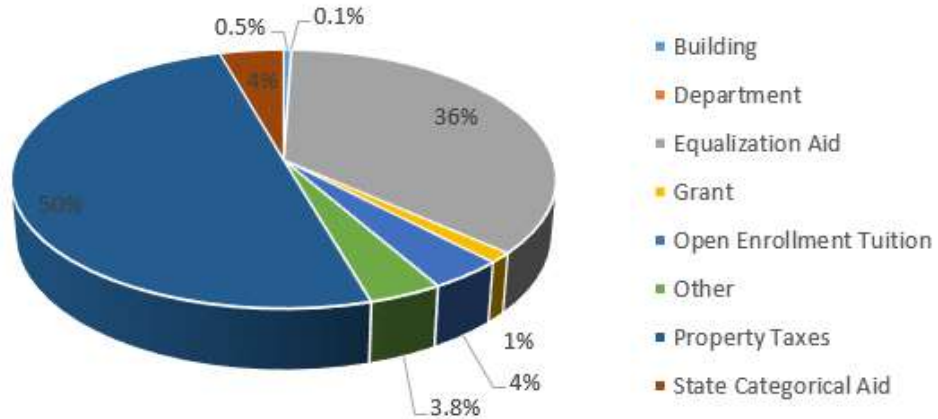
A summary of the expenditures showing two years of historical information and the proposed 2025-2026 budget is shown below. Fund 73 is not included in the summary below.

Total Expenditures and Other Financing Uses			
ALL FUNDS	Audited	Unaudited	Proposed
	2023-24	2024-25	2025-26
GROSS TOTAL EXPENDITURES--ALL FUNDS	158,668,195.00	163,246,437.00	153,654,408.00
Interfund Transfers (Source 100) - ALL FUNDS	6,416,057.00	7,268,513.00	7,721,229.00
Refinancing Expenditures (FUND 30)	0.00	0.00	0.00
NET TOTAL EXPENDITURES -- ALL FUNDS	152,252,138.00	155,977,924.00	145,933,179.00
<b>PERCENTAGE INCREASE -- NET TOTAL FUND EXPENDITURES FROM PRIOR YEAR</b>	<b>5.5%</b>	<b>2.45%</b>	<b>-6.44%</b>

# Waunakee Community School District

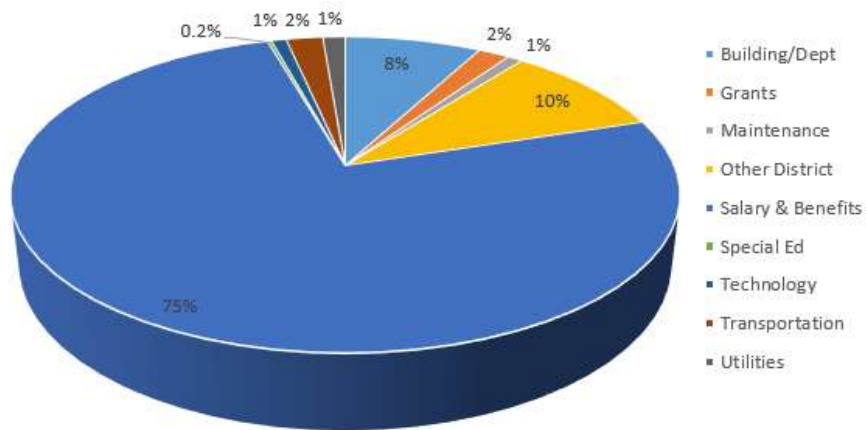
## Where do the revenues come from? (Funds 10 and 27)

Total 10/27 Revenues



## What are the expenditures spent on? (Funds 10 and 27)

Total 10/27 Expenses



Each fund is presented in more detail on the following pages.

# Waunakee Community School District

## General Fund 10

**Purpose of Fund:** The purpose of the general fund 10 is to account for the educational programs and operations of the school district, excluding special education programs.

The 2025-26 grant budgets are not available at this time. The 2025-26 open enrollment budgets will be updated based on actual student attendance in the fall of 2025. The state equalization aid/property tax budgets will be revised based on the aid estimate amounts from the Department of Public Instruction from July 1<sup>st</sup>.

	2024-2025	2025-2026	\$ Change	% Change
<b>Revenues:</b>				
Prairie School Bldg Fees	\$2,550	\$2,550	\$0	0%
Heritage School Bldg Fees	\$2,250	\$2,250	\$0	0%
Arboretum School Bldg Fees	\$5,820	\$5,820	\$0	0%
Intermediate School Bldg Fees	\$37,900	\$37,900	\$0	0%
Middle School Bldg Fees	\$23,700	\$23,700	\$0	0%
High School Bldg Fees	\$199,215	\$199,215	\$0	0%
Athletics Fees	\$71,000	\$71,000	\$0	--
<b>Building Revenues</b>	<b>\$342,435</b>	<b>\$342,435</b>	<b>\$0</b>	<b>0.00%</b>
Curriculum Secondary Revenues	\$10,815	\$10,815	\$0	0%
Elementary Curriculum Revenues	\$12,400	\$12,400	\$0	0%
Maintenance Revenues	\$15,000	\$15,000	\$0	0%
Technology Erate/Fees	\$0	\$0	\$0	0%
Technology Revenues	\$4,200	\$4,200	\$0	0%
<b>Department Revenues</b>	<b>\$42,415</b>	<b>\$42,415</b>	<b>\$0</b>	<b>0.00%</b>
Common School Funds	\$267,990	\$296,005	\$28,015	9%
Title 1 Public Grant	\$96,184	\$96,184	\$0	0%
Title 1 Private Grant	\$4,563	\$4,563	\$0	0%
Title 2 Grant (Public)	\$40,907	\$40,907	\$0	0%
Title 2 Grant (Private)	\$6,232	\$6,232	\$0	0%
Title 3 Grant	\$17,205	\$17,205	\$0	0%
Title 4A Grant (Public)	\$7,482	\$7,482	\$0	0%
Title 4A Grant (Private)	\$2,518	\$2,518	\$0	--
Peer Mentor	\$12,232	\$12,232	\$0	0%
Perkins Grant	\$19,354	\$19,354	\$0	0%
Federal Flow-Through	\$141,000	\$141,000	\$0	100%
Youth Apprenticeship Grant	\$0	\$88,825	\$88,825	0%
Career/Tech Ed Grant	\$82,790	\$82,790	\$0	0%
School Based Mental Health	\$130,239	\$130,239	\$0	0%
ARP Homeless Children/Youth	\$0	\$0	\$0	--
AODA Grant	\$25,000	\$25,000	\$0	0%
Ed. Effectiveness Grant	\$32,000	\$32,000	\$0	0%
<b>Grant Revenues</b>	<b>\$885,696</b>	<b>\$1,002,536</b>	<b>\$116,840</b>	<b>11.65%</b>

## Waunakee Community School District

### Fund 10 Revenues (continued)

District Fees-Prairie	\$27,295	\$27,295	\$0	0%
District Fees-Heritage	\$26,573	\$26,573	\$0	0%
District Fees-Arboretum	\$23,100	\$23,100	\$0	0%
District Fees-Intermediate	\$33,150	\$33,150	\$0	0%
District Fees-Middle School	\$42,720	\$42,720	\$0	0%
District Fees-High School	\$85,000	\$85,000	\$0	0%
District Fees-Athletics	\$160,000	\$160,000	\$0	0%
Summer School Fees	\$10,000	\$10,000	\$0	0%
District Student Fees	\$20,000	\$20,000	\$0	0%
Property Taxes	\$33,383,590	\$35,564,279	\$2,180,689	6%
Interest	\$800,000	\$700,000	-\$100,000	-14%
Tuition – OE	\$2,511,297	\$2,738,190	\$226,893	8%
Transportation Aid	\$90,000	\$90,000	\$0	0%
Equalization Aid	\$24,634,807	\$25,555,840	\$921,033	4%
Computer Aid	\$67,597	\$67,597	\$0	0%
Misc	\$25,000	\$25,000	\$0	0%
Transportation	\$0	\$0	\$0	-
Tuition Payments	\$28,000	\$28,000	\$0	0%
Property/Non-Capital Sales	\$10,000	\$10,000	\$0	0%
Rentals	\$60,000	\$60,000	\$0	0%
Aid for School Mental Health	\$150,000	\$150,000	\$0	0%
Payment Lieu Taxes	\$40,000	\$40,000	\$0	0%
Personal Property Aid	\$240,868	\$240,868	\$0	0%
State Categorical Aid	\$3,103,786	\$3,103,786	\$0	0%
Act 12 - Personal Property Aid	\$266,173	\$266,173	\$0	100%
Medicaid	\$300,000	\$300,000	\$0	0%
Premium	\$208,883	\$208,883	\$0	0%
Aidable Refund	\$90,000	\$90,000	\$0	0%
<b>District Revenues</b>	<b>66,437,839</b>	<b>69,666,454</b>	<b>\$3,228,615</b>	<b>4.63%</b>
<b>Total Revenues</b>	<b>67,708,385</b>	<b>71,053,840</b>	<b>3,345,455</b>	<b>4.71%</b>

## Waunakee Community School District

### Fund 10 Expenditures

Utilities	\$1,126,923	\$1,083,269	(\$43,654)	-4%
Maintenance	\$716,990	\$716,990	\$0	0%
Maintenance Fees	\$15,000	\$15,000	\$0	100%
Contingency Fund	\$100,000	\$100,000	\$0	0%
Transportation	\$1,528,381	\$1,614,075	\$85,694	6%
Technology	\$715,329	\$715,329	\$0	0%
Technology Fees	\$3,400	\$3,400	\$0	0%
Technology Erate	\$0	\$0	\$0	#DIV/0!
Curriculum-Elementary Operations	\$455,382	\$455,382	\$0	0%
Curriculum-Elementary Fees	\$12,400	\$12,400	\$0	100%
Curriculum-4K Program	\$913,400	\$913,400	\$0	0%
Curriculum-Secondary	\$514,029	\$514,029	\$0	0%
Curriculum-Secondary Fees	\$13,271	\$13,271	\$0	0%
Human Resources	\$54,550	\$54,550	\$0	0%
Superintendent	\$94,600	\$94,600	\$0	0%
Student Services-Operations	\$73,184	\$73,184	\$0	0%
Student Services-District	\$97,000	\$97,000	\$0	100%
Business Office	\$447,336	\$447,336	\$0	0%
District Wide	1,987,541	1,982,262	(\$5,279)	0%
Summer School	\$109,515	\$109,515	\$0	0%
<b>Department Totals</b>	<b>8,978,231</b>	<b>9,014,992</b>	<b>36,761</b>	<b>0%</b>
Utilities	\$1,126,923	\$1,083,269	(\$43,654)	-4%
Maintenance	\$716,990	\$716,990	\$0	0%
Maintenance Fees	\$15,000	\$15,000	\$0	100%
Contingency Fund	\$100,000	\$100,000	\$0	0%
Transportation	\$1,528,381	\$1,614,075	\$85,694	6%
Technology	\$715,329	\$715,329	\$0	0%
Technology Fees	\$3,400	\$3,400	\$0	0%
Technology Erate	\$0	\$0	\$0	#DIV/0!
Curriculum-Elementary Operations	\$455,382	\$455,382	\$0	0%
Curriculum-Elementary Fees	\$12,400	\$12,400	\$0	100%
Curriculum-4K Program	\$913,400	\$913,400	\$0	0%
Curriculum-Secondary	\$514,029	\$514,029	\$0	0%
Curriculum-Secondary Fees	\$13,271	\$13,271	\$0	0%
Human Resources	\$54,550	\$54,550	\$0	0%
Superintendent	\$94,600	\$94,600	\$0	0%
Student Services-Operations	\$73,184	\$73,184	\$0	0%
Student Services-District	\$97,000	\$97,000	\$0	100%
Business Office	\$447,336	\$447,336	\$0	0%
District Wide	1,987,541	1,982,262	(\$5,279)	0%
Summer School	\$109,515	\$109,515	\$0	0%
<b>Department Totals</b>	<b>8,978,231</b>	<b>9,014,992</b>	<b>36,761</b>	<b>0%</b>

## Waunakee Community School District

### Fund 10 Expenditures (continued)

<b>Department Totals</b>	8,978,231	9,014,992	36,761	0%
Common School Fund-District	\$7,069	\$7,069	\$0	0%
Title 1 Public Grant	\$96,184	\$96,184	\$0	0%
Title 1 Private Grant	\$4,563	\$4,563	\$0	0%
Title 2 Grant (Public)	\$40,907	\$40,907	\$0	0%
Title 2 Grant (Private)	\$6,232	\$6,232	\$0	0%
Title 3 Grant	\$17,205	\$17,205	\$0	0%
Title 4A Grant (Public)	\$7,482	\$7,482	\$0	0%
Title 4A Grant (Private)	\$2,518	\$2,518	\$0	0%
Peer Mentor Grant	\$12,232	\$12,232	\$0	--
Perkins Grant	\$19,354	\$19,354	\$0	0%
Federal Flow-Through	\$141,000	\$141,000	\$0	0%
ARP Homeless Children/Youth	\$0	\$0	\$0	--
AODA Grant	\$25,000	\$25,000	\$0	0%
Career/Tech Ed Grant	\$82,790	\$82,790	\$0	0%
Ed. Effectiveness Grant	\$32,000	\$32,000	\$0	0%
Youth Apprenticeship Grant	\$0	\$88,825	\$88,825	0%
<b>Grant Totals</b>	<b>\$494,536</b>	<b>\$583,361</b>	<b>88,825</b>	<b>18%</b>
Transfer to Fund 27	\$7,268,513	\$7,796,229	\$527,716	7%
Wellness Clinic	\$300,000	\$300,000	\$0	--
<b>Other Program Totals</b>	<b>\$7,568,513</b>	<b>\$8,096,229</b>	<b>527,716</b>	<b>7%</b>
<b>Total Expenditures</b>	<b>\$67,708,385</b>	<b>\$71,119,371</b>	<b>\$3,410,986</b>	<b>5%</b>
Rev-Exp	\$0	(\$65,531)	(\$65,531)	100%
<b>Beg Fund Balance</b>	<b>\$7,481,181</b>	<b>\$7,481,181</b>	<b>\$0</b>	<b>0%</b>
<b>End Fund Balance</b>	<b>\$7,481,181</b>	<b>\$7,415,650</b>	<b>(\$65,531)</b>	<b>-1%</b>

### Overall considerations for Fund 10:

- The budget has a nominal positive balance for 2025-26.
- The budget will continue to reserve \$11,875 for parking lot/band uniform fees and \$60,000 for Warrior Stadium and the Soccer Stadium turf replacement.
- The revenue cap increase is based on an estimated September 2025 student count and a \$325/student increase.
- The per pupil aid increase of \$0/student.
- The state equalization aid certification estimate will be provided by the DPI on July 1.
- A general contingency of \$100,000 is included in the budget.
- The personnel budget includes an inflationary salary increase of 2.95%, advancement on the district compensations systems, operational referendum classified staff pay adjustments, a 0% increase in dental rates, a 5% increase in health insurance rates, and FTE changes as presented on the next page. Final decisions on salary increases were approved at the May board meeting.
- The 4K program budget will be adjusted based on actual enrollment from the fall of 2025.

# Waunakee Community School District

## Additional Positions

Building	Position	FTE
Prairie		
Heritage		
Arboretum		
Intermediate		
Middle School		
High School		
Special Ed	Special Education Paraeducator	1.00
	Occupational Therapy	0.40
	Nursing (for individual student needs)	1.00
Student Services		
Athletics		
District		
Other Budget Requests	To Be Determined	
<b>Total Additional Staffing</b>		<b>2.400</b>
(Fund 10)		0.00
(Fund 27)		2.40
(Fund 80)		0.00

## Waunakee Community School District

### Fund 21

**Purpose of Fund:** The purpose of the Special Revenue Trust Fund 21 is to account for gifts specified by donors to be used for operating purposes.

	2024-2025	2025-2026	\$ Change	% Change
<b>Revenues:</b>				
Arboretum School	\$23,600	\$22,950	(\$650)	0%
Heritage School	\$27,200	\$26,500	(\$700)	-3%
Prairie School	\$30,900	\$30,700	(\$200)	-1%
Intermediate School	\$8,600	\$8,600	\$0	0%
Middle School	\$29,940	\$36,000	\$6,060	20%
High School-Scholarships	\$6,650	\$7,650	\$1,000	15%
High School	\$217,443	\$225,574	\$8,131	4%
Athletics	\$362,400	\$383,000	\$20,600	0%
Superintendent	\$0	\$0	\$0	0%
Business Office	\$58,000	\$58,000	\$0	0%
Maintenance	\$0	\$0	\$0	0%
Mentor	\$54,300	\$0	(\$54,300)	-100%
Student Services	\$800	\$800	\$0	0%
Special Education	\$41,000	\$41,000	\$0	0%
<b>Total Revenues</b>	<b>\$860,833</b>	<b>\$840,774</b>	<b>(\$20,059)</b>	<b>-2%</b>
<b>Expenditures:</b>				
Arboretum School	\$32,600	\$100,700	\$68,100	209%
Heritage School	\$22,200	\$22,000	(\$200)	-1%
Prairie School	\$51,550	\$50,100	(\$1,450)	-3%
Intermediate School	\$7,840	\$7,840	\$0	0%
Middle School	\$29,940	\$36,000	\$6,060	20%
High School - Scholarships	\$29,750	\$29,750	\$0	0%
High School	\$159,433	\$194,040	\$34,607	22%
Athletics	\$399,545	\$418,445	\$18,900	5%
Superintendent	\$0	\$0	\$0	--
Business Office	\$58,000	\$58,000	\$0	0%
Maintenance	\$0	\$0	\$0	100%
Mentor	\$53,300	\$0	(\$53,300)	100%
Student Services	\$0	\$0	\$0	0%
Special Education	\$20,850	\$19,750	(\$1,100)	-5%
<b>Total Expenditures</b>	<b>\$865,008</b>	<b>\$936,625</b>	<b>\$71,617</b>	<b>8%</b>
<b>Rev – Exp:</b>	<b>(\$4,175)</b>	<b>(\$95,851)</b>	<b>(\$91,676)</b>	<b>--</b>
<b>Beg Fund Balance</b>	<b>\$1,241,189</b>	<b>\$1,249,477</b>	<b>\$8,288</b>	<b>1%</b>
<b>End Fund Balance</b>	<b>\$1,249,477</b>	<b>\$1,153,626</b>	<b>(\$95,851)</b>	<b>-8%</b>

Fund 21 has been updated for the second draft of the budget in June.

## Waunakee Community School District

### Special Education Fund 27

**Purpose of Fund:** The purpose of the special education Fund 27 is to account for all of the special education programs and operations in the school district.

	2024-2025	2025-2026	\$ Change	% Change
<b>Revenues:</b>				
Federal Grant PS	\$58,500	\$58,500	\$0	0%
Federal Grant FT	\$975,048	\$975,048	\$0	0%
<b>Grand Totals</b>	<b>\$1,033,548</b>	<b>\$1,033,548</b>	<b>\$0</b>	<b>0%</b>
State Aid	\$3,400,000	\$3,561,336	\$161,336	5%
Transfer In Fund 10	\$7,268,513	\$7,796,229	\$527,716	7.3%
High Cost Aid	\$375,000	\$375,000	\$0	--
Medicaid	\$200,000	\$200,000	\$0	0%
Transit of State Aid	\$10,000	\$10,000	\$0	0%
Open Enrollment Tuition	\$0	\$0	\$0	0%
State Transition Grant	\$15,000	\$15,000	\$0	---
<b>Other Revenue</b>	<b>\$11,268,513</b>	<b>\$11,957,565</b>	<b>\$689,052</b>	<b>6%</b>
<b>Total Revenues</b>	<b>\$12,302,061</b>	<b>\$12,991,113</b>	<b>\$689,052</b>	<b>6%</b>
<b>Expenditures:</b>				
Federal Grant PS	\$58,500	\$58,500	\$0	0%
Federal Grant FT	\$975,048	\$975,048	\$0	0%
<b>Grant Totals</b>	<b>\$1,033,548</b>	<b>\$1,033,548</b>	<b>\$0</b>	<b>0%</b>
Personnel Costs: Salaries	\$7,964,195	\$8,603,641	\$639,446	8%
Personnel Costs: Benefits	\$2,879,513	\$3,000,585	\$121,072	4%
<b>Salary &amp; Benefits Totals</b>	<b>\$10,843,708</b>	<b>\$11,604,226</b>	<b>\$760,518</b>	<b>7%</b>
Special Ed-Operations	\$28,839	\$28,839	\$0	0%
Special Ed-District	\$157,000	\$157,000	\$0	0%
Transportation	\$228,966	\$157,500	(\$71,466)	-31%
Medicaid	\$10,000	\$10,000	\$0	0%
<b>Program Totals</b>	<b>\$424,805</b>	<b>\$353,339</b>	<b>(\$71,466)</b>	<b>-17%</b>
<b>Total Expenditures</b>	<b>\$12,302,061</b>	<b>\$12,991,113</b>	<b>\$689,052</b>	<b>6%</b>
<b>Rev – Exp:</b>	<b>\$0</b>	<b>(\$0)</b>	<b>(\$0)</b>	<b>---</b>
<b>Beg Fund Balance</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>---</b>
<b>End Fund Balance</b>	<b>\$0</b>	<b>(\$0)</b>	<b>(\$0)</b>	<b>---</b>

The personnel budget includes an inflationary salary increase of 2.95%, advancement on the district compensations systems, implementation of operational referendum classified staff pay adjustments, a 0% increase in dental rates, a 5% increase in health insurance rates, and FTE changes as presented on page 13.

## Waunakee Community School District

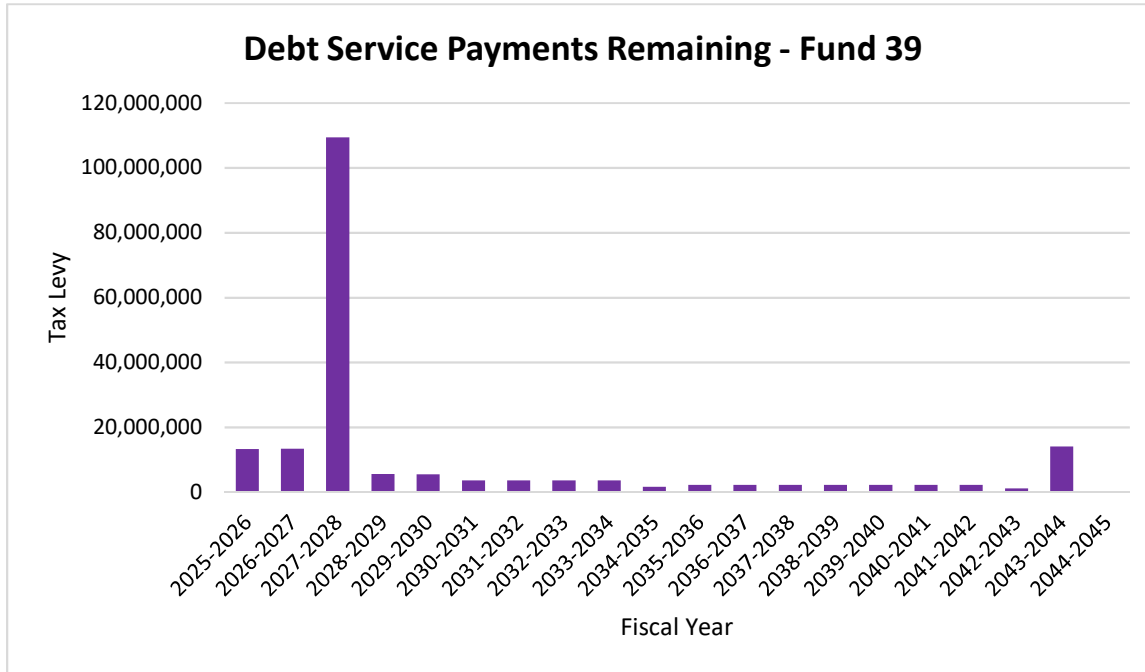
### Debt Service Fund 39

**Purpose of Fund:** The purpose of the debt service fund 39 is to repay prior debts borrowed with authority of an approved referendum.

	2024-2025	2025-2026	\$ Change	% Change
<b>Revenues:</b>				
Premium	\$0	\$0	\$0	--
Refinancing	\$0	\$0	\$0	--
Interest Earned	\$200,000	\$200,000	\$0	0%
Property Taxes	\$10,699,681	\$10,940,424	\$240,743	2%
Interest Rebate	\$175,000	\$175,000	\$0	--
Transfer from Fund 49	\$0	\$461,735	\$461,735	
Total Revenues:	\$11,074,681	\$11,777,159	\$702,478	6%
<b>Expenditures:</b>				
Refinancing	\$0	\$0	\$0	0%
Interest Owed	\$5,847,433	\$7,173,119	\$1,325,686	23%
Principal Owed	\$5,910,000	\$6,165,000	\$255,000	4%
Other Debts	\$6,000	\$6,000	\$0	0%
Total Expenditures	\$11,763,433	\$13,344,119	\$1,580,686	13%
<b>Rev – Exp:</b>	<b>(\$688,752)</b>	<b>(\$1,566,960)</b>	<b>(\$878,208)</b>	<b>128%</b>
<b>Beg Fund Balance</b>	<b>\$7,330,161</b>	<b>\$6,641,409</b>	<b>(\$688,752)</b>	<b>-9%</b>
<b>End Fund Balance</b>	<b>\$6,641,409</b>	<b>\$5,074,449</b>	<b>(\$1,566,960)</b>	<b>-24%</b>

The following graph and table reflects the future tax levies (7 borrowings) in this fund. The school board has approved four bond issues related to the November 2022 referendum. Interest earnings and interest rebate will be updated for the fourth draft of the budget.

# Waunakee Community School District



FISCAL YEAR	AMOUNT DUE
2025-2026	13,338,119
2026-2027	13,424,719
<b>2027-2028</b>	<b>109,428,819</b>
2028-2029	5,571,919
2029-2030	5,538,325
2030-2031	3,650,850
2031-2032	3,653,225
2032-2033	3,650,875
2033-2034	3,651,088
2034-2035	1,683,700
2035-2036	2,272,575
2036-2037	2,272,175
2037-2038	2,274,775
2038-2039	2,275,175
2039-2040	2,278,375
2040-2041	2,279,175
2041-2042	2,282,575
2042-2043	1,128,375
2043-2044	14,095,844
2044-2045	0
<b>TOTAL DUE</b>	<b>\$194,750,681</b>

The 2027-2028 amount includes bond anticipation notes that will be refinanced into long-term bonds at a time determined by the School Board.

## Waunakee Community School District

### Capital Projects Fund 49

**Purpose of Fund:** The purpose of the capital projects fund 49 is to account for referendum approved capital expenditures related to buildings and sites. The November 2022 capital referendum question of \$175 million is accounted for in this fund.

	2024-2025	2025-2026	\$ Change	% Change
<b>Revenues:</b>				
Bond Proceeds	\$66,020,000	\$0	(\$66,020,000)	0%
Interest	\$4,000,000	\$1,500,000	(\$2,500,000)	-63%
Total Revenues	\$70,020,000	\$1,500,000	(\$68,520,000)	-98%
<b>Expenditures:</b>				
Heritage Elementary	\$7,500,000	\$0	(\$7,500,000)	100%
Middle School	\$50,000,000	\$49,000,000	(\$1,000,000)	100%
HS/TLC/District	\$4,000,000	\$0	(\$4,000,000)	100%
Districtwide Maintenance	\$5,000,000	\$2,000,000	(\$3,000,000)	100%
Transfer to Fund 39	\$0	\$461,735	\$461,735	
Total Expenditures	\$66,500,000	\$51,461,735	(\$15,038,265)	--
<b>Rev – Exp:</b>	<b>3,520,000.00</b>	<b>(49,961,735)</b>	<b>(53,481,735)</b>	<b>-1519%</b>
<b>Beg Fund Balance</b>	<b>101,487,266</b>	<b>49,961,735</b>	<b>(51,525,531)</b>	<b>--</b>
<b>End Fund Balance</b>	<b>\$49,961,735</b>	<b>\$0</b>	<b>(\$105,007,266)</b>	<b>-100%</b>

The first draft of the budget has been updated to reflect the anticipated expenditures for the new Middle School and other districtwide projects. The district will likely have a small remaining balance as of June 30<sup>th</sup>, 2026.

# Waunakee Community School District

## Food Service Fund 50

**Purpose of Fund:** The purpose of the food service fund 50 is to account for the food service program.

	2024-2025	2025-2026	\$ Change	% Change
<b>Revenues:</b>				
Milk Sales	\$77,288	\$88,315	\$11,027	14%
Ala-Carte Sales	\$1,077,040	\$978,109	(\$98,931)	-9%
Lunch Sales-Students	\$1,195,100	\$1,155,320	(\$39,780)	-3%
Lunch Sales-Adults	\$17,850	\$17,850	\$0	0%
Lunch-Dane County	\$141,000	\$119,868	(\$21,132)	-15%
Catering	\$68,000	\$55,250	(\$12,750)	-19%
Breakfast Sales	\$28,858	\$32,937	\$4,079	14%
Madison Country Day	\$216,410	\$180,540	(\$35,870)	100%
High Point Christian	\$0	\$77,430	\$77,430	--
Westside Christian	\$80,661	\$86,078	\$5,417	200%
<b>Total Revenues</b>	<b>\$2,902,207</b>	<b>\$2,791,696</b>	<b>(\$110,511)</b>	<b>-4%</b>
<b>Expenditures:</b>				
Contracted Services	\$1,214,618	\$1,243,714	\$29,096	2%
Food Purchase	\$1,444,198	\$1,328,368	(\$115,830)	-8%
Other Supplies	\$103,071	\$88,247	(\$14,824)	-14%
Equipment Purchase	\$25,000	\$25,000	\$0	0%
Software/Tech Costs	\$60,000	\$60,000	\$0	0%
Personnel Costs	\$40,000	\$40,000	\$0	0%
<b>Total Expenditures</b>	<b>\$2,886,887</b>	<b>\$2,785,330</b>	<b>(\$101,557)</b>	<b>-4%</b>
<b>Rev-Exp:</b>	<b>\$15,320</b>	<b>\$6,367</b>	<b>(\$8,953)</b>	<b>--</b>
<b>Beg Fund Balance</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>--</b>

The food service program is contracted out to Taher, Inc. The Dane County lunch program provides meals to community members and the revenue is received from the Dane County Department of Health and Human Services. The Madison Country Day/Westside Christian School programs provide meals to private schools.

This budget has been updated for the second draft of the budget in June based on School Board approval of the 2024-25 fees at the May Board meeting.

## Waunakee Community School District

### Employee Benefit Trust Fund 73

**Purpose of Fund:** The purpose of the employee benefit trust fund 73 is to account for formally established benefit pension plans, defined contribution plans, or employee benefit plans.

	2024-2025	2025-2026	\$ Change	% Change
<b>Revenues:</b>				
Interest – AUL Trust	\$20,000	\$20,000	\$0	0%
Interest – HRA Trust	\$500,000	\$500,000	\$0	0%
Employer Contributions - AUL	\$0	\$0	\$0	100%
Employee Contributions – AUL	\$7,000	\$7,000	\$0	0%
Employer Contributions – HRA	\$525,000	\$525,000	\$0	0%
Employee Contributions – HRA	\$0	\$0	\$0	--
<b>Total Revenues</b>	<b>\$1,052,000</b>	<b>\$1,052,000</b>	<b>\$0</b>	<b>0%</b>
<b>Expenditures:</b>				
Disbursements – AUL	\$600,000	\$600,000	\$0	0%
Disbursements – HRA	\$450,000	\$500,000	\$50,000	11%
Disbursements - Implicit Rate	\$76,000	\$76,000	\$0	0%
<b>Total Expenditures</b>	<b>\$1,126,000</b>	<b>\$1,176,000</b>	<b>\$50,000</b>	<b>4%</b>
<b>Rev – Exp:</b>	<b>(\$74,000)</b>	<b>(\$124,000)</b>	<b>(\$50,000)</b>	<b>68%</b>
<b>Beg Fund</b>	<b>\$8,935,703</b>	<b>\$8,811,703</b>	<b>(\$124,000)</b>	<b>-1%</b>
<b>End Fund</b>	<b>\$8,811,703</b>	<b>\$8,687,703</b>	<b>(\$124,000)</b>	<b>-1%</b>

This budget will be updated in the final draft of the budget based on the final retirement benefits for the 2024-2025 retirees. The annual district contribution to the Fund 73 trust fund has been placed on hold until further discussion with the budget committee.

## Waunakee Community School District

### Community Service Fund 80

**Purpose of Fund:** The purpose of the community service fund 80 is to account for community activities such as adult education, recreation, athletic camps, and other related community programs.

	2024-2025	2025-2026	\$ Change	% Change
<b>Revenues:</b>				
Property Taxes	\$740,000	\$996,300	\$256,300	35%
Athletic Camps	\$0	\$0	\$0	--
Community Ed	\$17,000	\$17,000	\$0	0%
Summer School Camps	\$1,200	\$1,200	\$0	0%
Middle School Athletics	\$15,500	\$15,500	\$0	0%
Community Ed/Swim	\$45,000	\$45,000	\$0	0%
WCCC Grant	\$125,000	\$125,000	\$0	0%
Warrior Media	\$15,000	\$15,000	\$0	100%
<b>Total Revenues</b>	<b>\$958,700</b>	<b>\$1,215,000</b>	<b>\$256,300</b>	<b>27%</b>
<b>Expenditures:</b>				
Community Education	\$45,000	\$50,000	\$5,000	11%
Communications	\$50,000	\$55,000	\$5,000	10%
Athletic Camps	\$0	\$0	\$0	--
Middle School Clubs/Orgs	\$100,000	\$105,000	\$5,000	--
Middle School Athletics	\$195,000	\$205,000	\$10,000	5%
Community Ed/Swim	\$160,000	\$170,000	\$10,000	6%
Maintenance	\$50,000	\$50,000	\$0	0%
Public Safety	\$100,000	\$125,000	\$25,000	25%
Police Liaison Officer	\$40,000	\$60,000	\$20,000	50%
Summer School Camps	\$1,200	\$1,200	\$0	0%
Workers Compensation	\$2,000	\$2,000	\$0	0%
WCCC Grant	\$125,000	\$125,000	\$0	0%
Warrior Media	\$150,000	\$150,000	\$0	0%
Utilities	\$0	\$100,000	\$100,000	--
Data Wrangler	\$0	\$16,800	\$16,800	--
<b>Total Expenditures</b>	<b>\$1,018,200</b>	<b>\$1,215,000</b>	<b>\$196,800</b>	<b>19%</b>
<b>Rev – Exp:</b>	<b>(\$59,500)</b>	<b>\$0</b>	<b>\$59,500</b>	<b>--</b>
<b>Beg Fund Balance</b>	<b>\$79,384</b>	<b>\$19,884</b>	<b>(\$59,500)</b>	<b>-75%</b>
<b>End Fund Balance</b>	<b>\$19,884</b>	<b>\$19,884</b>	<b>\$0</b>	<b>0%</b>

A community service fund tax levy covers the administrative costs of the community education program and other costs such as custodial, maintenance, public safety, middle school athletics/clubs/organizations, Waunakee Community Cares Coalition Grant, and personnel costs not charged to the community through user fees. New for 2025-26: Utility costs for community use of school buildings and the software costs for managing this data and a second community school resource officer.

# Waunakee Community School District

## Other Cooperative Fund 99

**Purpose of Fund:** The purpose of the other cooperative fund 99 is to account for cooperative fiscal agreements made between school districts.

	2024-2025	2025-2026	\$ Change	% Change
<b>Revenues:</b>				
DCNTP	\$202,463	\$10,000	(\$192,463)	-95%
Mentor Grants	\$0	\$0	\$0	---
Total Revenues	\$202,463	\$10,000	(\$192,463)	-95%
<b>Expenditures:</b>				
DCNTP	\$202,463	\$10,000	(\$192,463)	-95%
Mentor Grants	\$0	\$0	\$0	---
Total Expenditures	\$202,463	\$10,000	(\$192,463)	-95%
<b>Rev – Exp:</b>	\$0	\$0	\$0	---
<b>Beg Fund Balance</b>	\$0	\$0	\$0	---
<b>End Fund Balance</b>	\$0	\$0	\$0	---

The Dane County New Teacher project is accounted for in this fund. This project is the new teacher mentoring program with 14 participating districts. The fiscal agent is moving to CESA 2. The only budget item is moving any remaining funds to CESA 2.

**CONTRACT**  
**Child Care Program**  
**Waunakee Community School District**  
**and**  
**Wisconsin Youth Company, Inc.**

It is hereby agreed that Wisconsin Youth Company, Inc., 1201 McKenna Blvd., Madison, Wisconsin 53719 for consideration of \$3,000.00 per school per year, pro-rated from beginning date to end date, is permitted to utilize the facilities of Heritage, Prairie, and Arboretum Elementary Schools for a school-aged child care program beginning on September 2<sup>nd</sup>, 2025 and terminating on June 10th, 2026. Payment for the building usage is due no later than December 1<sup>st</sup>, 2025.

The hours for the program will be 2:40 p.m. through 5:45 p.m. on the days school is in session. Additional care will be provided at one school site to be determined during staff development and teacher convention days. The program will be held in classrooms and/or other areas as specified by the building principal. Maximum number of participants shall not exceed the program's licensed maximum.


Wisconsin Youth Company, Inc. is responsible for the care of the District facilities and equipment and agrees to pay any damages thereto. Wisconsin Youth Company, Inc. will also be responsible for light housekeeping at the end of each session, i.e. pick up paper, materials used and etc., including putting chairs on top of classroom tables.

The Waunakee Community School District assumes no insurance liability for the school-aged childcare program or its participants other than statutory liability as owner of the facilities being used.

Wisconsin Youth Company, Inc. agrees to carry adequate insurance and will name the Waunakee Community School District as an additional insured. A certificate of insurance shall be provided Waunakee Community School District to the Business Office. Wisconsin Youth Company, Inc. agrees to abide by all State of Wisconsin rules and regulations related to child care providers and facilities.

**HOLD HARMLESS AND INDEMNIFICATION:**

The undersigned applicant(s) agree to abide by all rules, regulations, and policies of the Waunakee Community School District Board of Education regarding the use of school facilities to be used as hereinafter described. The undersigned do further agree to hold harmless and indemnify the Waunakee Community School District from any and all claims, losses, directly or indirectly related to the use of the facilities described herein by the undersigned and any guests, friends, or invitees which result in injury or loss of property to any person using the facilities herein described. The undersigned do further waive any claims, damages, losses or liabilities relating to the condition of the premises to be used, and if requested, to further carry liability insurance in an amount approved by the Waunakee Community School District, adding the Waunakee Community School District as an additional insured. The undersigned agree to being bound by any existing rules, regulations, or policies adopted by the Waunakee Community School District which may be changed, altered, or added at any time. The Waunakee Community School District agrees to indemnify and hold Wisconsin Youth Company, Inc. harmless for any and all claims, damages, cost and expenses, resulting from any loss from the Waunakee Community School District's gross negligence or intentional misconduct in performing it's obligations under this agreement.

  
\_\_\_\_\_  
Steve Summers  
Executive Director of Operations  
Waunakee Community School District

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
Rebecca Carlin  
Director of Administration  
Wisconsin Youth Company, Inc.

June 10, 2025

Wisconsin Youth Company, Inc.  
Rebecca Carlin, Director of Administration 1201  
McKenna Blvd.  
Madison, WI 53719

**Day Care Contract 2025-2026 School Year**

The Waunakee School Board has approved a contract with your company for providing after school daycare for the 2025-2026 school year.

The agreement calls for a charge of \$3,000.00 per school building.

Enclosed are two copies of the agreement for your signature. Return one copy to me and keep the other copy for your file. Also be reminded that I need a copy of your Certificate of Insurance when your insurance renews.

If you have any questions please call me at (608) 849-2000 ext. 8491.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Summers". The signature is written in a cursive style with a large initial "S".

Steve Summers  
Executive Director of Operations

**WAUNAKEE COMMUNITY SCHOOL DISTRICT**

**June 9, 2025 BOARD MEETING**

**FUND BALANCE ACCOUNTING**

	FUND BALANCE	July 1, 2024	ACCOUNT
<u>FUND</u>	<u>DESCRIPTION</u>	<u>FUND BALANCE</u>	<u>NUMBER</u>
10	General Fund - Unassigned fund balance	5,644,403.63	939900
10	General Fund - Restricted fund balance : Self insurance	348,166.06	936110
10	General Fund - Restricted fund balance : Common School Funds	34,146.30	936130
10	General Fund - Committed Fund Balance*	458,359.68	937900
10	General Fund - Assigned Fund Balance**	996,104.90	938900
	<b>FUND 10 TOTAL</b>	<b>7,481,180.57</b>	
21	Special Projects Funds - Restricted fund balance : Other	1,249,476.80	VARIES
30	Debt Service Funds - Restricted fund balance : Debt service retirement	7,330,161.67	936320
40	Capital Projects Funds - Restricted fund balance : Other***	38,303,971.01	936900
50	Food Service Fund - Restricted fund balance: Food service programs	0.00	936500
73	Employee Benefit Trust Fund - Restricted fund balance: Other	8,935,702.98	936900
80	Community Service Fund - Committed Fund Balance	79,384.13	937900
	<b>Total</b>	<b>63,379,877.16</b>	
*The purpose of the committed fund balance is to allocate funds committed by the School Board for parking lot replacement/repairs, Warrior Stadium turf replacement, Warrior Pitch turf replacement (new), and band uniform replacement.			
**The purpose of the assigned fund balance is to allocate funds to allow building/department budgets to carry over unspent funds from one fiscal year to the next.			
***The district will be utilizing an additional fund, fund 49, to record the transactions related to the November 2022 referendum.			

**NOTICE OF CHANGE IN ADOPTED BUDGET**  
**Waunakee Community School District**

Notice is hereby given, in accordance with the provisions of Wisconsin Statute 65.90(5)(a), that the Waunakee Community School District adopted the following changes to previously approved budgeted 2024 - 25 amounts. The following presents only adopted budget line items with changes. Unchanged line items are not presented.

<b>GENERAL FUND</b>				
<b>LINE ITEM</b>	<b>ACCOUNT CODE</b>	<b>PREVIOUS APPROVED AMOUNT \$</b>	<b>AMENDED APPROVED AMOUNT \$</b>	<b>CHANGE \$</b>
<b>Anticipated Revenue:</b>				
Payments for Services	240	28,000.00	45,000.00	17,000.00
Non-Capital Sales	260	24,600.00	76,600.00	52,000.00
Earnings on Investments	280	800,000.00	785,000.00	(15,000.00)
Payments for Services	340	2,523,697.00	2,529,368.00	5,671.00
State Aid - Categorical	610	507,990.00	536,005.00	28,015.00
State Special Project Grants	630	270,029.00	271,471.00	1,442.00
Other Revenue from State Sources	690	3,678,424.00	3,718,424.00	40,000.00
Federal Aid - Categorical	710	19,354.00	21,770.00	2,416.00
Federal Special Projects Aid Transited through DPI	730	198,139.00	279,976.02	81,837.02
Elementary and Secondary Education Act	750	100,747.00	137,938.00	37,191.00
Compensation for Sale or Loss of Fixed Assets	860	16,000.00	52,000.00	36,000.00
Adjustments	960	208,883.00	831,690.00	622,807.00
Refund of Disbursement	970	91,000.00	109,000.00	18,000.00
<b>Total Anticipated Revenues</b>		<b>67,708,385.00</b>	<b>68,635,764.02</b>	<b>927,379.02</b>
<b>Expenditure Appropriations:</b>				
Undifferentiated Curriculum	110000	16,066,387.00	15,702,224.08	(364,162.92)
Regular Curriculum	120000	11,812,384.00	11,818,843.88	6,459.88
Vocational Curriculum	130000	2,387,078.00	2,397,694.21	10,616.21
Physical Curriculum	140000	817,129.00	821,602.34	4,473.34
Co-Curricular Activities	160000	1,256,272.00	1,467,372.88	211,100.88
Other Special Needs	170000	542,456.00	538,724.31	(3,731.69)
Pupil Services	210000	2,076,458.00	2,065,128.40	(11,329.60)
Instructional Staff Services	220000	4,919,937.00	4,934,606.37	14,669.37
General Administration	230000	1,319,531.00	1,497,515.75	177,984.75
School Building Administration	240000	4,224,234.00	4,221,544.12	(2,689.88)
Business Administration	250000	9,018,995.00	9,046,375.28	27,380.28
Central Services	260000	129,036.00	128,845.65	(190.35)
Insurance And Judgments	270000	369,000.00	449,000.00	80,000.00
Debt Services	280000	436,103.00	686,103.00	250,000.00
Other Support Services	290000	3,056,199.00	2,899,963.60	(156,235.40)
Transfers To Another Fund	410000	7,268,513.00	7,907,272.15	638,759.15
Purchased Instructional Services	430000	2,003,673.00	2,035,673.00	32,000.00
Other Non-Program Transactions	490000	5,000.00	17,275.00	12,275.00
<b>Total Expenditure Appropriations</b>		<b>67,708,385.00</b>	<b>68,635,764.02</b>	<b>927,379.02</b>
<b>Projected Ending Fund Balance:</b>				
Fund Balance, Restricted	Enter	0.00	0.00	0.00
<b>Projected Ending Fund Balance</b>	<b>Enter</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**SPECIAL EDUCATION FUND**

LINE ITEM	ACCOUNT CODE	PREVIOUS APPROVED AMOUNT \$	AMENDED APPROVED AMOUNT \$	CHANGE \$
<b>Anticipated Revenue:</b>				
General Fund	110	7,268,513.00	7,807,272.15	538,759.15
State Aid - Categorical	610	3,400,000.00	3,000,000.00	(400,000.00)
Federal Special Projects Aid Transited through DPI	730	1,033,548.00	999,522.96	(34,025.04)
Federal Aid Received through State Agencies other than D	780	200,000.00	185,000.00	(15,000.00)
<b>Total Anticipated Revenues</b>		<b>12,302,061.00</b>	<b>12,391,795.11</b>	<b>89,734.11</b>
<b>Expenditure Appropriations:</b>				
Special Education Curriculum	150000	9,252,177.00	9,262,684.27	10,507.27
Pupil Services	210000	1,871,714.00	1,955,613.19	83,899.19
Instructional Staff Services	220000	711,533.00	706,860.65	(4,672.35)
<b>Total Expenditure Appropriations</b>		<b>12,302,061.00</b>	<b>12,391,795.11</b>	<b>89,734.11</b>
<b>Projected Ending Fund Balance:</b>				
Fund Balance, Restricted	Enter	0.00	0.00	0.00
<b>Projected Ending Fund Balance</b>	<b>Enter</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

<b>FOOD SERVICE FUND</b>				
LINE ITEM	ACCOUNT CODE	PREVIOUS APPROVED AMOUNT \$	AMENDED APPROVED AMOUNT \$	CHANGE \$
<b>Anticipated Revenue:</b>				
General Fund	110	0.00	100,000.00	100,000.00
<b>Total Anticipated Revenues</b>		<b>2,902,207.00</b>	<b>3,002,207.00</b>	<b>100,000.00</b>
<b>Expenditure Appropriations:</b>				
Business Administration	250000	2,886,887.00	2,986,887.00	100,000.00
<b>Total Expenditure Appropriations</b>		<b>2,886,887.00</b>	<b>2,986,887.00</b>	<b>100,000.00</b>
<b>Projected Ending Fund Balance:</b>				
Fund Balance, Restricted	Enter	0.00	0.00	0.00
<b>Projected Ending Fund Balance</b>	<b>Enter</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

# Minutes of Facility Committee Meeting

## The Board of Education Waunakee Community School District

---

A Facility Committee Meeting of the Board of Education of Waunakee Community School District was held Wednesday, June 4, 2025, beginning at 8:15 AM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

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

Chairperson Ensign called the meeting to order at 8:16am

### **II. ROLL CALL**

Present: Eaton, Ensign, Frey

Also present: Brown, Summers, Cramer, Kenas, Blackburn, Schell, Franz, Newton, and Lybeck

### **III. APPROVE AGENDA**

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

### **IV. PUBLIC COMMENTS**

There were no emailed public comments for this meeting. In person public comments were made by the following:

Ashley Young - Coach – Gymnastics Floor

Addi Blackburn – HS Athlete – Gymnastics Floor

Jordan Misterek – HS Athlete – Gymnastics Floor

Aynsliagh Hying – HS Athlete – Gymnastics Floor

### **V. NEW MIDDLE SCHOOL**

Summers presented and answered questions regarding the Middle School Construction.

Administration shared a draft plan that includes potential change orders to the middle school site. Kenas presented and answered questions regarding the site plan at the new middle school.

Cramer presented and answered questions regarding the fence along the middle school site.

### **VI. APPROVAL OF CAPITAL MAINTENANCE REQUESTS**

Summers presented and answered questions regarding the capital maintenance requests.

Cramer presented and answered questions regarding the robotic vacuums and scrubbers at the High School and Middle School.

The committee had much discussion regarding the robotic vacuums and scrubbers as well as the gymnastics floor. The committee preference was to pilot 1 robotic vacuum and scrubber and to modify the request. The committee preference regarding the gymnastics floor was to fund the project completely through district funds and not utilize booster club funds.

A motion was made by Frey, second by Eaton to recommend that the full board consider the capital maintenance projects as presented with the change to purchase only one robotic vacuum and one scrubber to be used at the building of the Facility Directors choice. Motion carried 3-0.

### **VII. FUTURE MEETINGS** NA

VIII. **ADJOURN**

A motion was made Eaton, seconded by Frey, to adjourn the meeting at 9:33am. Motion carried 3-0.



Facility	Division	JUNE FACILITIES COMMITTEE CONSIDERATION	Qty	Units	Unit price
Grounds		Lot E to Sports Complex walkway			\$12,174
AES	Grounds	add 2 barrier gates and railing			\$6,512
AES	Library	Move & reinstall library items after carpet installation			\$9,800
District	Safety	Blue light strobe signage			\$1,420
Athletics	Gym	Gymnastics spring board (should we consider something new for at WMS next year?)			\$54,249
PES	Kitchen	fire suppression tank			\$800
District	Emergency	emergency repair funds (electrical)			\$25,000
WIS	Grounds	Barrier Gate			\$4,000
WHS & HES	Building	Robot vacuums (1 HES, 1 WHS) (\$9298.41 each)			\$18,597
WHS	Metals shop	tie in for compressed air			\$2,336
WHS & HES	Building	Robot floor scrubber (1WHS, 1HES)			\$151,675
Bethel	Roof	roof repairs, clean, prime and strip 210' ridge w/formflash to cover all rust holes			\$4,100
WHS	PAC	reseal 350 linear feet of control joints on Southeast & Southwest exposure walls			\$4,260
District	WHS,WMS	Flashing stop signs with solar (\$1625/ea) 2 needed + 2 speed bumps			\$4,250
WHS	Building	table carts (5)			\$1,500
PES	Locker rooms	Room wall in girls Locker room to use for storage			\$4,983
WHS	Pool	Replacement bulb for pool UV			\$1,200
					<b>\$306,856</b>

# Minutes of Co-Curricular Committee Meeting

## The Board of Education Waunakee Community School District

---

A Co-Curricular Committee Meeting of the Board of Education of Waunakee Community School District was held Thursday, June 5, 2025, beginning at 7:30 AM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

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

Chairperson Sonne called the meeting to order at 7:30am

### **II. ROLL CALL**

Present: Frey, Murray, Sonne

Also Present: Conrad, Brown, Grabarski

### **III. APPROVE THE AGENDA**

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

### **IV. PUBLIC COMMENTS** There were no public comments for this meeting.

### **V. CO-CURRICULAR REPORT**

Conrad presented and answered questions regarding the spring co-curricular update.

### **VI. HANDBOOK UPDATES**

Conrad presented and answered questions regarding the 2025-2026 Handbooks. A motion was made by Frey, second by Murray, to recommend that the full board consider the handbooks as presented. Motion carried 3-0.

#### A. 2025-26 Booster Club Handbook

#### B. 2025-26 High School Co-Curricular Code

#### C. 2025-26 Middle School Co-Curricular Code

#### D. 2025-26 Coaches Handbook

### **VII. FUTURE MEETINGS** NA

### **VIII. ADJOURN**

A motion was made by Frey, second by Murray, to adjourn the meeting at 8:05am. Motion carried 3-0.



# WAUNAKEE

## COMMUNITY HIGH SCHOOL

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

**Athletics Office**

**Agenda Item:** High School Co-Curricular Handbook, Middle School Co-Curricular Handbook, Booster Club Handbook.

**Background Information:** Changes to the handbooks are noted in green and pinon the handbooks themselves. A summary of the changes are listed below:

- High School Co-Curricular Handbook
  - Participation fees updated (page 10).
  - Clarification on what activities need a physical (page 14).
  - Removal of language about amateur status. This is annually disclosed and signed off in the required WIAA bulletin as part of the athletic registration process (page 15).
  - Signing days information updated, due to the abolishment of the National Letter of Intent (page 29).
  
- Middle School Co-Curricular Handbook
  - Participation fees updated (page 7).
  
- Booster Club Handbook
  - Editorial changes only.
  
- Coaches Handbook
  - Addition of safety/weather-related resources.

**Administrative Recommendation:** To approve the handbook updates as presented.

**Board Action Requested:** The following motion would be in order: “Move to approve the High School Co-Curricular, Middle School Co-Curricular, and Booster Club handbooks as presented.”

**Fiscal Note:** There are no financial impacts related to this requested action.

2025-2026

DRAFT



**WAUNAKEE**  
COMMUNITY HIGH SCHOOL

**BOOSTER CLUB  
HANDBOOK**



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## **Dear Waunakee Community High School Supporter:**

Welcome to an exciting year of being a Waunakee Warrior! We are thrilled you have chosen to participate in athletics and our programming.

Waunakee Community School District provides a great learning environment for each and every student-athlete. As a member of the Badger Conference, we face and welcome great competition and high expectations of effort, achievement, and sportsmanship.

We hope this Booster Club handbook will provide you with guidance as you devote your time and resources to improving the experience for student-athletes, staff, and families involved in our programs. This handbook was designed to inform, educate, and guide you as a Booster Club, by addressing the rules, regulations, and information for participation in our Waunakee Community School District programming.

We partner with you and thank you for your dedication to our students, staff, and community.

Go Warriors!

Dr. Monica Kelsey-Brown, Superintendent  
Mr. Brian Borowski, High School Principal  
Mr. Nick Conrad, Athletic Director



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## SCHOOL DISTRICT MISSION AND VISION STATEMENT

### MISSION STATEMENT

“Committed to Children...Committed to Community...Committed to Excellence”

### VISION STATEMENT

The Waunakee Community School District is a collaborative learning community that works with students, staff, families, and the community to ensure that every student is ready for college and career; through a focus on data, research based best practices, and engagement with students to be active partners in their learning.

### EQUITY STATEMENT

The Waunakee Community School District embraces the differences among our students, staff, and families. We work to provide a safe environment with access to resources, opportunities, and instruction for all students to reach their full potential in the classroom and beyond. We strive to create a culture of dialogue, acceptance, and inclusion. We are committed to engaging all students so that they may thrive academically, socially, and emotionally in an ever-changing multicultural society.

### High School

Waunakee Community High School (9-12)  
301 Community Drive  
Waunakee, WI 53597  
Phone: (608) 849-2100

### Bethel Administration Office

905 Bethel Circle  
Waunakee, WI 53597  
Phone: (608) 849-2000



## BOOSTER CLUB ORGANIZATIONS AND WAUNAKEE COMMUNITY SCHOOL DISTRICT

Booster Clubs are organizations of parents, family members, caregivers, staff, and community members working together for the purpose of supporting our students and coaches of our programs/teams.

Booster Clubs are valued partners in supporting the co-curricular activities of our students. While the school district welcomes and encourages the interest, participation, and support of Booster Clubs, the District maintains control and management of the activities and athletics, including all rules, policies, and procedures.

The partnership, transparency and accountability between the school district and Booster Clubs is critical to maintaining thriving relationships while also adhering to local, state, and national requirements including District policy, WIAA requirements, Title IX compliance, and Internal Revenue Service (IRS) laws.

For all these reasons, Booster Clubs private management is adapted to District concerns and compliance requirements. We each have responsibilities to our students and our programs, but we share the same common purpose.

There will be **TWO** meetings annually of Booster Club members, coaches, and the Waunakee Community School District to strengthen our partnership, give ample time to answer questions, and provide opportunities for consistency and unity in our work. **Those dates are below and are held as virtual meetings.**

~~The 2024-2025 Booster Club meeting dates will be held in July 2024 and February 2025.~~

DATES TO REMEMBER	
Booster Meeting #1	July 23, 2025 <del>July 25, 2024</del>
Booster Meeting #2	February 4, 2025 <del>February 5, 2025</del>
Financial Report Form Due (FRF)	July 15, 2026 <del>July 15, 2025</del>



## SCHOOL BOARD POLICIES

School Board Policies are set for the educational goals of the entire school system and provide directives for administrators and other staff members and volunteers to follow while working towards the district's goals. The policies outline business procedures to allow for efficient operations of student activities and school operations.

It is expected that High School Booster Clubs follow all district purchasing and fiscal policies and procedures.

- A. General Booster Club - [881.1](#)  
The General Booster Club School Board policy includes information about gifts to the district, fundraising, and staff relations.
- B. Expense Reimbursement - [671.2](#)  
The Expense Reimbursement School Board policy includes information about the different rules and regulations of expense reimbursement, including meals, housing, parking, transportation, etc.  
*\*If you choose to manage your finances privately (see section VII), this School Board policy does not apply to your Booster Club organization.*
- C. Purchasing - [672](#)  
The Purchasing School Board policy includes information about general guidelines of district purchasing.  
*\*If you choose to manage your finances privately (see section VII), this School Board policy does not apply to your Booster Club organization.*
- D. Purchasing Approval - [672.1](#)  
The Purchasing School Board policy includes information about the bid process when making purchases based on purchase price.  
*\*If you choose to manage your finances privately (see section VII), this School Board policy does not apply to your Booster Club organization.*
- E. Bidding/Cooperative Purchasing - [Rule 672.1](#) and [672.3](#)  
The Bidding/Cooperative Purchasing School Board policy includes information about the procedures when obtaining formal bids and quotes and making sure we use cooperative purchasing, when available.  
*\*If you choose to manage your finances privately (see section VII), this School Board policy does not apply to your Booster Club organization.*



## FINANCIALS

The Waunakee Community School District Business Office is committed to supporting High School Booster Clubs. We strive to be as efficient as possible while maintaining consistency and transparency across all our programming.

### Business Office Directory and Contact Information

Steve Summers Executive Director of Operations	<a href="mailto:stevesummers@waunakee.k12.wi.us">stevesummers@waunakee.k12.wi.us</a>
Allie Newton Dye Director of Business Services	<a href="mailto:alexandranevton@waunakee.k12.wi.us">alexandranevton@waunakee.k12.wi.us</a> <a href="mailto:ndradye@waunakee.k12.wi.us">ndradye@waunakee.k12.wi.us</a>

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## Financials - School District Business Office

### Managing of Finances of Community Partners, including Booster Clubs (two options)

1. Manage Finances Through the School District<sup>1</sup>
  - Funds are accounted for in Fund 21, which is the gifts/donation fund for the school district.
  - Booster Clubs must follow all Waunakee Community School District School Board policies.
    - Fund 21 policies have more flexibility when it comes to topics like bidding requirements for purchases and gift card purchases.
  - Deposits, accounts payable, and payroll transactions are all processed by the school district.
  - There are no requirements of additional reporting to the IRS for the community organizations/Booster Club.
  - There is tax exempt status for all purchases and transactions.
2. Manage Finances Privately
  - Booster Clubs should be able to identify the Taxpayer Identification Number (TIN) connected to the bank account.
  - The bank account TIN should NOT be the Waunakee Community School District federal identification number or the social security number of a Booster Club member (former or present). The bank account TIN will have to be corrected if either scenario exists.
  - The Booster Club should have copies of the organizational paperwork that was filed originally to receive the Taxpayer Identification Number. If not, you can search for the document through the [Internal Revenue Services](#) (IRS).
  - The Booster Club should be aware of the specific type of organization that your Booster Club is.
    - An example includes IRS 501(c)(3) organization
  - The type of organization matters for compliance with state and federal regulations.
    - An example of annual reporting to the IRS is linked [here](#).
  - **Booster Club By-Laws**  
If your organization is opting to become a 501(c)(3), you will be required to submit Booster Club By-Laws to the Athletic Department. If you are in need of examples, please reach out to the Waunakee Community School District Business Office.

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<sup>1</sup> District management of Booster Club finances refers to serving as a repository of funds and performance of ministerial functions, as necessary. The District does not exercise discretion or judgment with respect to such funds apart from compliance with applicable laws and regulation.



## Financials - Reporting Transparency and Accountability

At the end of each fiscal year, Booster Club organizations are required to submit a copy of the Financial Reporting Form (FRF) (section 2 - template provided) to the Athletic Director. The Athletic Director will forward this information to the Business Office for the School District.

1. **Booster Club Guidelines**

This guideline document is School Board policy 881.1 regarding parent organization and Booster Clubs. The Booster Club must sign and return these guidelines to the Athletic Director's Office by July 30 of the District fiscal year (July 1 through the following June 30).

2. [Financial Reporting Form \(FRF\)](#)

Each Booster Club must submit their completed Financial Reporting Tool (FRF) to the school district Athletic Director's Office by July 15 of the District fiscal year.

The Business Office will provide the [Financial Reporting Form \(FRF\)](#) for each Booster Club for the upcoming school year. This will be emailed by the Athletics Office to the Head Coach/Booster Club representatives by September 1 of that respective year.

\*Please note. Booster Clubs may submit their own spreadsheets as long as all the information is included in the provided template above from the school district.

All financial records will be presented to the Board of Education (BOE) in August of the District fiscal year.

3. **Retention of Records**

In an effort to keep financial transparency, records are required to be kept for a set amount of time, per [Board of Education Policy 773-Exhibit](#), Records Retention Schedule.

- If the Booster Club manages their finances with the Waunakee Community School District, it is required to keep the current fiscal year + 6 years of documentation.
- If the Booster Club manages their finances privately, please refer to the guidelines required for your type of organization.
  - Organizations registered as a 501(c)(3) must maintain records and keep books to show that it complies with tax rules. Please reference this [website](#) for more information.



## Financials - Fundraising

Fundraisers must be approved and added to the document in the Athletics Office.

[Here is a link to the reporting and approval form.](#)

This document will be a resource each school year to have as a reference for programs to know what has been done regarding fundraising, what companies utilized, and offer suggestions and ideas on what has worked well for Booster Clubs/programs. We ask that similar fundraising efforts are not completed during the same season (for example: pizza products are not sold for two respective Booster Clubs during the same spring season). No fundraising is permitted without prior consent and clearance of the Athletics Office. All policies, procedures and local and state laws need to be followed regarding fundraising.

\*Please note! These fundraisers are not mandatory, but suggestions for the sport/Booster Club to raise monies for their programming.

1. 50/50 raffles
  - a. 50/50 raffles are a fundraising type activity.
  - b. All state laws must be followed.
  - c. [Raffle license](#) must be secured.
  - d. All raffles must be approved by the Athletics Office.
2. Raffles
  - a. All raffles are a fundraising type activity.
  - b. All state laws must be followed.
  - c. [Raffle license](#) must be secured.
  - d. Examples: [Girls Soccer](#) and [Boys Soccer](#)

3. Concessions

Booster Clubs must comply with the school district policy on the sale of food on school premises. There are no product restrictions or limitations on brands.

School Board Policy - [763](#)

Booster Clubs are one of the organizations that the District can authorize to operate the concession stands at sporting events in order to raise funds for their organization/Club.

4. Product Sales

School Board Policy- [374](#)

All product sales for fundraising must be a 50% profit margin for the organization, per School Board policy.

*\*The Business Office plans to review this policy with the School Board.*



5. Classmunity

Classmunity program is available to both Waunakee Community School District managed and privately managed organizations.

Classmunity website:

<https://www.classmunity.com/waunakeewi/view-fundraisers.php>

[School Board policy 881](#) defines the fundraising process.

6. Sponsorship

Sponsorships are a viable form of fundraising for Booster Clubs. All sponsorship requests must follow the [Board of Education Policy 851](#), Advertising in the School and [Board of Education Policy Exhibit 881.1](#), Parent Organization/Booster Club Relations and Information Guidelines.

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## Financials - Fees

### 1. Athletic/Co-Curricular Fees

Each student will be responsible for an Athletic/Co-Curricular Fee of ~~\$85~~<sup>\$75</sup> for participation in the programming. These fees are billed in Infinite Campus by the school district during athletic registration each season. These funds are managed and used by the Athletics Office.

~~These athletic fees will be posted by the Athletic Department to all students registered for the program.~~

### 2. Booster Club Fees

Booster Club Fees are separate from the school fees. These fees are set by the Booster Club and are billed independently from the school district. These funds are managed and used by the Booster Club. In no capacity should these fees take the place of fundraising and they should not be used to offset expenses related to facility improvements.

\*The [Student Financial Assistance Fund](#) will automatically cover Booster Club Fees, as well as school district athletic fees for students approved for Free and Reduced Lunch. The families will NOT need to make the Booster Clubs/Coaches aware of this payment. The Student Financial Assistance Fund will work with the Athletic Department when fees are due, etc. for payment. Please reference the Student Financial Assistance Fund resources (Booster Club Handbook, page 26).

It is very important that Booster Clubs communicate to their families that the Student Financial Assistance Fund is available for assistance, especially at the beginning of the season when families are required to pay/submit payment for Booster Club Fees or registering for a program.



## Financials - District Financial Support

1. All coaches' salary and benefits are paid for by the school district, per [Board of Education 370 Rule \(1\)](#), Co-Curricular Activity Size Limitations Coach/Player Ratios.
2. Supply Expense Budget  
Each sport will be allotted a minimum of \$1,500 of supply and expense budget per season. The Coach and the Booster Club will work together to decide what items will be purchased with this allotment. **A final list of supplies will be submitted by the head coach to the athletic department.**
3. Transportation  
The district shall fund the cost of school bus transportation to and from events. Booster Clubs may fund the difference between school bus transportation and Coach transportation, if approved by the Athletic Director.
4. Uniform Budget  
Each sport is included in a rotation for funds for new uniforms from the school district.

Please review the [following spreadsheet](#) to view the year that your program is eligible for funding from the school district. This allotment can be used for home/away uniforms, pinnies, etc. and is allocated every four years.

- Any cost above and beyond the dollars allotted would be the responsibility of the Booster Club.
- Booster Clubs wishing to purchase new uniforms in an off-year of when the school district allotment is offered would be at the expense of the Booster Club.
- All uniform purchases must be approved by the Athletic Department/Communications Office to follow the school district branding guidelines.



## Financials - District Provided Insurance

The district provided liability policy provides coverage for the following:

*Your past or present employees or elected or appointed officials while acting within the scope of their employment or authority, authorized volunteers while acting for you or on your behalf, including your students, and all commissions, agencies, boards, districts, authorities, PTAs, PTOs, Booster Clubs or similar entities when you retain the right to control the details of the work of these individuals or entities, except this insurance shall be excess of any insurance maintained by your past or present employees or elected or appointed officials, or authorized volunteers, including students for the ownership, maintenance, or use of any automobiles owned by the employee, official, volunteer, or student, regardless of whether such automobiles are also hired or borrowed by you.*

- This also applies to Family Teacher Organizations (FTO).

An example of an event outside of the control of the Waunakee Community School District is a clinic hosted by an athletic program in another venue/location offered to student-athletes on a regional/statewide basis.

Booster Club board members/leadership liability policies are not necessary if all activities of the organization are under the control of the Waunakee Community School District. Booster Club officers/directors liability policies should be considered if the organization conducts activities outside of the control of the Waunakee Community School District.

### Booster Club Provided Insurance <sup>2</sup>

Booster Clubs engaging in activity outside of the control of the Waunakee Community School District should purchase a liability policy for your organization through an insurance company. The school district purchases their insurance policies through Hub International in Waunakee.

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<sup>2</sup> The District encourages Booster Clubs to secure separate coverage, as well. Although the District does direct Booster Clubs on, e.g., compliance issues, the District does not generally retain control over the work of Booster Clubs or their individual members.



## TITLE IX REQUIREMENTS

The Waunakee Community School District is required to adhere to the Title IX requirements. These requirements are the basis behind many of the requirements the District has for the Booster Club organizations.

Please review [this document](#) that summarizes the requirements.

## TITLE IX NOTICE

The Board of the Waunakee Community School District does not discriminate on the basis of sex in its education program or activity and is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The District's Title IX Coordinator(s) is/are:

Director of Human Resources, Waunakee Community School District. 905 Bethel Circle, Waunakee, WI 53597

Brian Grabarski, 608.849.2000, ext. 8167 [briangrabarski@waunakee.k12.wi.us](mailto:briangrabarski@waunakee.k12.wi.us)

Director of Special Education, Waunakee Community School District. 905 Bethel Circle, Waunakee, WI 53597

Tiffany Loken, 608.849.2000, ext. 8268 [tiffanyloken@waunakee.k12.wi.us](mailto:tiffanyloken@waunakee.k12.wi.us)

Any inquiries about the application of Title IX and its implementing regulations to the District may be referred to the Title IX Coordinator(s), the Assistant Secretary for the U.S. Department of Education's Office for Civil Rights, or both.

The Board has adopted a grievance process and procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance process and procedures are included in Policy 413/513 Nondiscrimination on the Basis of Sex in Education Programs or Activities, which is available at: <https://www.waunakee.k12.wi.us/board/policies>

The grievance process and procedures specifically address how to report or file a complaint of sex discrimination, how to report or file a formal complaint of Sexual Harassment, and how the District will respond.



## SCHOOL DISTRICT BRANDING GUIDELINES

Waunakee Community School District plays an integral role and is a staple in our Waunakee community. During the 2021-2022 school year, the Board of Education approved a year-long process to create a district visual brand. This process included a wide selection of community stakeholders, including students, staff, Board of Education members, parents, community members, etc. to gather input.

Visual branding is an important facet of an organization's communication plan. To keep the integrity of the Waunakee Community School District and the district/high school visual brand, it is crucial to follow these guidelines when using visual elements. This will help strengthen our image, promote trust, and will allow us to represent ourselves as one team.

A brand includes our name, logo, and identifying elements including fonts, colors, and graphics. The logo is a visual representation that represents our brand.

The visual branding results enclosed in these district branding guidelines packages are relevant for the Waunakee Community High School brand and the spirit/athletic/co-curricular programs of our school district. The correct guidelines should be followed with what you are producing or sharing with the community to represent our brand. Certain criteria must be met, and any and all entities that use the logo are subject to review and approval by the Waunakee Community School District.

With our high school brand, it is important that the district communicates to the community with a consistent, solid, and professional manner.

If you are seeking the Waunakee Community School District and its logo or the Waunakee Community High Schools and its logo, please contact the Communications Department via email at [wcsd\\_communications@waunakee.k12.wi.us](mailto:wcsd_communications@waunakee.k12.wi.us).

[Waunakee Community School District Branding Guidelines](#)

[Waunakee Community High School Branding Guidelines](#)

[Color Reference Quick Sheet](#)



## School District Branding Guidelines - Additional Resources

### [Waunakee Community High School Google Slides Presentation](#)

The Google document will ask you to make a copy when clicking on the above link. The header and footer will not change. Delete the text, and use the document for yourself. It will automatically add to your Google drive.

Under layout in Google Slides Presentation, there are many different options for layouts of your slides. You can select the option that you'd like.

### [Waunakee Community School District Google Slides Presentation](#)

This Google document will ask you to make a copy when clicking on the above link. The header and footer will not change. Delete the text, and use the document for yourself. It will automatically save to your Google drive. This presentation is the Waunakee Community School District logo/brand.

### [Logos](#)

It is very important when downloading our school district logos, you follow the branding guidelines. The rules help maintain the integrity of the brand.

#### [WCHS Spirit/Shield Logo](#)

#### [WCHS Logo with Text \(Vertical\)](#)

#### [WCHS Logo with Text \(Horizontal\)](#)

#### [Waunakee Warriors \(Vertical\)](#)

#### [Waunakee Warriors \(Horizontal\)](#)

#### [Waunakee Warriors \(Text\)](#)

\*There are several versions of each logo, including file types. If you are in need of a specific file type for a vendor, social media, etc. please reach out to the Communications Department via email at [wcsd\\_communications@waunakee.k12.wi.us](mailto:wcsd_communications@waunakee.k12.wi.us).





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## FACILITIES

### 1. Facility Use by Community Organizations

Facilities within the Waunakee Community School District are available for Booster Clubs that are managed both by the school district and privately managed organizations.

Please visit our facility usage guidelines and procedures to reserve space or inquire about using our Waunakee Community School District facilities.

[School Board policy 830](#) defines the use of School Facilities.

Fees (if applicable) are approved each year in May by the School Board.

### 2. Scheduling Facility Use

Effective September of 2023, the Waunakee Community School District implemented a public-facing community scheduling software program. This software will allow community members, internal staff, etc. to schedule facility use within the school district. All requests for facility use will be inputted within this new system.

- If you have an event that you would like to reserve space for outside of the normal school day (Monday-Sunday), we ask that you complete a facility reservation.
- Once a request has been made, the Athletic Department will review the request and approve it, unless additional information is needed or a conflict occurs.

Reservations can be made here:

<http://events.dudesolutions.com/waunakeecsd/page/quickform>

### 3. Facility Enhancements

If your organization is interested in completing a facility enhancement, please reach out to the Business Office prior to the start of the discussions. School Board policy requires review and approval for any facility enhancements before a capital campaign or fundraising begins.



## CAMPS/CLINICS

Waunakee Community School District supports Booster Clubs and athletic programs offering opportunities for community youth camps and clinics to support our student athletes and their programs.

Effective for camps beginning in the 2023-2024 school year, all registrations and payment will be processed through the Waunakee Community School District via GoFan. All camp expenditures will be accounted for in the District's accounting system.

Facility use and fees may apply, depending on the nature of the camp.

Camp offerings for each summer are listed on the [District Athletics website](#). The website is updated in the spring of the year for all the offerings/registrations for the respective summer camps that year/summer.

Questions regarding camps/clinics, please contact the Athletics Office at (608) 849-2103.

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## COMMUNICATION

It is very important that Booster Clubs keep open communication with the school district and the Athletics Office, as well as with school district employees (coaches, volunteers, etc.)

- Communication with the Athletic Office
  - a. The head coach and Athletic Department are always the first points of contact with Booster Clubs, regardless of the request. If the request needs to be routed to a different department, the Athletic Office will route the request to the specific person.
- Communication with Coaches
  - a. All communication with a Booster Club and coach **must use** the school district provided email for a coach.
- Communication with Students
  - a. The Athletics Office has organized the program HUDL App for use for communication with coaches and student-athletes. The HUDL App will be required, and purchased by the Athletics Office. All athletic programs will have access to the basic package from the school district. Because the HUDL messaging app has changed in the past year, other apps may be more useful for communication. Examples of these apps include but are not limited to:
    - i. SportsYou
    - ii. BAND
    - iii. Remind
  - b. There are a variety of functions that organizations/sporting programs can utilize in addition to the basic package of communication with this tool. Any other or additional add-on features within HUDL is the responsibility of the Booster Club.
- Communication with Booster Clubs within our School District
  - a. Information must be updated yearly to reflect contact information of Booster Clubs. Document contains names, email addresses, social media accounts, etc. for each Booster Club.  
[Booster Club Database](#)
- Advertising Events Protocols
  - a. Listed on our [Community Events](#) page on the district website are guidelines for organizations wishing to distribute information through schools. Please follow the procedures carefully when submitting information.



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- b. All requests follow the [Board of Education Policy 851](#), Advertising in the School.
- c. Organizations wishing to advertise or distribute information on this community webpage need to follow these steps:
- Send your request along with a flier to [district\\_administrator@waunakee.k12.wi.us](mailto:district_administrator@waunakee.k12.wi.us).
  - PDF format clearly includes the start and end date of the event, as well as contact information for individuals with questions.
  - Once the request is reviewed by the District Administrator's office, the requestor will be notified if/how the submission will be posted.
  - If posted, the District Administrator's office will share the information with the Waunakee Community School District building offices.
- School District Communications Office
    - As a resource, the Communications office can be a tool that can help you with operations, communication, and advertising. Please reach out to the Communications Office (905 Bethel Circle, Waunakee) at 849.2000, ext. 8005.

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## STATE TOURNAMENT GUIDELINES

The Athletics Office has the following guidelines to share the expectations and support that the Waunakee Community School District provides to athletes and teams when they perform/compete at the state level.

[Athletic Department Guidelines](#)

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## SPECIAL EVENTS

The Athletics Office will have a sign-up each season for special event nights. Each Booster Club/Head Coach will be responsible for inputting the dates of all nights they will celebrate during their respective season.

[Sign-Up Document](#) (Fall, Winter, and Spring sports)

\*Please note! These special nights are not mandatory, but suggestions for the sport/Booster Club to honor and celebrate during their season.

1. Youth Night
2. Senior Night
  - Banners: Banner hanging and the take-down are the responsibility of the senior parents and Booster Club members. Please contact Jen Lockman ([jenlockman@waunakee.k12.wi.us](mailto:jenlockman@waunakee.k12.wi.us)) to schedule when you can hang the banners in the commons. You will need to provide your own zip ties.
  - For banners that will hang in the Fieldhouse for the Senior Night game, we ask that the Booster Club members use Gaffer's tape to protect the walls.
  - If you do not schedule with Jen before the season, the Athletics Office can't guarantee you will be able to display the banners in the commons.
  - Senior Programs
    - [Collecting Senior Information from Athletes](#)
3. Parents Night
4. Teacher Appreciation Night
  - Form Templates
    - [Collecting Teacher Choices from Athletes](#)
    - [Collecting RSVP from Staff Members](#)
5. End of the Year Banquet
  - End of the year banquets are planned and held by the Head Coach/Advisor in honor of the team's season. Many times, a Booster Club committee will help the coach with this process. It is recommended that all banquets are held on-site at the High School, but special permission will be granted if a program would like to hold the event off-site. This must be approved by the Athletic Director or High School Principal.
  - School Board Policy - [522.1](#)



All functions involving our students of the school district should be completely alcohol-free and drug-free.

- Awards

All awards will be ordered from the Athletics Office. Each sport will receive 3 awards, including small (5x7) plaques and the American Legion award.

Any additional awards beyond these will be at the expense of the Booster Club.

6. Additional Booster Club Activities and Resources

- Rosters

- [Rosters - Printable Template](#)
- [Roster Card Template](#)

- Away Game Food: Away game food is not required by the Booster Club program. Please note that when weather poses the threat of postponing a game, that decision may not come from the school(s) until 2:00pm on the day of a competition.

- Photography

- A yearbook photo must be submitted for each athletic program. In order for the yearbook to meet their deadlines, team photos of each level must be completed and uploaded in a timely manner.
- Please see the [team photo submission policy document](#) for complete information. The athletic department can also take care of photo uploading by emailing us the name of the team and including the photo.
- If you need assistance in setting up a team photo day, please contact the athletic office

- Volunteers

Volunteers are the heart of our programs.

- [Committee Chair Sign-Up Template](#)

- Websites

At this time, Booster Club websites will not be linked off the district website. Our offerings at the high school level will be listed, as well as an email address contact for each sport.

- Websites maintained by teams and/or Booster Clubs must:

- Follow district branding guidelines
- Be kept up-to-date



## SOCIAL MEDIA GUIDELINES

The Waunakee Community School District social media accounts are maintained by the Communications & Engagement Specialist to inform and engage the Waunakee Community School District and Community.

Social media posts occur at a minimum of once per day. Social media posts include, but are not limited to:

- Highlighted accomplishments of anyone within the Waunakee Community School District
- Relevant district information
- Emergency and non-emergency school closures, early dismissals, delayed openings
- Employment opportunities

District administrators, principals, department supervisors, teachers, coaches, booster club representatives, and club advisors are encouraged to submit pictures/text monthly to provide transparency and engagement for our school community.

All district-related social media accounts must comply with FERPA, Copyright Laws, uphold the safety and security of all students, staff, and focus on branding while maintaining a positive image for Waunakee Community School District.

We do not promote fundraisers on our district social media channels.

1. We ask that all athletic programs/Booster Clubs submit their social media pages to the Athletics Office. This helps us help you celebrate our student-athletes. Our main district social media accounts can reshare, like, comment, and engage with your programs.  
[Booster Club Contact Database + Social Media Pages](#)
2. We ask that all Booster Clubs/athletic programs submit stories, pictures, text, etc. to our district social media email address to promote on our district level social channels.  
You can email [social\\_media@waunakee.k12.wi.us](mailto:social_media@waunakee.k12.wi.us).
  - [Facebook](#)
  - [Instagram](#)
  - [Twitter](#)
  - [YouTube](#)
3. Social Media Best Practices for Booster Clubs
  - It is important to select the right avenue of social media account for your Booster Club. It is not possible and manageable to use every platform for your organization, but it is important to know what the Booster Club would like to get out of the social media presence and how you can use social media to benefit



your Booster Club. Choosing the right social media platform to reach your different audiences is very important, but taking the time to understand your target audience and where they prefer to spend their social media time is crucial for the success of your channels.

- Posts to social media should focus on promoting the team and it's players and coaches in a positive manner. Examples of posts that would be anticipated include, but are not limited to:
  - Photos, videos, posts of team events, games, activities, tournaments, camps, etc.
  - Game scores and highlights.
  - Upcoming team games and events.
  - Team and individual accomplishments, including awards, special recognition, etc.
  - Reposts or retweets mentioning the team in the media.
  - Posts should be objective
- Only positive and appropriate facts are to be posted. Perceptions and opinions should be avoided. Facts are to be simple, clear, and concise. Spelling, grammar, and punctuation should be correct.
- Branding and school district guidelines must be followed and used on all social media channels and communications.
- The following text needs to be included in the notes/About Me (Facebook) or BIO (Instagram and Twitter) section of the Booster Club social media accounts.
  - This account is run by the "Waunakee Booster Club", volunteer members of the Booster Club. It is **not** an official account of the Waunakee Community School District.
  - Commenting Guidelines are required/posted on all social media channels.
  - Account is not managed or created by a school district employee, coach, etc.
  - Account is managed by a Booster Club volunteer.
  - [Example](#)
- The standard is to avoid using names unless necessary on social media posts. If there is special recognition, then it may be appropriate to include the athlete's name. You do not need to worry about including names with your pictures, but you should always include a short description of what is happening in the photo.



- Additional Resources  
[Best Social Media Practices for Schools](#)

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## WARRIOR MEDIA

Warrior Media students create and produce livestream broadcasts for many of the home Waunakee Athletics events, as well as game-day photography, play-by-play, video board content, and social media updates (gameday and final score graphics).

Website: <https://www.waunakee.k12.wi.us/athleticsactivities/livestream#/>

Photography Website: <https://photos.warriormedia.org/>

Social Media Channels

- Instagram: [https://www.instagram.com/wm\\_whs/](https://www.instagram.com/wm_whs/)
- X (Twitter): [https://twitter.com/wm\\_whs](https://twitter.com/wm_whs)

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## PUBLIC RECORDS

Public Records Law - Wis. Stat. §§ 19.31 to 19.39

### School Board Policies

Policy 823 - Access to Public Records

Policy 823 Exhibit - Public Records Notice and Fee Schedule

Policy 823 Rule - Procedures for Handling Public Records Requests

The public records law “shall be construed in every instance with a presumption of complete public access, consistent with the conduct of government business. The denial of public access generally is contrary to the public interest, and only in an exceptional case may access be denied.”

The school district, as a governmental entity, has a legal responsibility to maintain records. Those records are the responsibility of the Records Custodian – in WCSD the superintendent is the custodian of records.

View [informational presentation](#) regarding Public Records and Requests.

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## STUDENT FINANCIAL ASSISTANCE FUND

The Student Financial Assistance Fund is committed to ensuring that all Waunakee Community School District students and families can participate in school activities and programs regardless of their ability to pay.

If you have questions regarding the Student Financial Assistance Fund or to learn more about the Fund, please contact Teri Reible at the district office via phone (608) 849-2000. If you need assistance in a language other than English, please call the district interpreter and translator at 608-849-2000 option 2.

- The Student Financial Assistance Fund statement should be included in all written communication shared with families. **It is very important that the text is copied and pasted into emails, texts, messages, etc. when sending emails to your families, especially at the beginning of the season when families are required to pay/submit payment for Booster Club Fees or registering for the program.**

Text to be included in your communications:

*The Waunakee Community School District is committed to ensuring that all students and families can participate in their school communities regardless of a family's financial situation and ability to pay. Scholarships or payment plans are available to any student who has been approved for the free/reduced meal program, and may be available to any student whose families have a financial need due to unique circumstances. Please contact your school building social worker to learn more about these opportunities. If you need assistance in a language other than English, please call the district interpreter and translator at 608-849-2000 option 2.*

- The Student Financial Assistance Fund will automatically cover Booster Club Fees, as well as school district athletic fees for students approved for Free and Reduced Lunch. The families will NOT need to make the Booster Clubs/Coaches aware of this payment. The Student Financial Assistance Fund will work with the Athletic Department when fees are due, etc. for payment.

Text to be included in your communications, as well:

*If you are approved with the Waunakee Community School District Free and Reduced Lunch program, your Booster Club Fees and Athletic Fees will be waived. You do NOT need to disclose this information to the Booster Club members. The Student Financial Assistance Fund will take care of this.*



- Additional Student Financial Assistance Fund Resources
  - [Presentation](#)
  - [Website](#)
  - [Classmunity Website](#) of the Student Financial Assistance Fund

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## BOOSTER CLUB BEST PRACTICES

The following best practices are highly recommended to minimize legal liability for any Booster Club organization:

- All Booster Club members must be made aware that no individual should personally benefit from the organization's activities, but be focused on the benefit of the students and the programming.
- Individual Booster Club members are not employed by the District and are not representatives of the District for purposes of this Policy. Consequently, Booster Clubs must be careful to avoid giving the imprimatur of the District.
- To avoid the appearance of an actual conflict of interest, a coach/advisor should not be part of any decision making/approvals that result in any financial benefit to the coach.
- All Booster Club members are expected to follow the same standards of conduct as District employees when chaperoning, sponsoring, or attending student activities.
- Use a general email (like Gmail) for all communication within the Booster Club organization. This way, when there is a change in leadership, the Booster Club will just need to update passwords and document access.
- The treasurer of the Booster Club should be working with the school district to keep the financial reporting tool up-to-date. Please reach out if you have questions or concerns. The Financial Reporting Form (FRF) will be submitted to the Athletic Office by July 15 of the District fiscal year.
- All meetings should be properly communicated and posted for all members of the organization. The notice should clearly state the date, time, and location of the meeting and items to be discussed. The Booster Club organization may use the school facilities for their meetings with proper prior approval through the Facilities Rental Process.
- No coercion (actual or implied) may be exercised in fundraising activities and no student or teacher is required to raise any particular minimum money or sell any minimum number of tickets, etc. There can be a recommended amount per athlete/student/family.



## ADDITIONAL RESOURCES FOR BOOSTER CLUBS

[Waunakee Community School District website](#)

Waunakee Community School District - [Athletics website](#)

[Internal Revenue Services](#)

[Waunakee Booster Club Contact List](#)

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## SIGNATURE OF ACKNOWLEDGE FOR BOOSTER CLUBS

Each Booster Club must acknowledge the Booster Club Handbook and submit in writing the action of reading/receiving the document. Failure to abide by this document may result in the ability to attend in future athletic events and participate as a Booster Club member.

This document must be submitted to the Athletics Office. This acknowledgement should be completed by digitally signing this Google Form: <https://forms.gle/9Fbv2bsJifusaXoAA>

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### DISCLAIMER

This handbook serves as a resource for Booster Club volunteers, members, coaches, students, and families in partnership with the Waunakee Community School District. It is meant to provide guidance and information related to supporting our student athletes within our athletic programs, but should not be viewed as a legally binding document.

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2025-2026



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**WAUNAKEE**  
COMMUNITY HIGH SCHOOL

**CO-CURRICULAR  
HANDBOOK - (HS)**



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## STATEMENT OF PHILOSOPHY

Co-curricular activities are an integral and valuable part of a student's high school experience, and Waunakee High School is committed to sponsoring a wide variety of such activities. Waunakee High School recognizes that participation in a co-curricular activity is a privilege offered to its students. While difficult to measure, the educational value of co-curricular participation is extensive. Students not only develop physical, mental, and social skills, but also positive values and attitudes that they will take with them into their adult life.

All organized activities in life – be they work, play, or school-related – place expectations upon participants. This handbook details these expectations as they pertain to all co-curricular participation at Waunakee High School. Participation in activities is a privilege earned, in part, by accepting and following the regulations contained in this co-curricular handbook.

The primary enforcement and responsibility of this code rests not only with the students, as they should be self-disciplined, but also with their parents/guardians. This policy will be enforced all twelve months of the year.

## HANDBOOK PURPOSE

The purpose of this handbook is to acquaint students and parents of students in co-curricular programs at Waunakee High School with the regulations and procedures of the WIAA and the Waunakee Community School District. It is very important that both the student and parent/guardian read and understand this handbook before signing the student pledge and parent/guardian permission section of the handbook.



## TITLE IX NOTICE

The Board of the Waunakee Community School District does not discriminate on the basis of sex in its education program or activity and is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The District's Title IX Coordinator(s) is/are:

Director of Human Resources, Waunakee Community School District. 905 Bethel Circle, Waunakee, WI 53597

Brian Grabarski, 608.849.2000, ext. 8167 [briangrabarski@waunakee.k12.wi.us](mailto:briangrabarski@waunakee.k12.wi.us)

Director of Special Education, Waunakee Community School District. 905 Bethel Circle, Waunakee, WI 53597

Tiffany Loken, 608.849.2000, ext. 8268 [tiffanyloken@waunakee.k12.wi.us](mailto:tiffanyloken@waunakee.k12.wi.us)

Any inquiries about the application of Title IX and its implementing regulations to the District may be referred to the Title IX Coordinator(s), the Assistant Secretary for the U.S. Department of Education's Office for Civil Rights, or both.

The Board has adopted a grievance process and procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance process and procedures are included in Policy 413/513 Nondiscrimination on the Basis of Sex in Education Programs or Activities, which is available at: <https://www.waunakee.k12.wi.us/board/policies>

The grievance process and procedures specifically address how to report or file a complaint of sex discrimination, how to report or file a formal complaint of Sexual Harassment, and how the District will respond.



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## DEFINITION - CO-CURRICULAR ACTIVITIES

Co-curricular activities at Waunakee Community High School are defined as those activities in which students serve, perform, or compete as representatives of Waunakee High School. All students who participate in the various categories of activities or any additions are required to abide by this co-curricular handbook.

## GOALS OF PROGRAM

Mere participation in co-curricular programs does not guarantee the following goals will be achieved. Students must participate in a manner so as to make the activity a beneficial influence in their lives. What the participant realizes from the activity depends on the positive effort s/he puts into it.

- To teach attitudes of responsibility and cooperation and to help students realize that participation in co- curricular activities is a privilege with accompanying responsibilities.
- To provide activities for learning self-discipline, loyalty, team play, personal pride, pride in the organization, respect for the rights of others, and the will to be successful.
- To provide the opportunity and to encourage all students to participate in order to meet the healthy need for competition, which is a basic American tradition.
- To encourage all students who participate in co-curricular activities to reach new potential(s).
- To provide a “whole school” interest and activities for which all students may rally around to develop school spirit and commitment.
- To place the unit, team, class, squad, and school above personal desires.



## PARTICIPANT RESPONSIBILITIES

Participation in co-curricular activities is a privilege. The opportunity to present oneself to the public, and represent one's family and school should not be taken lightly. This privilege is extended to all students who meet school requirements and are willing to assume the following responsibilities:

- Be a credit to yourself, your parents/guardians, your school, and community.
- Demonstrate high standards of social behavior.
- Demonstrate respect for, and acceptance of the rules of competition.
- Demonstrate respect for those in authority, including advisors, coaches, teachers, and officials.
- Display a strong spirit of cooperation.
- Use language that is socially acceptable and not offensive to others.
- Be considerate of all others you interact with.
- All members of co-curricular activities will be neatly dressed and well-groomed while representing Waunakee Community Middle School.
- Student-athletes have a responsibility to be role models to other students and younger Children.
- All members of co-curricular groups are expected to display high standards of social behavior, (IE: Lawful Behavior), outstanding sportsmanship and proper respect for those in authority in school and within the community as a participant or spectator.



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## DISCRIMINATION

No person (meaning K-12 student) may be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational, or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Please see contact information above located under ADA Accommodations.

### STATEMENT OF NON-DISCRIMINATION

The Waunakee Community School District is committed to a policy of non-discrimination on the basis of age, race, creed, color, handicap, marital status, sex, national origin, ancestry, arrest record, conviction record, membership in the national guard, state defense force or any reserve component of the military forces of the United States or this state or nonuse of lawful products off the employer's premises during non-working hours or any other factor provided for by state and federal laws and regulations. This policy will prevail in all matters concerning staff, students, the public, educational programs and services and individuals with whom the Board does business. In keeping with state and federal law, the Waunakee Community School District shall strive to remove any vestige of discrimination in employment, assignment and promotion of personnel; in educational opportunities and services offered students, in their assignment to schools and classes and in their discipline; in the location and use of facilities; and, in educational offerings and materials. WCSD has designated Lisa Jondle, Director of Student Services and Brian Grabarski, Director of Human Resources as Title IX Coordinators for the District. Staff related concerns should be directed to Brian Grabarski, Director of Human Resources. Student related concerns should be directed to Lisa Jondle, Director of Student Services. Please see contact information above located under ADA Accommodations.



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## GENERAL PROGRAM INFORMATION

Co-Curricular Consent Form and Consent for Emergency Medical Treatment Form  
Students and parents are required to read, sign, and submit the Co-Curricular Consent Form and the Consent for Emergency Medical Treatment Form prior to participating in co-curricular events. Prior to each season, both athletes and parents must be provided with the Wisconsin Fact Sheet on Concussions and sign the agreement form. These forms will be kept within the Infinite Campus Athletic Registration servers. Athletic registration will be completed each season (fall, winter, spring) in order to have the most up-to-date concussion and health information for students.

### JOINING OR RE-JOINING A TEAM

After tryouts and team rosters are submitted to the Athletic Office students will not be allowed to join a team. Generally speaking this is the first Friday of the sports season. Accommodations may be made for students who are new to the district or have moved to the district after sport season has started. Also, a student-athlete that does NOT finish a sports season “in good standing with the team” (see definition on page 24) must meet with the head coach prior to the start of the next season to receive permission to rejoin the team in the following season.

### WIAA IN-SEASON NON-COMPETITION RULES

During their particular high school season Waunakee Student-Athletes are not allowed to compete in non-school sponsored competitions in that same sport (i.e.: Wrestler competing in a tournament that is not part of the high school’s schedule) Waunakee Activities Department will consider exemptions on a case- by-case basis for exceptional athletes.

The Activities Department reserves the right to deny a request if nature or timing of the event would cause an undue burden on the high school team, such as but not limited to conflicting with conference events, playoffs, and/or granting the exemption would violate WIAA Bylaws regulating participation and competition.



## PARTICIPATION CATEGORIES

There are three categories for co-curricular participation: A, B, & C. Each category is outlined below. The various sections identified under each category outline specific expectations for each category and are described in detail after this listing.

### **Category A - Competes**

Follows Sections 1, 2, 3, 4 of the Co-Curricular Code

All WIAA Athletics, Dance, Equestrian, Cheer, Mountain Bike, Ski, Snowboard, Forensics, One-Act, Musical, & School Play

### **Category B - Performs**

Follows Sections 1, 2, 3 of the Co-Curricular Code

Jazz Ensemble/Combo, Pep Band, Special Music Groups, A Capella Singers, Fiddle Band, Chamber Orchestra, Vocal Jazz, Madrigal, Solo-Ensemble, Men's Choir, Math Team, Mock Trial, & NACL

### **Category C - Service**

Follows Sections 1 & 2 of the Co-Curricular Code

Above the Influence (ATI) Art Club Aviation Club Badminton Club Best Buddies Black Student Union (BSU) Bowling Club Chess Club Chinese Club Class Officers Computer Science Club Debate Team DECA Drama Club/Thespians Dreamers/Soñadores ECO (Environmentally Compassionate Organization)	Law Club Leo Club Manga and Anime Club Math Team Mindfulness Club Mock Trial Model UN Mountain Biking Team National Alliance on Mental Illness (NAMI): National Art Honor Society (NAHS) National Honor Society (NHS) Non-Athletic Competition League (NACL or "Salt") Pay It Forward (PIF) Poetry Club Principal's Council Purple Sage
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<p>E-Sports FFA Organization (FFA) Family, Career, and Community Leaders of America (FCCLA) Fellowship of Christian Athletes (FCA) Fishing Club Forensics French Club Friends of Schmidt's Woods Future Business Leaders of America (FBLA) Future Educators Club Future Problem Solvers (FPS) Genders and Sexualities Alliance (GSA) Global Dance and Fitness GROW (formerly Garden of Dreams) HOSA Future Health Professionals: Insight into Science, Engineering, and Medical Professions: Justice League Knitting Klub</p>	<p>Relay for Life Science Club Science Olympiad Sheepshead Club SkillsUSA Organization Spanish Club Spanish Honor Society (Sociedad Honoraria Hispánica) Student Book Club Student Council Students Modeling A Research Topic (SMART): Table Tennis Club Thespian Troupe Wisconsin Civics Games Yearbook Yosemite National Park Trip Young Conservatives Yoga and Meditation Young Progressive</p>
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## PARTICIPATION FEES

Paid by participants in Category A only. These fees are paid when completing the activity selection process on Infinite Campus for each sport/activity in which a student participates. ~~\$8575~~/Activity with a maximum of ~~\$255225~~ per student. Football will have an additional ~~\$5035~~ equipment fee. ~~Golf participants have a \$20 course fee.~~ Refunds will only be provided if a student has been cut during the tryout process. Refunds will be placed in the student's lunch account or a request for a refund can be made to the athletic office.

Note: Students eligible for free/reduced priced meals are not charged any school district fees.

## PARTICIPATION INSURANCE

Waunakee Community School District provides accident coverage for all students. Only accidents that occur in school sponsored and supervised activities EXCLUDING participants in interscholastic sports are covered. A voluntary, parent paid insurance program is available that INCLUDES participants in interscholastic sports. If interested, please contact the WCSD Athletic Office at (608) 849-2103.



## EXPECTATIONS

### **Section 1 – School Behavior**

Applies to ALL Categories (A, B, & C)

Student participants are expected to meet the expectation for school behavior described in the Waunakee High School Student Handbook and Board of Education Policies.

All students suspended out of school during a season of activity will be ineligible to participate in practices, performances, competitions, or activities during the period of suspension. In addition, if the student does not miss a game, performance, event or activity during the suspension the student will miss the next scheduled competition, performance, event or activity.

Out of school suspensions that end on Friday, the student will be eligible to play on Saturday. If the out of school suspension is carried over until Monday, the student will be ineligible to participate on Saturday.

Participants are urged to do their best in the classroom. Strive to get the highest grades possible and display a common service attitude in their conduct throughout the school and community.

### **Section 2 – Attendance (School, Practices, and Events)**

Applies to ALL Categories (A, B, C)

When Waunakee Schools are closed due to inclement weather or other emergency, all co-curricular practices and contests are also canceled or postponed to a later date. Saturday events will be determined by the Principal, Activities Director and the Transportation Supervisor with input from the other school(s) involved.

All practice sessions will be made on time unless there is some valid reasonable excuse for missing. For unexcused absences disciplinary action will be administered by the coach/director. Students who need academic help after school WILL NOT be penalized if they contact the coach beforehand or present a pass from the instructor when arriving late to practice.

In order to practice or participate, a participant must be in attendance at school by 11:55 am and maintain attendance in all of their scheduled classes through the remainder of the school day at the high school. If a participant cannot be in school for reasons other than illness, the absence must be pre-planned and approved by the principal, athletic director, or assistant principal at least one day prior for the participant to practice or participate that day. We ask the cooperation of parents to see that students miss as little as possible.



Seniors with 18 year old sign-out privileges must be in attendance at school by 11:55 am to practice or participate in a game, match or meet.

There will be no practices held at the high school on Wednesdays after 6:30pm. Special practice needs shall be given consideration by the Activities Director and/or Superintendent.

No practice will be started or held without a qualified coach/director being present. No school facilities and/or equipment will be used by group members without a coach/director being present.

SKIPPING A CLASS, STUDY HALL OR SCHOOL DURING A SEASON OF ACTIVITY WILL CAUSE THE STUDENT/ATHLETE TO MISS THE NEXT SCHEDULED CO-CURRICULAR EVENT (ONE CONTEST) THAT HE/SHE WOULD PARTICIPATE IN.

### **Transportation**

Each student must ride and return from practices, contests, performances, events with their team/group unless proper arrangements are made before leaving on the trip.

Such excuses can only be obtained by providing the following:

1. Completion of the WCS D Student Transportation Agreement must be completed during the registration process on Infinite Campus. This allows a student to transport themselves to a practice/contest.
2. An online submission request to the coach/advisor using the Alternate Transportation Google Form should be submitted if the student is not traveling to/from a contest with the team. Preferable, at least one day in advance.
3. The parents must pick up the student in the presence of the coach/advisor.



### **Section 3 – Academic Eligibility Applies to Categories A & B**

By WIAA Rule, a student-athlete must meet school and DPI requirements defining a full-time student and have received no more than one failing grade (including incompletes) in the most recent school issued grade reporting period.

Note: Some member schools adopt code and academic policies and other participation requirements which are more stringent than WIAA minimum requirements. In those instances the school requirements prevail and must be applied as written.

A student who is carrying six academic subjects may receive an “F” grade and will still be eligible if he/she has a “C” grade to compensate for the failure. However, if a student with six academic subjects receives two or more failures, he/she will be ruled ineligible for competition for the next nine-week grade reporting period.

- A student who is declared scholastically ineligible for co- curricular participation may regain probationary eligibility after a period of 15 school days and is doing passing work in all classes. Passing academic achievement will be determined by individual classroom teachers through reports filed with the high school athletic director the week prior to the student becoming eligible. A week of eligibility will be lost by the student/athlete if any of his/her teachers report failing grades. The student must have each of his/her teachers check and sign the form and the student must return the form to the athletic director’s office. The student may practice during the ineligibility period with the approval of his/her parents and coach/director.
- The student must have each of his/her teachers check and sign the form and the student must return the form to the activities director’s office.
- The student may practice during the ineligibility period. Eligibility will be determined by the FIRST and THIRD quarter 9 week progress reports. Semester grades will be used during the SECOND and FOURTH grading periods to determine eligibility.
- Summer school can be used to make-up eligibility.
- An Incomplete “I” is considered a failing mark until all work is completed and a grade is issued to replace the “I”.

Note: Incoming Freshman who received a failing grade during the fourth quarter are ineligible for the first three weeks of any fall co- curricular activity in 9th grade.



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## **Section 4 – Conduct Code Applies to Category A**

### **Physical Exam Requirement**

A student may not participate in interscholastic athletics (practice or competition) until the school has a W.I.A.A. Examination or Alternate Year Permit Card that attests to the student's physical fitness (as determined by a licensed physician). **Forensics, One-Act, Musical, and the School Play participants are exempt from the physical requirement.**

A physical examination taken April 1 and thereafter is valid for the following two school years; a physical examination taken before April 1 is only valid for the remainder of that school year and the following school year.

The student may get a W.I.A.A. Physical Examination Permit card from a coach or the activity director's office.

Complete the physical exam and return the card to the athletic office with all of the information properly filled in and signed by your parent or guardian.



## ATHLETIC CODE REQUIREMENTS

A student may not participate (Practice or competition) until a signed co-curricular code is on file in the office every school year. \*NOTE: Once a code has been signed it is enforceable and valid until the student graduates.

### CONCUSSION AGREEMENT

Students & parents must, on an annual basis, receive the Wisconsin Fact Sheet on Concussions and sign the Parent & Athlete Agreement form.

### AGE

A student shall be ineligible for interscholastic competition if he/she reaches his/her 19th birthday before August 1 of any given school year.

### EARLY GRADUATION

Any student that graduates early is NOT eligible to participate in Category A activities that begin after the student has graduated. Students who graduate at the end of the 1st semester of a school year will be permitted to complete their season with the team, except when the rules of the governing body prohibit such participation. For example: Per WIAA regulations a student that graduates at the end of 1st semester is ineligible to participate in WIAA sponsored sports after the last bell of the last day of the 1st semester. (WIAA Rules of Eligibility Art V, Section 1, A8, A9)

### ~~AMATEUR STATUS ¶~~

~~¶~~

~~WIAA RULE: A student athlete must be an amateur in all recognized sports of his association in order to compete in any WIAA sport.¶~~

~~¶~~

~~A student athlete may not accept, receive or direct to another, reimbursement in any form of cash or merchandise such as shirts, jackets, sweaters, sweatshirts, jerseys, warm-ups, equipment, balls, duffle bags, backpacks, watches, rings, billfolds, coupons, gift certificates, regardless of their value for athletic accomplishments, such as being on a winning team, being selected for the school varsity team, or being a place winner in an individual tournament, e.g.¶~~

~~¶~~



¶

~~A student athlete may receive awards for school achievement which are symbolic (non-utilitarian) in nature – badges, certificates, trophies, medals, banners, ribbons, pictures, plaques, event t-shirts, event hats, game balls, unattached emblems, letters, season highlight DVD or video, e.g.~~¶

¶

~~A student athlete may not receive compensation or benefit, directly or indirectly, for the use of name, picture, and/or personal appearance, as an athlete. This includes receiving free and/or reduced rates on equipment, apparel, camps/clinics/instruction and competitive opportunities that are not identical for all other participants.~~¶

¶

~~A student athlete may not be identified (with or without permission) as an athlete, provide endorsement as an athlete or appear as an athlete in the promotion of a commercial/advertisement and/or profit-making event, item, plan or service.~~¶

¶

~~A student athlete may not participate in school athletics or in sports activities outside the school under a name other than his/her own name.~~¶

¶

¶

#### **USE OF STUDENT NAME & IMAGE**¶

¶

~~The participation of students in extracurricular activities will result in the use of students' image, name, likeness, in programs, news releases, posters, and promotions. By participating in high school activities you agree to allow WCSD, WIAA, and any other governing bodies to use your image, name, and likeness in programs, broadcasts, and any and all promotion of events and programs.~~¶



## WAUNAKEE COMMUNITY HIGH SCHOOL CODE OF CONDUCT

Top performances come from those individuals who prepare themselves mentally and physically to the best of their ability. It is reasonable to assume that each student should take care of his/her body in such a manner that would enhance peak performance at all times. It has been substantially documented medically that certain substances (i.e. Alcohol, tobacco, controlled substances, street drugs, and performance enhancing substances) can be detrimental to your health and performance. Abstinence from these substances along with proper rest, diet and the observance of good health practices can enhance the mental and physical performance of all individuals.

Adherence to this code of conduct is a matter of self-discipline and is the responsibility of the students and their parent(s)/guardian(s) on a **year-round (12 month) basis**. Students are required to follow this code while enrolled at Waunakee Community High School whether in-season or out-of-season.

The Athletic Director will determine all alleged conduct code violations. A penalty is not considered served if a student does not complete the season in good standing. A student may serve their penalty while injured as long as they finish the season in good standing. Removal from or quitting the team is not considered in good standing. The Athletic Director will use all available sources for evidence including social networks (i.e., internet) to determine a code violation. Anonymous letters will not be a source of evidence when considering a code of conduct violation. If a code violation occurs during a WIAA tournament, the athlete will be disqualified from participation for the remainder of the total tournament series in that sport.

During the period of the suspension for a first or second violation, the student is allowed to practice with the team or group, but they may not participate in a game, contest, or performance. However, the student must be with the team or group during the event and travel to the event. They may not participate or be in uniform.

Examples of code violations include but are not limited to:

- Substance Abuse
- Expulsions
- Suspensions
- Incarceration & Legal Sanction
- Conduct - Public & Online Representation



**Student Code Violations include all of the following, but are not limited to:**

- Any student using or possessing alcohol or tobacco or using, possessing, buying or selling illegal controlled substances (street drugs, and performance enhancing substances).
- Any student who provides, buys or sells either alcohol, non-alcohol “look alike” or malt beverages, and/or a controlled substance including “look alike” drugs, tobacco products. This will include any chemicals ingested to produce an altered state of mind (including but not limited to: Delta 8). This shall include e- cigarettes, vaporizers, juuls, or any other products containing or products used to deliver nicotine, tobacco, or other chemicals.
- Participating in hazing activities.
- Conduct themselves in a manner in and/or out of school, which brings discredit to themselves, the parents, and the school or to the team or athletic/activity group.
  - Examples of this may include, but are not limited to: Shoplifting, inappropriate use of social media, theft, lewd and/or explicit photographs or images, harassment, etc.

**Substance Abuse**

Any student using or possessing alcohol or tobacco or using, possessing, buying or selling illegal controlled substances (street drugs, and performance enhancing substances) shall be suspended from participation in co-curricular activities. Any student, unsupervised by their parent or legal guardian, present where alcohol and/or drugs are being served/consumed to underage individuals, that does not leave in a reasonable amount of time (10-15 minutes), will be subject to the penalties stated under Co-curricular Code violations.

\*This rule is to be in effect and enforced for twelve months of the year.

**First Violation**

Restriction from co-curricular participation (competition) for a period of 33.3% of the participating student’s co-curricular contests which the violating student would choose to participate in for one season (fall, winter or spring). If the student is not involved in any co-curricular activities at the time of the violation the penalty will apply to the next season of participation.

Note: WIAA regulations require a minimum penalty in the next WIAA sport if a student is not involved in a WIAA sport at the time of the violation. A student could not serve the entire penalty in a non-athletic activity or a non-WIAA sport/activity during one season and participate in a WIAA sport another season without a one game/event penalty being imposed in



the next WIAA sport season.

If a student is found to be in violation of the co-curricular code and agrees to complete an AODA/Tobacco assessment and to follow the assessment recommendations, there shall be a 20% suspension for each co-curricular activity, the next season of participation. If a student fails to complete the assessment or follow the recommendations of the assessment then he/she shall serve the 33.3% suspension as outlined above.

### **Second Violation**

Suspension from co-curricular participation (practice and competition) for one full calendar year from the date on which the penalty for the co-curricular code violation was implemented by administrative action.

If a student is found to have violated the co-curricular code a second time and agrees to complete an AODA/Tobacco assessment, and to follow through with the assessment recommendations, his/her period of suspension will be reduced to 33.3% of each co-curricular activity the student participates in for one calendar year from the date on which the penalty for the co-curricular code violation was implemented by administrative action. If a student fails to complete the AODA/Tobacco assessment or fails to follow the recommendations of the assessment he/she will be suspended from co-curricular participation for one full calendar year from the date the penalty for violation of the co-curricular code is implemented by administrative action.

### **Third Violation**

If a student is found to have violated the co-curricular code for a third time, the student will be indefinitely suspended from participation (practice and competition) in co-curricular activities for the duration of their high school career. However, after one full calendar year from the date the penalty for the co-curricular code violation was implemented by administrative action the student may appeal to the high school principal for reinstatement of their co-curricular eligibility. The request for reinstatement will be considered if the student can provide evidence that he/she followed the co-curricular code guidelines during the year they were suspended from co-curricular participation. The Principal will make the determination of reinstatement after a third violation.

A violation of the co-curricular code after reinstatement will result in permanent suspension of participation in co-curricular activities.



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*\*Effective March 25th, 2016, the Wisconsin Sexual Assault Victim Amnesty Law is applied to Waunakee Co-curricular Code*

**(NOTE:** Nothing in this policy shall prohibit or limit the application of the District's or the WIAA regular student disciplinary rules and regulations to the student participants. The provisions of this policy are considered an addition to all other rules and regulations governing student conduct and discipline.)

### **LOOK-ALIKE SUBSTANCES, PRODUCTS & OTHER ITEMS**

Any student who provides, buys or sells either alcohol, non-alcohol "look alike" or malt beverages, and/or a controlled substance including "look alike" drugs, tobacco products, will be subject to the sanctions stipulated in the violation sections of the co-curricular code. This will include any chemicals ingested to produce an altered state of mind (including but not limited to: Delta 8). This shall include e- cigarettes, vaporizers, juuls, or any other products containing or products used to deliver nicotine, tobacco, or other chemicals.

### **EXPULSIONS**

Any student expelled by the school is ineligible to practice or compete in co-curricular activities during the period of expulsion.

### **SUSPENSION**

Any student suspended in or out of school is ineligible to participate during the suspended time. All students suspended out of school during a season of activity will be ineligible to participate in practices, performances, competitions, or activities during the period of suspension. In addition, if the student does not miss a game, performance, event or activity during the suspension the student will miss the next scheduled competition, performance, event or activity.

### **INCARCERATION & LEGAL SANCTION**

A student who is charged/cited for serious unlawful activities (felonies) will be suspended indefinitely until such time that the outcome of the case is decided. For the purposes of the Co-curricular handbook a student will be considered 'charged' when law enforcement has made their recommendation to the district/county attorney.

A student who is released from incarceration (under the Huber Law or through an electronic monitoring program or any other legally related program that releases a student from incarceration to attend school) may not participate in co-curricular activities.



When a student is released from his/her incarceration, he/she will not be eligible to participate in co-curricular activity for a full calendar year from the date of their conviction.

A student who is charged/sited for unlawful activities of a less serious nature (misdemeanors) will be, in each individual case, subject to the sanctions stipulated in the 1st violations section of the co-curricular code. (This excludes traffic violations). If a student participates in an educational program with a police liaison officer, the penalty will be reduced according to the 1st violation section of the co-curricular code.

Waunakee Community School District reserves the right to random drug test.

### **CONDUCT - PUBLIC AND ONLINE REPRESENTATION**

The District reminds students that participation in sports/activities covered by this Code is a privilege, not a right. Consequently, the District reserves the right to require compliance with this Code and to expect appropriate behavior on the part of its student-athletes at all times. However, the District recognizes that student-athletes retain certain rights to speech and expression and, accordingly, will interpret and apply this rule so as not to interfere with conduct that is protected by law.

The same rules of appropriate, respectful behavior which apply to Waunakee High School Student-athletes, also applies to online environments such as Twitter, Facebook, YouTube, Instagram, message boards, and any other social media sites. WHS student-athletes are to conduct themselves in a manner that is representative of their pride and respect for themselves, their families, their school, and their community at all times, whether in person or online.

Unacceptable behavior includes, but is not limited to: indecent language, racism, sexism, homophobia, indecent pictures or videos, bullying, trash talking, and criticism of opponents, coaches, teammates, or game officials. Student-athletes who re-post inappropriate material originally written by others are subject to the same consequences as if they had posted it themselves. Student-athletes who fail to meet this expectation and who violate the code of conduct online are subject to the same consequences as if they did them in person.



## DRUG TESTS

The Waunakee Community School District has a strong and long-standing commitment to discouraging and preventing the use of illegal drugs and alcohol among its student population. The School District recognizes that the problem of illegal drug and alcohol abuse presents a continuing challenge in its schools and a clear danger to the student population. Students, by virtue of their voluntary decision to pursue co/extracurricular opportunities, and because of their position as leaders and role models in the school community, have a heightened responsibility to be drug and alcohol free. Consistent with these principles and in accordance with the guidance of the United States Supreme Court, it is the policy of the Waunakee Board of Education to help “prevent students involved in co-curricular activities from using drugs, to protect their health and safety, and to provide drug users with assistance programs.” See *Verona School Dist.47 Jv Acton*, 115 S.Ct.2386 (1995). Accordingly, the board directs the District Administrator to implement and conduct a program of random drug testing of student “participants” meaning those involved in co/extracurricular activities.

Guidelines for random drug testing of student “participants” are set forth in administrative rule. More specific procedures, necessary to implement these Guidelines, may be developed by the District Administrator or designee. This Policy and Procedures shall be overseen and implemented by the District Administrator or designee.

Adopted: June 2000 Waunakee Community School District

### **Random Drug Test Definitions**

Student Participant: Any student who is trying out for or participating in any school-sponsored co or extracurricular activity, as outlined in the student handbook.

Alcohol: Any liquor, wine, beer, or other drink containing alcohol.

Drugs: Phencyclidine (PCP), marijuana (THC), cocaine, methamphetamine, morphine, alcohol, nicotine, and anabolic steroids, except when taken pursuant to a legal prescription issued and any other substance determined by the United States Department of Transportation to be a controlled substance.

Positive Results: A test result which indicates the presence of illegal drugs or alcohol.

Administrative Failure: Is a failure to follow the drug testing procedures in an effort to deceive or pass the random drug test. This would include all/any attempts to provide a false sample, assist in providing a false sample, or in any other manner refuse to or not comply with the testing



procedures. An administrative failure will be treated the same as a failed drug test and the appropriate co-curricular penalties will be applied.

#### ADMINISTRATIVE FAILURE EXAMPLES

- A student who is present at school and has been selected for the random drug test but refuses to provide a sample.
- A student provides a false and/or diluted sample.
- A student requests/attempts to pass off someone else's urine as his/her own.
- A student attempts or provides a clean sample to a student that has not been selected for the random drug test.
- 

\*This list should not be construed to be a complete list and if events or circumstances indicate that a test has been falsified or that an attempt to falsify a test has occurred. School administration will apply co-curricular penalties in the same manner as a failed test.

#### CONSENT FORM

Students signing up for co/extracurricular activities shall be given a consent form, the execution of which by the student and, if the student is a minor, his/her parents/guardians, constitutes express permission and agreement that the student will submit to periodic random drug testing. Signing the consent form, and adherence to its conditions thereafter, shall be a condition of participation in the co/extracurricular activity.

#### RANDOM SELECTION OF STUDENTS FOR DRUG TESTING

Each student participant shall be assigned a number by the District Administrator or his or her designee.

Random draws will be done by the drug screen technician. Random selection of numbers will not occur on the same day each week. A designated number of participants will be determined at the beginning of each quarter.

#### NOTIFICATIONS OF STUDENTS COLLECTED

Students selected to be tested will be called to the office. If a student participant has not been tested by the end of the test day, the District Administrator or designee will determine if the participant is absent from school. If the absence is due to truancy, the student participant will be ineligible for participation, practice, or competition/performance until the next testing date and then will automatically be tested on that date. If the absence is excused, the student participant will remain eligible for participation, practice, and competition/performance but will automatically



be tested the next date. If a student participant has a second excused absence, he or she will then be declared ineligible until the next test date at which time the student participant will be tested. Ineligibility may be waived upon review by the building and/or district administrator.

## TESTING PROCEDURES

A licensed medical facility selected by the District Administrator shall take every reasonable precaution to collect an unadulterated specimen during the collection process and will provide an accurate chain of custody for each and every specimen. Student participants submitting an adulterated specimen will be re-tested, at the expense of the student or his/her parents or legal guardians, in an observed setting.

## TESTING NEGATIVE

The medical review officer will contact the District Administrator or designee within two (2) days of the testing date if results are negative. The parents or legal guardians of a student participant who tests negative will be notified by mail within three (3) days of the district's receipt of the information.

## TESTING POSITIVE

The medical review officer will contact the District Administrator or designee within four (4) days of the testing date if the results are positive. The parents or legal guardians of a student participant who tests positive will be notified within twenty-four (24) hours of the district's receipt of the information. The student/athlete immediately becomes ineligible for participation in the student activity.

## RE-TESTING

The student participant will have an opportunity within twenty-four (24) hours of the notification of the first positive test results to have the specimen re-tested in the certified facility of the family's choice and at its expense. The District Administrator or his or her designee may consult with medical professionals to evaluate the results of the re-test, taking into consideration any evidence offered by the student. Should the re-test confirm a positive result, and there is not a satisfactory explanation for the positive results, all conditions set forth in Section VIII and XI will apply.

## CONSEQUENCES

In the event of a positive test...

### First Violation



Restriction from co-curricular participation (competition/performance) for a period of 33.3% of the participating student's co-curricular competitions/performances which the violating student would choose to participate in for one season (fall, winter or spring). If the student is not involved in any co-curricular activities at the time of the violation the penalty will apply to the next season of participation. Note: WIAA regulations require a minimum penalty in the next sport if a student is not involved in a sport at the time of the violation. A student could not serve a penalty in a non-athletic event in the fall and participate in a winter athletic activity without the penalty being imposed in that winter sport.

If a student is found to be in violation of the co-curricular code and agrees to complete an AODA/Tobacco assessment and to follow the assessment recommendations, there shall be a 20% suspension for each co-curricular activity, the next season of participation. If a student fails to complete the assessment or follow the recommendations of the assessment then he/she shall serve the 33.3% suspension as outlined above.

A second confirmed positive test will result in...

### **Second Violation**

Suspension from co-curricular participation (practice and competition) for one full calendar year from the date on which the penalty for the co-curricular code violation was implemented by administrative action.

If a student is found to have violated the co-curricular code a second time and agrees to complete an AODA/Tobacco assessment and to follow through with the assessment recommendations his/her period of suspension will be reduced to 33.3% of each co-curricular activity the student participates in for one calendar year from the date on which the penalty for the co-curricular code violation was implemented by administrative action. If a student fails to complete the AODA/Tobacco assessment or fails to follow the recommendations of the assessment he/she will be suspended from co-curricular participation for one full calendar year from the date the penalty for violation of the co-curricular code is implemented by administrative action.

A third confirmed positive test will result in...

### **Third Violation**

If a student is found to have violated the co-curricular code for a third time, the student will be indefinitely suspended from participation (practice and competition) in co-curricular activities for the duration of their high school career.



(NOTE: Nothing in this policy shall prohibit or limit the application of the District's or the WIAA regular student disciplinary rules and regulations to the student participants. The provisions of this policy are considered an addition to all other rules and regulations governing student conduct and discipline.)

## **REGAINING ELIGIBILITY**

After the conclusion of the period of exclusion from participation in the co/extracurricular activity the student participant will again be eligible to participate.

The results of any test administered under the terms of this policy shall be kept confidential and disclosed only to the student, his or her parents or legal guardians, and school officials designated by the District Administrator. The results of the testing shall not be used as a basis for any disciplinary action other than disqualification as provided for in this policy, the District's or the WIAA rules and regulations. The test results will not be part of the student's permanent record but will be kept in a secure file in the Activities Director's Office.

Adopted: June 2000 Waunakee Community School District

\*In order for the suspension to be considered served the Athlete must finish the season 'In good standing' with the team. For the purposes of the code suspension, the Athlete must be actively meeting the attendance, participation, and behavior expectations of the sport coach. If an Athlete fails to finish the season 'in good standing' the penalty will reset in the next sports season the Athlete participates in.

\*\*During the period of the suspension for a first or second violation, the student is allowed to practice with the team or group, but they may not participate in a game, contest, or performance.

However, the student must be with the team or group during the event and travel to the event. They may not participate or be in uniform.

\*\*\*Effective March 25th, 2016, the Wisconsin Sexual Assault Victim Amnesty Law is applied to Waunakee Co-curricular Code



## APPEAL PROCEDURE FOR CODE VIOLATIONS

If a student and/or parent(s) or guardian(s) wishes to appeal a decision regarding a Co-Curricular code violation sanction, the following appeal procedure must be followed. Appeals must be based upon two criteria:

1. The alleged code violation should not have been considered a code violation, and/or
  2. The athletic director was incorrect in finding that the student violated the code.
- 
1. After a ruling resulting in a suspension from co-curricular eligibility, the student and/or his/her parent(s) or guardian(s) may formally appeal the decision by submitting an [appeal request form](#) for a hearing and stating the reasons why they believe a hearing is warranted. This request must be received by the Athletic Director/Administrator within seven school days of the date on the suspension letter.
- 
1. After the appeal has been received, a hearing date will be set by the Athletic Director/Administrator within seven calendar days of receipt of the appeal letter. First violations may be appealed to the principal with their decision final.
- 
3. Appeals of second and third violations will be heard by the Principal's Council. Present at the hearing with the council will be the student and his/her parent(s) or guardian(s).
    - The student will be provided with an opportunity to testify and present other evidence on his/her behalf.
    - The Principal's Council members will have an opportunity to question the student before the student and parents/guardians leave the meeting. The council will discuss the situation and end with a ballot vote to uphold or reverse the decision being appealed. Penalties may not be modified or reduced upon appeal.
    - The decision will be put in writing and mailed to the appealing party (ies) within five school days after the closing of the hearing. The student will remain on suspension during the appeal process.

The Principal's Council will be selected by the Principal as follows:

- Chairperson: Principal or designee (votes only to break a tie)
- Athletic Director (non-voting)



- One Guidance Counselor or faculty member
- Two persons representing advisors/coaches/director (If the student involved is part of the group controlled by the above council member, an alternate will be selected by the Principal)
- One Student Council member (The President or a designee – must be a junior or senior)
- Two student representatives involved in co-curricular activities.
- One parent representative.
- Three parents will be appointed to serve in this capacity at the beginning of the school year. One parent will be chosen to serve on the Principal's Council when an appeal is heard.

The purpose of the Principal's Council is to hear and consider all appeals by a suspended participant. Members of the council shall be appointed by the Principal or designee at the beginning of the school year and will serve on the council for one school year. The Principal or designee will appoint alternates for members unable to attend or serve. The council can act when a majority of its members are present.

If the student and his/her parent(s) or guardian(s) are not satisfied with the council's decision, a second hearing may be requested before the district Superintendent. The Superintendent must receive, in writing, a request for such a hearing within seven calendar days of the date the decision by the council was mailed. The procedures outlined in #3 above, including items (A) through (C) will be applicable relating to the second hearing. This appeal will be heard by two district office administrators appointed by the Superintendent and the Superintendent.

This appeal procedure shall be the sole and exclusive means for appealing co-curricular eligibility decisions. (Within the School District). For any appeal, the power of the appeal is to uphold or reverse the decision regarding if a code violation occurred. Penalties for code violations as outlined in the code of conduct cannot be modified or reduced as a result of an appeal.



## REQUIREMENTS FOR A VARSITY LETTER

The head coach of each sport determines the requirements for an athletic letter. Requirements are based on a student athlete's value to the team, honors won, time played, and performance, loyalty to the team, dedication and commitment to the goals of the co-curricular program. The student must be in good standing at the end of the season.

Criteria for lettering for music and forensics will be established by the advisors and reviewed with the participants at the start of their activities.

“IN GOOD STANDING AT THE END OF THE SEASON”

For purposes of the co-curricular code, awarding letters, etc...: The athlete is eligible to participate in the final regular season contest (team or individual) and retains his/her eligibility throughout the state tournament series as long as the team or any team member continues in the series.

## LETTER OF INTENT AND SIGNING DAY

The Athletic Department will sponsor signing days for Category A student-athletes that are committing to participate in college athletics. Waunakee's signing ceremonies will be held on the dates that previously were identified by the National Letter of Intent Program and will occur three times per school year. ~~the dates selected by the NCAA National Letter of Intent program. Those dates can be found at: nationalletter.org.~~ Waunakee student-athletes that do not participate on a WHS sponsored Category A team their senior year will NOT be allowed to participate in the Athletic Department signing ceremony or use school facilities for their signing ceremony.



## SPORTSMANSHIP

The Waunakee Community School District believes emphasizing good sportsmanship is one of the most important missions of education for both students and adults. The school district realizes that many people have not had good sportsmanship explained to them. Hopefully the following guidelines will help everyone better understand their responsibilities at any school contest.

The necessity to be well informed is essential. Know the rules and stay apprised of rule changes. If you are uninformed, refrain from expressing your opinions to or about coaches and officials.

Recognize and appreciate skilled performances regardless of officiating. This not only represents good sportsmanship, but reflects a true awareness of the game by recognizing and acknowledging quality.

Opponents are guests and should be treated cordially, provided with the best accommodations possible and with accorded tolerance at all times. Be a positive representative for your community, school, team and family. This fundamental is the Golden Rule in action.

The officials of any contest are impartial arbitrators who are trained and perform to the best of their abilities. They should be shown respect at all times. Mistakes by all those involved in the contest are a part of that contest. We should not rationalize our own poor or unsuccessful performance or behavior by placing responsibility on an official. The rule of Good Sportsmanship is to accept and abide by the decision made. This value is critical for students to learn for later application in life.

The prerequisite to Good Sportsmanship requires one to understand his/her own prejudices that may become a factor in his/her behavior. The true value of interscholastic competition relies upon everyone exhibiting behavior, which is representative of a sound value base. A proper perspective must be maintained if the educational values are to be realized. Your behavior influences others whether you are aware of it or not.

Never allow your ego to interfere with good judgment and your responsibility as an adult or a school representative. Regardless of whether you are an adult, student, player, coach, or official, this value is paramount since it suggests that you care about yourself and how others perceive.



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## COACH/PARENT COMMUNICATION

### COACH TO PARENT

Waunakee coaches should maintain an open line of communication with all parents. Parents should expect coaches to articulate expectations the coach shall have for their child. Times and locations of practices should be given. Requirements for special equipment, shoes, etc. should be explained. Coaches should spell out any policies and procedures athletes are expected to follow during the season beyond those held by the athletic department or school. This especially should include their policy for dealing with missed practices or contests (excused or unexcused), tardiness to practices, and tolerated family obligations.

Coaches should make parents aware of off-season expectations and opportunities.

### COACH TO ATHLETE

Athletes should be able to talk with or discuss team issues or personal issues with their coach. Coaches should be open to communicate with athletes about playing time, role on team, or conduct of the team. Coaches should be sure athletes understand team rules and policies and consequences for not following the rules or policies.

Athletes should expect their coaches to be a role model for good sportsmanship, personal conduct, and use of language. Coaches should conduct organized and safe practices.

### PARENT TO COACH

Parents should keep coaches abreast of conflicts that may arise during the season concerning missed practices due to illness, injury, family obligations, or any other reason an athlete might not be at a practice or competition. This should be done before practice. Parents should encourage their son/daughter to communicate these things with their coach and continue communications with coaches throughout the school year, not just during the season.

Acceptable parent to coach communication:

- Concerns about athlete's general welfare.
- Concerns about treatment of athlete.
- Request for ideas on how to help the athlete improve skills or performance.
- Concerns about athlete's behavior.

Unacceptable parent to coach communications:

- Discussions with a coach immediately after a contest or practice. Parents should wait 24 hours before contacting the coach.
- Athlete's playing time.



- Team strategy.
- Play calling.
- Other athletes on the team.
- Player/roster spots or positions.

***Any unacceptable communication made the same night after a game will not be responded to by the coach or athletic director.***

### **ADDRESSING CONCERNS**

If you have a concern with a coach, the following procedure should be followed to address the concern:

1. Have your child schedule a time to sit down and talk to the coach face to face.
2. Schedule a face to face meeting with your child and the coach. If a coach is not available or does not return calls or emails, contact the Athletic Director.
3. Schedule a meeting with the Athletic Director, coach, child and parent. This meeting shall be facilitated by the Athletic Director where both sides shall be allowed to present their side.
4. Schedule meeting with the building principal, Athletic Director, coach, child and parent. The decision of the building principal as a result of this meeting is final.

2025-2026



DRAFT



**WAUNAKEE**  
COMMUNITY HIGH SCHOOL

**CO-CURRICULAR  
HANDBOOK - (MS)**



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## STATEMENT OF PHILOSOPHY

Age appropriate co-curricular activities are an integral and valuable part of a student's middle school experience and the Waunakee Community School District is committed to sponsoring a wide variety of opportunities for student participation. The district is committed to supporting the cognitive, social, and emotional growth of students through participation in co-curricular activities. Students will develop a variety of skills through participation in co-curricular activities including activity specific skills, teamwork, positive social values, and behaviors they can transfer to their lives now and in the future. The focus of co-curricular activities at Waunakee Community Middle School is focused on maximizing participation for all students in support of developing the skills outlined above.

All activities in life place expectations upon participants. This handbook details these expectations as they pertain to all co-curricular participation at Waunakee Community Middle School. Participation in activities is a privilege, earned in part, by accepting and following the regulations contained in this co-curricular handbook.

The primary enforcement and responsibility of this code rests not only with the students, as they should be self-disciplined, but also with their parents/guardians. This policy will be enforced all twelve months of the year.



## TITLE IX NOTICE

The Board of the Waunakee Community School District does not discriminate on the basis of sex in its education program or activity and is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The District's Title IX Coordinator(s) is/are:

Director of Human Resources, Waunakee Community School District. 905 Bethel Circle, Waunakee, WI 53597

Brian Grabarski, 608.849.2000, ext. 8167 [briangrabarski@waunakee.k12.wi.us](mailto:briangrabarski@waunakee.k12.wi.us)

Director of Special Education, Waunakee Community School District. 905 Bethel Circle, Waunakee, WI 53597

Tiffany Loken, 608.849.2000, ext. 8268 [tiffanyloken@waunakee.k12.wi.us](mailto:tiffanyloken@waunakee.k12.wi.us)

Any inquiries about the application of Title IX and its implementing regulations to the District may be referred to the Title IX Coordinator(s), the Assistant Secretary for the U.S. Department of Education's Office for Civil Rights, or both.

The Board has adopted a grievance process and procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance process and procedures are included in Policy 413/513 Nondiscrimination on the Basis of Sex in Education Programs or Activities, which is available at: <https://www.waunakee.k12.wi.us/board/policies>

The grievance process and procedures specifically address how to report or file a complaint of sex discrimination, how to report or file a formal complaint of Sexual Harassment, and how the District will respond.



## DEFINITION - CO-CURRICULAR ACTIVITIES

Co-curricular activities at Waunakee Community Middle School are defined as those activities in which students serve, perform, or compete as representatives of Waunakee Community Middle School. All students who participate in the various categories of activities or any additions are required to abide by this co-curricular handbook.

## GOALS OF PROGRAM

Mere participation in co-curricular programs does not guarantee the following goals will be achieved. Students must participate in a manner so as to make the activity a beneficial influence in their lives. What the participant realizes from the activity depends on the positive effort s/he puts into it.

- To teach attitudes of responsibility and cooperation and to help students realize that participation in co-curricular activities is a privilege with accompanying responsibilities.
- To provide activities for learning self-discipline, loyalty, team play, personal pride, pride in the organization, respect for the rights of others, and the will to be successful.
- To provide the opportunity and to encourage all students to participate in order to meet the healthy need for competition, which is a basic American tradition.
- To encourage all students who participate in co-curricular activities to reach new potential(s).
- To provide a “whole school” interest and activities for which all students may rally around to develop school spirit and commitment.
- To place the unit, team, class, squad, and school above personal desires.



## PARTICIPANT RESPONSIBILITIES

Participation in co-curricular activities is a privilege. The opportunity to present oneself to the public, and represent one's family and school should not be taken lightly. This privilege is extended to all students who meet school requirements and are willing to assume the following responsibilities:

- Be a credit to yourself, your parents/guardians, your school, and community.
- Demonstrate high standards of social behavior.
- Demonstrate respect for, and acceptance of the rules of competition.
- Demonstrate respect for those in authority, including advisors, coaches, teachers, and officials.
- Display a strong spirit of cooperation.
- Use language that is socially acceptable and not offensive to others.
- Be considerate of all others you interact with.
- All members of co-curricular activities will be neatly dressed and well-groomed while representing Waunakee Community Middle School.
- Student-athletes have a responsibility to be role models to other students and younger children.



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## **HANDBOOK PURPOSE**

The purpose of this handbook is to acquaint students and parents/guardians of students in co-curricular programs at Waunakee Community Middle School with the expectations, regulations, and procedures of the school district and, when applicable, the Wisconsin Association of Interscholastic Athletics (WIAA). It is very important that both the students and parents/guardians read and understand this handbook before signing the student pledge and parent/guardian permission section of the handbook.

## **DISCRIMINATION**

No person (meaning K-12 student) may be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational, or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Please see contact information above located under ADA Accommodations.

## **STATEMENT OF NON-DISCRIMINATION**

The Waunakee Community School District is committed to a policy of non-discrimination on the basis of age, race, creed, color, handicap, marital status, sex, national origin, ancestry, arrest record, conviction record, membership in the national guard, state defense force or any reserve component of the military forces of the United States or this state or nonuse of lawful products off the employer's premises during non-working hours or any other factor provided for by state and federal laws and regulations. This policy will prevail in all matters concerning staff, students, the public, educational programs and services and individuals with whom the Board does business. In keeping with state and federal law, the Waunakee Community School District shall strive to remove any vestige of discrimination in employment, assignment and promotion of personnel; in educational opportunities and services offered students, in their assignment to schools and classes and in their discipline; in the location and use of facilities; and, in educational offerings and materials. WCSD has designated Chris Mand, Director of Student Services and Brian Grabarski, Director of Human Resources as Title IX Coordinators for the District. Staff related concerns should be directed to Brian Grabarski, Director of Human Resources. Student related concerns should be directed to Chris Mand, Director of Student Services. Please see contact information above located under ADA Accommodations.



## GENERAL PROGRAM INFORMATION

### Co-Curricular Consent Form and Consent for Emergency Medical Treatment Form

Students and parents are required to read, sign, and submit the Co-Curricular Consent Form and the Consent for Emergency Medical Treatment Form prior to participating in co-curricular events. Prior to each season, both athletes and parents must be provided with the Wisconsin Fact Sheet on Concussions and sign the agreement form. These forms will be kept within the Infinite Campus Athletic Registration servers.

### STARTING TIMES

Most middle school athletic competitions are scheduled to start at 4:15 p.m., unless otherwise stated on the schedule. Please check the schedules provided by advisors, coaches, and directors for all activities.

### PRACTICE DURING SCHOOL CLOSINGS

When Waunakee Schools are closed due to inclement weather or other emergency, all co-curricular practices and contests are also canceled or postponed to a later date. The Activities director, Principal, Director of the event, and the Transportation Supervisor (with input from the other school(s) involved) will determine if Saturday events will be held during inclement weather.

### TRAVEL TO EVENTS

Each student must ride and return from practices, contests, performances, and events with their club, group, or team, unless proper arrangements are made before leaving on the trip.

Arrangements are as follows:

1. The coach will share a google form for parents to complete for each instance.
2. The parents must pick up the student in the presence of the coach/advisor.

### CO-CURRICULAR PARTICIPATION FEES

Students participating in co-curricular activities pay ~~one~~ \$40 fee prior to participating in **each season of** co-curricular activities regardless of the number of activities they participate in. Football players will be assessed a ~~\$50~~25 equipment fee. Families who have difficulty paying the fees should contact the Middle School guidance counselor at 849-2070 or the Middle School social worker at 849-2071.



## PARTICIPATION CATEGORIES

There are three categories for co-curricular participation: A, B, and C. Each category is outlined below. The various sections identified under each category outline the specific expectations for each category. The sections will be described in detail after the listing of categories.

### Category A (Competes)

Mountain Biking Football Football Cheer Cross Country Volleyball	July - October August-October August-October September-October September - October	Boys/Girls Boys/ Girls Boys/ Girls Boys/Girls Girls
Wrestling (includes sixth grade) Dance Basketball Basketball	October – December October-January October-December January-March	Boys/Girls Boys/girls Boys Girls
Track and Field	April-May	Boys/Girls

Follow sections 1, 2, 3, and 4

### Category B (Performs)

Jazz Ensemble MS Jazz Choir	Entire Year Winter/Spring
Future Problem Solvers Drama	Entire Year Fall
Musical	Spring



Solo & Ensemble	Spring
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Follow Sections 1, 2, and 3

**Category C (Serves)**

Student Council	Entire Year
Yearbook	Entire Year
Science Olympiad	Entire Year
Skills USA	Entire Year
Creative Coders	Entire Year
GSA	Entire Year
Art Club	Entire Year

Follow Sections 1 and 2



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## **PARTICIPATION INSURANCE**

Our school provides accident coverage for all students. Only accidents that occur in school sponsored and supervised activities EXCLUDING participants in interscholastic sports are covered. A voluntary, parent paid insurance program is available that INCLUDES participants in interscholastic sports. If interested, please contact the WCSD Athletic Office at (608) 849-2100x2053

### **ATHLETIC INSURANCE**

Any student participating in interscholastic sports will be afforded the opportunity for insurance coverage. The premium required will be paid by the individual participant (participant's parent/guardian). All students who wish to participate in interscholastic athletics must obtain insurance or be covered under their family insurance plan prior to participation.

The information in this handbook is not all-inclusive. Additional information is available in the Board of Education Policies available on the district's website. All material in this handbook is subject to change based on changes in board of education policy, state and local laws, and individual circumstances. If you have questions that remain unanswered after reviewing this handbook, please contact the Activities Director's office at 849-2100x2053 for clarification or additional information.



## EXPECTATIONS

### Section 1 – School Behavior

Applies to ALL Categories (A, B, & C)

Student participants are expected to meet the expectations for school behavior described in the student handbook and Board of Education Policies.

- Students suspended out of school during a season or activity will be ineligible to participate in practices, performances, competitions, or activities during the period of Suspension.
- Participants are encouraged to do their best in the classroom, strive to get the highest grades possible, and display a service attitude in their conduct throughout the school and community.
- If a student misbehaves in a class or general school area, the student will make up time at the teachers or principal's convenience (this may be before the school day, during noon, or after school) before they may participate in co-curricular activities. Students failing to make this time up for a staff person will be considered for suspension from co-curricular activities.
- Students removed from a class or general school area for inappropriate behavior the day of an after school event may not be allowed to attend the event depending on the severity of the situation. A student may be denied involvement for serious inappropriate behavior at any time prior to an activity.
- Any student dropped from a co-curricular activity for disciplinary reasons, is ineligible for any sport/activity during the current season, or may be ineligible for the entire school year.
- Any student, who wishes to quit a school activity before the end of the activity season, should, out of courtesy, notify the advisor/coach.

### BEHAVIOR AT SCHOOL EVENTS

Attending co-curricular events at the middle or high school is a privilege. Community members, parents/guardians, and students attend co-curricular events for fun and entertainment. Audience members need to be respectful of each other and of the event participants. Abiding by the following rules will help to ensure everyone has a safe, enjoyable time at the event. Appropriate behavior is expected for students and parents in the Waunakee Community Middle School and



High School, and at all locations, our students travel to visit. We expect our middle-level students to set the standard for other grade levels and for visitors by following these guidelines:

- Follow student rules for appropriate behavior.
- Follow all instructions for behavior that are posted or given.
- Be courteous and kind.
- Respect performers and other audience members.
- Respect the property where the event is held.
- Have your picture identification card with you and present it when asked.
- Arrive at the event on time (if you arrive late, do not disrupt when entering).
- If doors are closed to the event, wait until they are opened to enter, or wait until a break in the activities (Intermission, between musical performances).
- Go to your seat when you enter and remain in that seat until intermission.
- Sit only in the area designated for you (e.g., in MS area at HS football games).
- If you are a participant, you will be seated with your group/team prior to your activity. If you remain after your performance has concluded, you will be seated with your group/team.
- Do not leave the activity or event during the action (restroom breaks should be taken before entering or during intermission).
- Never go onto the performing area if you are an audience member (basketball court, stage, orchestra pit, etc.).
- When you leave, do not go into any other areas of the building. Exit directly after the activity/event ends.
- Do not bring food or drinks into the event (unless food is being served as part of the performance).
- Food or drinks should be consumed in the designated areas. If you are a participant in the event, your advisor/coach should accompany you to the designated area. Dispose of all trash in the appropriate places.
- Support the performers in an appropriate way (clapping at concerts at appropriate times, cheering for good athletic performances).
- Do NOT make inappropriate comments or gestures to/about participants or spectators.
- Leave immediately if you are told to do so.
- Respect the supervisors and follow their directions.
- Do not be under the influence, consume or possess tobacco products, alcohol, controlled substances, or substances used to alter an individual's state of mind at school or school events.

## **GENERAL PUBLIC CONDUCT, SOCIAL MEDIA AND ONLINE REPRESENTATION**

The District reminds students that participation in sports/activities covered by this Code is a privilege, not a right. Consequently, the district reserves the right to require compliance with this Code and to expect appropriate behavior on the part of its student-athletes at all times. However, the district recognizes that student-athletes retain certain rights to speech and



expression and, accordingly, will interpret and apply this rule so as not to interfere with conduct that is protected by law.

The same rules of appropriate, respectful behavior which apply to Waunakee Middle School Student-athletes, also apply in online environments such as Twitter, Facebook, YouTube, Instagram, message boards, and any other social media sites. WMS student-athletes are to conduct themselves in a manner that is representative of their pride and respect for themselves, their families, their school, and their community at all times, whether in person or online. Unacceptable behavior includes, but is not limited to: indecent language, racism, sexism, homophobia, indecent pictures or videos, bullying, trash talking, and criticism of opponents, coaches, teammates, or game officials. Student-athletes who re-post inappropriate material originally written by others are subject to the same consequences as if they had posted it themselves. Student-athletes who fail to meet this expectation and who violate the code of conduct in-person or online are subject to the same consequences within the co-curricular handbook and/or the student handbook.

## **CONSEQUENCES FOR GENERAL PUBLIC CONDUCT AT SCHOOL EVENTS**

### **First Violation:**

The student will meet with the appropriate MS/IS Staff: Administration, Counselor, SRO, or another staff member. At that meeting the MS/IS Staff member will inform the student of the consequences for the violation. The range of consequences may include but are not limited to: writing a report, service hours, required meeting with ATODA Prevention Coordinator, and/or suspension from the activity. Before returning to the activity the student, parent or guardian, coach/advisor, & administrator will meet to discuss expectations for the student.

### **Second Violation:**

A student in a Category B or C Activity that receives a 2nd violation will be suspended from that B or C activities until the following school year. Students in a Category A activity will be suspended for a minimum of 1 event. \*Students participating in Category A activities found in possession or under the influence of tobacco, alcohol, controlled substances, or substances that cause an altered state will be subject to Section 4 of the Co-curricular Handbook.



## EQUIPMENT

Each student is responsible for the proper care of all issued equipment, and for the school and community facilities where they practice/perform. The students and their parents/guardians will be held financially responsible for any lost, misplaced, or damaged items and for supplies or property that has been maliciously damaged.

## LOSS OR DAMAGE TO PROPERTY

The District assumes no responsibility for such loss or damage, but will assist students and parents/guardians in recovering lost or damaged property, or the cost of replacement.

## Section 2 – Attendance (School, Practices, and Events) Applies to All Categories of Participation

(Categories: A, B, and C)

- There will be no practices after 6:00 p.m. on Wednesday. Special practice needs will be given consideration by the principal and superintendent.
- No practice session will be started and/or held without a qualified director/advisor/coach present.
- No school facilities and/or equipment will be used without a director/advisor/coach present.
- Participants are expected to be at practice and performances on time unless there is a valid excuse for missing. Unexcused absences will be dealt with by the director/advisor/coach.
- Students who need academic help after school WILL NOT be penalized if they contact the advisor/coach/director before the practice or provide them with a pass from the instructor when arriving late for practice.
- Participants must be in attendance at school by 11:30 a.m. Students absent due to illness in the afternoon (after 11:35 a.m.) or absent for the full day of school, cannot participate without permission of the principal, or activities director or his/her designee. Students who have been absent (and excused) in the morning of an activity, but return prior to 11:30 a.m., may participate in the activity.
- Students that are absent after 11:30 a.m. with a pre-approved, pre-arranged absence (for example: orthodontist appointment) may still participate in the activity with the permission of Middle School Administration (Principal, Associate Principal, or Activities Director)
- Any student, who is unexcused (truant) and misses part or all of a class period or the full school day during the season, will not participate in the next scheduled event/competition. Arrangements to make up missed time due to truancy will be made



with the teacher, advisor, director, coach, and player. The student will make up time at the teachers' convenience (before school, during noon, or after school)

### Section 3 - Academics

(Categories 1 & 2)

#### Academic Eligibility\*

- 8th Grade Students - Fall Activities - 8th Grade Eligibility for Fall Activities will be based on a student's 4th quarter grades of 7th grade. Students with 1 or more F's will be ineligible for competition for 10 calendar days or a minimum of 1 contest/event. After 10 days or 1 contest/event the student will be reinstated. They will also have to complete the 14 day report to maintain their eligibility.
- 8th Grade Students - 14 day report- (Calendar days from the 1st day of school) - 8th grade students who are ineligible at the start of Fall Activities will be given a grade report sheet on the Monday of the week of the 14th day. Students must return the completed grade report sheet to their coach by that Friday. If the student has 1 or more F's they will again be ineligible for 10 calendar days or a minimum of 1 competition/event. \*Failure to return a grade report sheet would result in the student-athlete being ineligible for 10 calendar days or a minimum of 1 competition/event.
- Incoming 7th Graders - Fall Activities - Incoming 7th graders participating in Fall Activities will be afforded initial academic eligibility. Eligibility will be evaluated when 1st quarter grades are submitted.
- All Students (6th, 7th, 8th grade) - Winter/Spring Activities - Based on the most recent grade report, quarter or semester: 1 or more F's will result in a 10-day ineligible period (minimum of 1 competition/event). After 10 days a grade report sheet will be submitted to their coach/advisor. All classes must be passing to regain eligibility.
- Regaining Eligibility - Any student serving an Academic Suspension must turn in a grade report sheet signed by all of their teachers attesting that the student is doing passing work.

\*A student that is academically ineligible will meet the practice expectations set by their coach/advisor.



## Section 4 – Co-Curricular Code and Policies

Applies to Category A

### Conduct Code

**A.** Students participating in school activities shall at no time act in a manner detrimental to one's self or the image of Waunakee Community Middle School. Offenders shall be suspended from all co-curricular activities for 1-3 days and the next scheduled meet, match, game, event, or contest following the student hearing. Students repeatedly reported for misconduct may receive further suspensions or may be expelled from one or all school activities. An appeals process consistent with district policy will be followed if requested by either the student, parent, or guardian.

**B.** Students will make time at the teachers' convenience (this may be before the school day, during lunch, or after school) for misbehaving in a class or for classroom tardiness before they may participate in school activities. Students failing to make this time up for a staff person will be considered for suspension from co-curricular activities.

**C.** Students removed from a class for inappropriate behavior the day of an after school event may not be allowed to attend the event depending on the severity of the situation. A student may be denied involvement for serious inappropriate behavior at any time prior to an activity.

**D.** A student who is truant from a class period or the full school day during the season, will not participate in the next scheduled event/competition. Arrangements to make up missed time will be made by the teacher, coach, and player.

**E.** Students absent due to illness in the afternoon or the full day of a school athletic activity cannot participate without permission of the activities director, principal, or principal's designee.

**F.** The teacher of any student having academic problems should confer with the student's advisor/coach to ensure the best learning situation for the student. The satisfactory completion of classroom work is very important. Co-curricular activities are secondary to the completion of classroom work.

**G.** A student who wishes to quit a school activity before the end of the activity season should, out of courtesy, notify the advisor/coach.

**H.** For some activities, the coach/advisor may have necessary additional safety or health requirements that are unique to that activity.



I. If a student is having academic difficulties before the first grading period, the teacher and coach/advisor may take appropriate action to better monitor the student's classroom progress.

## ELIGIBILITY

(Categories A & B)

1. The Waunakee Community Middle School Co-Curricular Handbook will be made available on the WCSD website.
2. A student may not participate in interscholastic athletics (practice or competition) until the school has a W.I.A.A. Examination or Alternate Year Permit Card that attests to the student's physical fitness (as determined by a licensed physician). **NO ATHLETE MAY PARTICIPATE IN ANY SPORT ACTIVITY UNTIL THE PHYSICAL EXAM PERMIT CARD, CONSENT FOR EMERGENCY MEDICAL TREATMENT FORM, AND THE SIGNED CO-CURRICULAR CONSENT FORM ARE PROPERLY COMPLETED AND ON FILE IN THE ACTIVITIES DIRECTOR'S OFFICE.**
3. Every participant must attend a meeting before each sport/activity season in which he/she plans to participate. The purpose of this meeting will be to review individual activity requirements, review changes in the co-curricular code, meet the coaches, and receive practice and game schedules and any other material pertinent to that activity.
4. A middle school student shall be ineligible for co-curricular/athletic competition while competing as a member of grade 7 & 8 team if he/she reaches his/her 16th birthday before August 1st of any given school year.
5. All restrictions from participation shall be effective from the date of the infraction.
6. Parents/guardians of each participant must complete and sign a CONSENT FOR EMERGENCY MEDICAL TREATMENT FORM. This form is good for the entire school year and will be kept with the coach/advisor during practices, games, and competitions.
7. Prior to each season, athletes & parents will be provided the Wisconsin Fact Sheet and concussions and both athlete & parent must sign an agreement form. This form will be available on the athletics website and the Infinite Campus registration process. The signed form will be housed in the Infinite Campus servers.

## SUBSTANCE ABUSE



(Category A)

Any student using or possessing alcohol or tobacco products, or using, possessing, buying, or selling controlled substances, look-alikes (this includes but is not limited to legal substances taken to put the student into an altered state of mind), and performance enhancing substances shall be suspended from participation in interscholastic athletics. This rule is in effect and enforced for twelve (12) months of the year. Any student, unsupervised by their parent or legal guardian, present where alcohol is being served to underage individuals, who does not leave in a reasonable amount of time (10-15 minutes), will be subject to the penalties stated under Co-Curricular Code violations.

This rule is in effect and enforced for twelve (12) months of the year.

**First Violation:\***

Restriction from co-curricular participation (competition) for 25% of the season. Any remaining contests of the suspension not served shall be applied to the next activity in which the student participates. A student disciplined for the first violation will be encouraged to practice with his/her group.

- a) If the student is found to be in violation and agrees to go through a student assessment and follow the assessment recommendations, there will be a one-contest reduction of the suspension.

**Second Violation:\***

Restriction from co-curricular participation (competition) for 50% of the contest based on the regular season of that activity.

- a) If a student is found to be in violation for the second time and agrees to an assessment and to follow through with its recommendations, there will be a one-contest reduction of the suspension.

**Third Violation:**

Restriction from co-curricular participation in Waunakee Community Middle School (practices and contests) for one full calendar year. There will be no carry over penalty from the middle school years to the high school.

**Note:** Restriction from participation shall be effective from the date determined by the infraction. \*In order for the suspension to be considered served, the Athlete must finish the season 'In good standing' with the team. For the purposes of the code suspension, the Athlete must be actively meeting the attendance, participation, and behavior expectations of the sport's coach. If an Athlete fails to finish the season 'in good standing' the penalty will reset in the next sports season the Athlete participates in.



\*\*During the period of the suspension for a first or second violation, the student is allowed to practice with the team or group, but they may not participate in a game, contest, or performance. However, the student must be with the team or group during the event and travel to the event. They may not participate or be in uniform.

\*\*\*Effective March 25th, 2016, the Wisconsin Sexual Assault Victim Amnesty Law is applied to Waunakee Co-curricular Code

\*\*\*\*Student-Athlete's code violation record will 'reset' at the end of their 8th grade year. For administrative purposes the end of a student's 8th grade year is the day of 8th grade graduation. Any code violation following that date will be applied to the student-athlete's freshman year.

**(NOTE:** Nothing in this policy shall prohibit or limit the application of the district's regular student disciplinary rules and regulations to the student participants. The provisions of this policy are considered an addition to all other rules and regulations governing student conduct and discipline.)

## **PROCEDURE OF APPEAL PROCESS RELATED TO CO-CURRICULAR CODE**

The appeals process procedure for a student and his/her parents/guardians to follow in appealing decisions relating to eligibility is outlined below. It should be understood that students and parents will be expected to follow the appeal process steps in the event legal action should be initiated at some later date.

**1.** The principal/assistant principal or activities director shall, within three (3) school days of notification of the infraction, formalize the consequences in writing and send a letter to the parents/guardians outlining the specific details relating to:

- a)** The violation or infraction.
- b)** The date of violation or infraction.
- c)** The period of the consequence.
- d)** Any other pertinent information.

**2.** After a ruling is made, which results in a suspension, the student and/or his/her parents/guardians may formally appeal the decision by phone. This must be followed by a written appeal to the principal. The appeal must be received within seven (7) calendar days of the date on the suspension letter. The principal will confer with the activities director on the events leading to the suspension.

**3.** After the appeal has been received, the principal will set a date for the hearing within seven (7) calendar days of receipt of the appeal letter. The case will be heard by the Co-curricular Review which consists of the following:



- a) Principal or designee
- b) Other advisor/coach out of season
- c) Faculty member at large

Also present will be the student, his/her parents/guardians, and the activities director. The decision of the hearing will be based on a majority vote of the Co-curricular Review Board.

- a) The student will be provided with an opportunity to testify and present other evidence on his/her behalf at the hearing.
- b) Proceedings of the hearing, including the decision, will be put in writing and a copy mailed to the student and his/her parents/guardians.

4. If the student and his/her parents/guardians are not satisfied with the findings of the hearing, a second hearing may be requested before the Board of Education. The superintendent must receive in writing, a request from the parents/guardians of the student for such a hearing before the Board of Education within seven (7) days of the mailing of the outcome of the Board.

If a student is to be suspended or expelled from a school activity, the principal or activities director will inform the parents/guardians, in writing, stating the reason for such a dismissal within three (3) school days of the suspension or expulsion.



## RISK AND INJURIES

With the increased demands of co-curricular activities comes an increased risk of injury. Parents are advised of the possibility that a child may suffer severe injury, including permanent paralysis or even death, as a result of participating in co-curricular activities.

### INJURIES

1. All injuries must be reported to the advisor/coach/supervisor immediately.
2. Should an injury be discovered after the student has returned home, the advisor/coach/supervisor should be contacted as soon as possible.
3. Parents/guardians are encouraged to report any special medical problems or medical history to the school office and on the CONSENT TO TREATMENT form.

Middle school athletes have limited access to the athletic trainer stationed at the high school.



## PARENTS/GUARDIANS - CODE OF ETHICS

I hereby pledge to provide positive support, care, and encouragement for my child participating in co-curricular activities by following this Parents' Code of Ethics:

- I will encourage good sportsmanship by demonstrating positive support for all participants, advisors, directors, coaches and officials at every event.
- I will place the emotional and physical well-being of my child ahead of my personal desire to win.
- I will insist that my child participate in a safe and healthy environment.
- I will require that my child's advisor, director, or coach be trained in the responsibilities of directing a middle level co-curricular activity.
- I will support advisors, directors, coaches, and officials working with my child, in order to encourage a positive and enjoyable experience for all.
- I will demand an environment for my child that is free from drugs, tobacco, and alcohol and will refrain from their use at all co-curricular activities.
- I will remember that the activity is for youth—not adults.
- I will do my very best to make co-curricular activities fun for my child.
- I will ask my child to treat other participants, advisors, directors, coaches, audience members, and officials with respect regardless of race, sex, creed or ability.
- I will help my child enjoy the middle level co-curricular experience by doing whatever I can, such as being a respectful supporter.



## PARENTS/GUARDIANS - SUPPORT

### TIPS FOR PARENTS, GUARDIANS AND SUPPORTERS OF STUDENT EVENTS

(From the National Alliance for Youth Sports)

- Remember that the performing arena (field, court, and stage) where practices and performances take place like your child's classroom – RESPECT the classroom.
- Make only positive, encouraging comments to the participants and advisors, coaches, Directors.
- Support participants from all schools.
- Remember that making mistakes is part of the learning process – don't criticize mistakes.
- Discuss concerns with the adult in charge, at quiet time, in a quiet place away from the participants, and in particular, away from your child.
- RESPECT the adults in charge (advisors, directors, coaches, officials, judges, referees, etc.).
- Demonstrate interest in your child's chosen activity.
- Learn the expectations and rules related to the activity.
- Focus on FUN and PARTICIPATION, rather than on winning and losing.
- Always ask your child if s/he had FUN! Ask specifically what was fun and what wasn't.
- Always ask your child what s/he learned – about her/his own performance – during the activity.
- CONTROL your emotions. Set a GREAT EXAMPLE for others, particularly your child.
- BE PROUD OF YOUR CHILD AND ALL OF THE STUDENTS INVOLVED!



## SPORTSMANSHIP

The Waunakee Community School District believes emphasizing good sportsmanship is one of the most important missions of education for both students and adults. The school district realizes that many people have not had good sportsmanship explained to them. Hopefully the following guidelines will help everyone better understand their responsibilities at any school contest.

The necessity to be well informed is essential. Know the rules and stay apprised of rule changes. If you are uninformed, refrain from expressing your opinions to or about coaches and officials.

Recognize and appreciate skilled performances regardless of officiating. This not only represents good sportsmanship, but reflects a true awareness of the game by recognizing and acknowledging quality.

Opponents are guests and should be treated cordially, provided with the best accommodations possible and with accorded tolerance at all times. Be a positive representative for your community, school, team and family. This fundamental is the Golden Rule in action.

The officials of any contest are impartial arbitrators who are trained and perform to the best of their abilities. They should be shown respect at all times. Mistakes by all those involved in the contest are a part of that contest. We should not rationalize our own poor or unsuccessful performance or behavior by placing responsibility on an official. The rule of Good Sportsmanship is to accept and abide by the decision made. This value is critical for students to learn for later application in life.

The prerequisite to Good Sportsmanship requires one to understand his/her own prejudices that may become a factor in his/her behavior. The true value of interscholastic competition relies upon everyone exhibiting behavior, which is representative of a sound value base. A proper perspective must be maintained if the educational values are to be realized. Your behavior influences others whether you are aware of it or not.

Never allow your ego to interfere with good judgment and your responsibility as an adult or a school representative. Regardless of whether you are an adult, student, player, coach, or official, this value is paramount since it suggests that you care about yourself and how others perceive.

2025-2026



DRAFT



**WAUNAKEE**  
COMMUNITY HIGH SCHOOL

**COACHES  
HANDBOOK**



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## WAUNAKEE COMMUNITY SCHOOL DISTRICT ATHLETIC DEPARTMENT VISION AND EQUITY STATEMENT



**VISION STATEMENT** Waunakee Athletics is committed to building champions on the field, in the classroom, and in life through effort, respect, and teamwork. Our athletes represent Waunakee with pride, striving for excellence in all they do.

The teams and athletes competing for the WCSD Athletic Department are measured by the following vision:

**I. SUCCESS**

- On the field of competition in terms of wins and losses in relation to skills of our teams/players and that of the opponent.
- Players experience success in the classroom and the community as well as the field of competition.
- A positive atmosphere surrounds the program.

**II. REPRESENT/RESPECT**

- Players demonstrate respect for coaches, teammates, opponents, and officials.
- Waunakee athletes positively represent themselves, the team, the school, and the Community.

**III. EFFORT**

- Waunakee athletes give the maximum effort in games regardless of score.
- Waunakee athletes give maximum effort in practice and strive to improve throughout the season and between seasons.

**EQUITY STATEMENT -**

The Waunakee Community School District embraces the differences among our students, staff, and families. We work to provide a safe environment with access to resources, opportunities, and instruction for all students to reach their full potential in the classroom and beyond. We strive to create a culture of dialogue, acceptance, and inclusion. We are committed to engaging all students so that they may thrive academically, socially, and emotionally in an ever-changing multicultural society. The Waunakee Community School District does not discriminate against pupils on the basis of sex, race, national origin, ancestry, creed, pregnancy, religion, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability or handicap in its education programs or activities.



## CONTACT INFORMATION

### High School

Waunakee Community High School (9-12)  
301 Community Drive  
Waunakee, WI 53597  
Phone: (608) 849-2100

### Middle School

Waunakee Community Middle School (7-8)  
1001 South St.  
Waunakee, WI 53597  
Phone: (608) 849-2060

### Bethel Administration Office

905 Bethel Circle  
Waunakee, WI 53597  
Phone: (608) 849-2000

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## COACH STATEMENTS

### WAUNAKEE COACHES' STATEMENT ON OUT OF SEASON CLINICS & COMPETITIONS

A student/athlete's academic performance is our primary concern. We encourage our student/athletes to perform at their highest academic level possible and to be excellent citizens. We encourage our student/athletes to be involved in more than one school sponsored co-curricular program.

We highly discourage a student/athlete's involvement in out of school athletic clubs or organizations while involved in school sports programs. The WIAA has rules limiting the participation of athletes on two teams during the same sport during the school season. A student/athlete is exposed to enough competition and stress in school programs without adding out of school practices and/or competitions which would take away study time and normal eating and sleeping times which are a necessity for competing at the interscholastic level.

Coaches are in agreement that a strength development, flexibility, endurance and agility program is essential for all of our student/athletes and should be available as a year-round program. All students/athletes can benefit from this program and need to feel comfortable and welcome regardless of gender, skill, and ability. ~~We do not agree with holding any out of season camps, clinics, or tournaments except during the summer.~~ WIAA rules ~~now~~ allow contact with players during the summer period, provided the program is not limited to students on the basis of a school affiliation, athletic experience, team status, is not required, and is ~~scheduled for and completed~~ by July 31st. ~~No contact is permitted from July 1 through July 6, per WIAA rules.~~

We need to consistently support all programs, as we are all Waunakee.



## ELIGIBILITY

### Academic Eligibility ¶

¶

~~First 9 Weeks: Follow WIAA guidelines (page 36, section 7a of WIAA Handbook)¶~~

~~Second 9 Weeks: 11/6/23-1/10/24 (May begin play on 12/2/23)¶~~

~~Third 9 Weeks: 1/23/24-3/21/24 (May begin play on 2/13/24)¶~~

~~Fourth 9 Weeks: 4/1/24-6/7/24 (May begin play on 4/22/24)~~

### Academic Eligibility for all Co-Curricular Participants

Incoming freshmen who received a failing grade during the fourth quarter of 8th grade are ineligible for the first three weeks of any fall co-curricular activity.

A student who is carrying six academic subjects may receive an “F” grade and will still be eligible if he/she has a “C” grade to compensate for the failure. However, if a student with six academic subjects receive two or more failures, he/she will be ruled ineligible for competition for the next nine-week grade reporting period.

A student who is declared scholastically ineligible for co-curricular participation may regain probationary eligibility after a period of 15 school days and is doing passing work in all classes. Passing academic achievement will be determined by individual classroom teachers through reports filed with the high school athletic director ~~each week for the remainder of the grading period. A week of eligibility will be lost by the student/athlete if any of his/her teachers report failing grades.~~ The student must have each of his/ her teachers check and sign the form and the student must return the form to the athletic director’s office.

The student may practice during the ineligibility period. Eligibility will be determined by the FIRST and THIRD quarter 9 week progress reports. Semester grades will be used during the SECOND and FOURTH grading periods to determine eligibility. Summer school can be used to make-up eligibility. An Incomplete “I” is considered a failing mark until all work is completed and a grade is issued to replace the “I”.



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## **JOB DESCRIPTIONS**

### **MIDDLE AND HIGH HEAD COACH/ADVISORS**

#### **Responsibilities**

The head coach/advisor for each activity has the responsibility of guiding the activity of the school district, by adhering to the policies and regulations of the School Board, as well as the practices and procedures of the school administration. Each head coach/advisor should have a working knowledge of individual building practices, the District Coaches Handbook and the Wisconsin Interscholastic Athletic Association (WIAA) rules.

Reports To: Athletic Director

#### **Qualifications**

- A. Professional preparation: either through employment as a teacher, college training, or previous experience.
- B. Background experience: possess working knowledge of all aspects of the activity.
- C. Personal: demonstrate interest in and an aptitude for performing tasks listed:
  - 1. At every opportunity urge the participants to be polite, courteous, and fair to visiting groups and teams.
  - 2. Display good conduct.
  - 3. Model poise and self-control at all times.
  - 4. Teach the participants to play fairly.
  - 5. Be a good host to the visiting team, coach, participants, and spectators.
  - 6. Educate the players/participants on the sidelines to the fact that is unsportsmanlike conduct to yell intimidating remarks at the visiting team, participants, or officials.
  - 7. Respect the officials' judgment and the interpretation of the rules. If an interpretation appeal is necessary, follow appropriate procedures.
  - 8. Let the officials control the game and the coach control the team.
  - 9. Publicly attempt to shake hands with the officials prior to the game and the opposing coach/advisor before and after the game.
  - 10. Demonstrate a leadership style that communicates effectively with parents, players, and assistant coaches/advisors.
  - 11. Enjoy working with middle and high school age students.

#### **Program Responsibilities**

The head coach:



1. Has full responsibility for the overall supervision and development of the program district wide.
2. Is in charge of assigning all duties of assistant coaches/advisors working under his/her Supervision.
3. Is responsible for keeping practice schedules for the activity within the confines of the times specified by the athletic director and with due consideration to the staff and welfare of participants.
4. Is responsible for the general upkeep and protection of supplies under the jurisdiction of the program.
5. Reports periodically while the activity is in season to the principal/athletic director with regard to developments in the program.
6. Is directly responsible for a complete inventory of any supplies used for the activity. (to be completed at the end of each season)
7. Provides an evaluation of the program including assistants and improvements at the high school level at the end of the season.
8. Is responsible for compiling and submitting records (participation and season results for high school and participation for the middle school) to the principal/athletic director at the conclusion of the season.
9. Is responsible for recommending purchase of equipment, supplies, and uniforms, as needed/demands.
10. Has a shared responsibility for striving to build positive attitudes and developing good public relations in the school and community and promotes the sport/activity.
11. Plans and schedules a regular program of practice and meetings in season.
12. Works closely with the principal/athletic director in scheduling any contests/performances. This includes filing completed facility usage forms and transportation forms.
13. Oversees the safety conditions of the facility or area in which assigned sport/activities are conducted at all times and participants are present.
14. Conducting a preseason parents' meeting and attending the WIAA and Badger Conference meetings. Complete WIAA and Badger Conference forms in a timely manner.
15. Makes recommendation to the athletic director in matters of scheduling.
16. Cooperates with all other staff in providing the optimum program possible under existing conditions.
17. Makes financial reports of all trips where money has been advanced and keeps receipts and accurate records when expenses are to be reimbursed. (Mainly at the high school level, for example; state tournament expenses.)
18. Submits the following to the athletic director or principal:
  - a. An alphabetical roster as soon as it is set.
  - b. A squad roster with all necessary personal data, at least one week before the first contest.



- c. An alphabetical list of award winners and score sheets immediately following the season.
19. Keeps abreast of new developments, innovative ideas and techniques by attendance at clinics, workshops, and reading in the field.
20. Performs other duties as related to his/her assignments as designated by the building principal or athletic director.

### **Personnel Responsibilities**

The head coach:

1. Teaches individual participants the skills necessary for improvement in the activity.
2. Helps to establish performance criteria for eligibility in interscholastic competition in all activities.
3. Applies discipline in a firm and positive manner.
4. Determines the strategies for the program to be used.
5. Understands that he/she is continually on display and must exercise good judgment in portraying positive behavior. Be reminded of the fact that he/she is responsible for participants' conduct during practice and traveling, as well as when performing. All programs should be expected to project a professional image; coaches/advisors should lead by example.
6. Encourages good conduct and desirable pupil/teacher relationships.
7. Is certain that no participant is permitted to participate until all appropriate procedures have been completed to participate in activities.
8. Thoroughly explains eligibility requirements and participation rules to all members. If a violation occurs, it is to be discussed with the principal or athletic director and a family contact must be made. Due process must be utilized.
9. Is responsible for clearing with the principal, or athletic director, the departure time for trips that involve loss of school time and for seeing that the faculty is given adequate and appropriate notice.
10. Sees that all participants have made necessary arrangements for their own transportation home when returning from road trips in late evening hours.
11. Provide the athletic department with an accurate list of students to be released early for competition (when applicable).
12. Provides participants with an evaluation either through a meeting or written Communication.
13. Be an active leader in their sport's youth program.



## EVALUATIONS - HEAD COACH

\*Now done through an online form – <https://www.coachevaluator.com/>

This evaluation process is meant to assist coaches in setting goals for the programs they oversee, to maintain communication with regards to program with the Athletic Director, and to encourage and identify areas of professional growth. A major part of the process will consist of a yearly pre-season and post-season conference with the Athletic Director. A written evaluation will be done on a yearly basis.

The evaluation instrument will focus on:

- Short term goal setting (for upcoming season) Long term goal setting (for entire program)
  - Communication skills
  - Organizational skills
  - Knowledge of game (Individual skills and team strategies)
  - These areas are in the Head Coaches job description. The evaluation instrument will be signed by the coach and the Athletic Director. A signed copy will be kept by each as well as the High School Principal.
- I. Short term goals
    - A. Goals and expectations for the immediate season.
    - B. Team strengths/weaknesses to work on.
  - II. Long term goals
    - A. Areas the head coach wants to see improved in the overall programs.
    - B. Off-season expectations of players.
    - C. Development of feeder programs.
  - III. Communication skills
    - A. Demonstrates ability to effectively communicate with
      - B. Players
      - C. Assistant coaches
      - D. Support staff (managers, custodians, trainers, etc.)
      - E. Administration
      - F. Teaching staff
      - G. Parents
      - H. Media
  - IV. Organizational skills
    - A. Demonstrates effective organization of:



- B. Practice time
  - C. Program organization ie: (youth programs, off-season programs, etc.)
  - D. Program business ie: (Budget, bus and facility forms, pre-season parent meeting, post
  - E. season banquet, etc.)
- V. Knowledge of Game
- A. Understanding of individual skills
  - B. Understanding of team strategies
  - C. Player management
  - D. Application of knowledge in practice and game settings
- VI. Leadership Abilities

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## RESPONSIBILITIES OF A COACH

### Pre-Season:

- A. Check the previous year's inventory to make sure all equipment and supplies are available as indicated. If the inventory does not balance, notify the athletic director immediately.
- B. All ~~students must have a valid~~ ~~freshman and juniors must take a~~ WIAA Physical ~~Physical~~ ~~on file~~ ~~file~~. ~~Any new sophomores and seniors must have the proper physical on file,~~ ~~along with a tan alternate year card.~~ Under no circumstances is an athlete to practice or participate in a contest unless a valid ~~green~~ WIAA physical card is on file in the Athletic Director's office. A WIAA physical is good for two years ~~with an alternate year card~~ ~~signed by a parent for the second year~~. The physical must be taken after April 1 to be good for two school years.
- C. Discuss with your athletes at your first meeting, the purpose of the co-curricular code. If you want, discuss this with the Athletic Director for ideas on how to cover the code with your athletes. REVIEW THE CONTENTS OF OUR CODE WITH YOUR ATHLETES.
- D. Parents must complete the online registration form. It will be sent to parents in July and can be accessed through the parent portal of Infinite Campus. If parents have questions they should contact the Athletic Office.
- E. The Head Coach is responsible for getting the forms to the athlete in a timely manner. The Athletic Director's office will send out a list to the head coaches' mailboxes of all athletes who are ready to go with physicals completed or have their alternate year card completed. ONLY ATHLETES ON THE COMPLETED LIST MAY START PRACTICE. An updated list will be available everyday beginning on the first day of football practice and running through the school year. Remind your athletes well before the beginning of your season to get this taken care of. If you allow an athlete to practice without completion of the WIAA required physical/alternate year card, it will be documented and put into your file. This is extremely important for safety purposes. YOU WILL BE HELD ACCOUNTABLE IF AN ATHLETE IS INJURED WITHOUT PROPER PERMISSION TO PRACTICE. DISCIPLINARY ACTION SHALL BE TAKEN.
- F. Turn in a printed or typed list of all players by grade and in alphabetical order within three days of the start of your season.
- G. A complete roster of each of your teams must be turned in. List the players in numerical order. Be sure every player's dressing is listed. This means Varsity, JV and Frosh



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rosters. List information in the following order: Jersey number, Name, Grade, Height, Weight (where applicable), and Position. This roster information is needed ASAP but no later than 1 ½ weeks before your first contest.

- H. Meet with assistant coaches before the beginning of the season to discuss – Expectations, Practice planning, Individual responsibilities, Skills to be taught and Methods used, Coaches conduct practice and contests. Make it very clear to all assistants and volunteer assistants that anything out of their normal responsibilities such as calling meetings with team members, sending notes home, making calls to parents, schools, referees, newspapers, etc. must be cleared with the head coach beforehand. If you would like, invite the Athletic Director to be present at this meeting.
- I. Each coach must attend required WIAA rules interpretations meetings or view online rules meetings. Assistant coaches must also attend meetings or view online. ALL coaches must complete the WIAA rules test.
- J. ALL coaches must receive the Wisconsin Fact sheet on concussions for coaches and sign the agreement form. ALL PAID COACHES: must submit proof of AED, CPR, & First Aid Certification.
- K. Each head coach will receive a copy of the confidential ineligibility list.
- L. Coaches will use a school-affiliated email account for all of the team related email communication.
- M. Volunteer coaches must follow all district guidelines outlined in [Board Policy 535.21](#).
- N. When students are cut from a team, coaches must follow procedures listed in school board policy [370.1 Rule 1 Co-Curricular Activity Size Limitations Coach/Player Ratios](#).
  - a. The middle school shall have a no-cut policy for its interscholastic program. Students shall receive the opportunity to play through a rotation system in basketball and volleyball if necessary.
  - b. Cutting is allowed at the high school. It is to be done tactfully and personally by coaches (no list posted, etc.). Cuts may be reviewed by the athletic director and principal.



## CONTESTS - HOME and AWAY

### AWAY CONTESTS

- A. Arrange for transportation with the athletic office via the provided Google Doc.
- B. Only high school approved managers, athletes and coaches are permitted to ride the player's bus and permitted to sit on the player's bench. Coaches' children are not to be at practice sessions or near the coach ~~before or~~ during the contest, unless they are of high school age and part of the team. ANY exception must be approved by the principal/athletic director beforehand.
- C. Each level coach is responsible for the conduct of student/athletes on buses. This shall include:
- i. Proper behavior
  - ii. Windows shut when we return home
  - iii. All trash removed from the bus
  - iv. No students shall leave the bus through the emergency exit unless instructed to do so.
- D. Travel to events – each student must ride and return from practices, contests, performances, events with their team/group unless proper arrangements are made before leaving on the trip. The arrangements are as follows:
- i. Completion of the WCSD ~~Alternate Athletic Transportation Form Agreement~~ must be completed via the Google Form provided to coaches at the start of the season. ~~given to the principal/athletic director prior to each date/event.~~ (no other notes, phone calls or emails will be accepted) A copy of the WCSD Student Transportation Agreement is on page 23 of this book. Feel free to make copies.
  - ii. ~~Students are allowed to transport themselves to practice within a 30 mile radius of WCHS.~~
  - iii. ~~Coaches will not provide rides to practice or competitions in their own vehicles unless previously approved to do so by following WCSD procedures.~~
  - iv. ~~Permission from the principal/activities director must be given to the coach/director.~~
  - v. The parents must pick up the student in the presence of a ~~paid~~ ~~the~~ coach/director.
  - vi. A copy of the "Consent to Treatment" form must be carried by each team's head coach to all contests. The best way to do this is to tape them into your first aid kit in a plastic container/ziploc bag.



- vii. The head coach or a designated coach is responsible to check locker rooms before we leave a visiting school. Do not allow our athletes to leave a mess or personal property. The condition we leave a locker room in will be equal to, or better than how we found it. It's called Warrior Pride.
- viii. SPORTSMANSHIP IS ESSENTIAL TO THE PRIDE OF OUR TOTAL ATHLETIC PROGRAM. The head coach is responsible for coach and player conduct. Coaches and players must display good sportsmanship as a participant or as a spectator. Stress this every chance you get. It will rub off. Take every opportunity to reinforce this.

## HOME CONTESTS

- A. Arrange with the athletic director for someone to greet the opposing team and officials for your own non-conference invites and/or tournaments. See to it that they get into the proper locker rooms and have everything they need. This is not necessary for any WIAA Tournament Series contests or Badger Conference contests.
- B. For all home varsity contests that require the result to be posted to the WIAA website, the athletic director should be emailed ~~or texted with~~ the final score of that night's contest. This includes any multiteam invites.



## MEDIA

The head coach of each level is responsible for meeting/talking to the Waunakee Tribune Sports Editor. ~~Sub-varsity level coaches will still need to submit articles to the Waunakee Tribune~~ (tribsports@hgnews.com). The weekly deadline is on Tuesday at 10:00 AM.

- The head coach or designated person to call home contest results to the Madison newspapers and TV stations. This is for varsity contests only.

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## POST-SEASON INFORMATION

- A. Complete and turn in to the Athletic Activities Director the following forms:
- a. ~~Co-Curricular activity form along with Booster Club year-end report~~
  - b. ~~Equipment and supply inventory sheets~~
  - c. Major awards form
  - d. Coaches' performance review forms should be done at the end of the season – for each assistant coach in your program. You can ask your assistants to fill one out for you also.
  - e. Properly store all equipment and supplies in the assigned area, and complete inventory sheets.
  - f. The date of the awards banquet should be scheduled ASAP – a year in advance is not too early. Off-Site banquets must be pre-approved by the Athletic Director.

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## ATHLETIC POLICIES

- A. The head coach is in charge of the entire program, including the middle school program.
- B. Winning is not the most important phase of coaching at Waunakee. Athletes should be prepared to win but we are more concerned that students learn about life through athletics and to become good people and citizens. We expect Waunakee athletes to have respect for school, coaches, opponents, team members and themselves. Coaches must show respect for athletes, fellow coaches, officials and themselves.
- C. Profanity is not to be used by athletes or coaches at any time.
- D. If a coach is aware of an athlete that has broken co-curricular code rules, the Athletic Director and Principal must be notified as soon as possible.
- E. Call Coaches and all fellow teachers by their title "Coach" or Mr., Miss, Mrs., or Ms.
- F. Do not air any petty grievances where students or others can overhear you. Talk to the person who can do something about your problem.
- G. Dress-up on days of interscholastic contests by squad members will be up to the discretion of the head coach.
- H. Managers are not to be allowed in the coaches' office. Do not allow any student or athlete to hang around the coaches' office.
- I. No athlete should be allowed in the training room unless a coach or the trainer is present.
- J. The training room is to remain locked unless a coach or trainer is present.
- K. The weight room is off limits for all unless a qualified instructor or coach is present.
- L. In the Badger Conference, visiting teams must supply their own towels. It is important that non-conference teams be made aware of this rule. It is the responsibility of the head coach to ensure all towels taken on any trip are returned.
- M. In the past, some coaches have attended or held team parties at their home or at a player's home. This practice is not ~~permitted~~ ~~condoned~~ by the school and/or athletic department. Coaches' liability is too great in these situations.



- N. Our athletes need and deserve recognition for their efforts. The Waunakee Tribune does employ a full-time sports reporter so each coach is responsible for supplying the newspaper with contest information.
- O. Some athletes have special medical problems and/or medical history. You will receive a copy of the Confidential Medical list from the school nurse. Please review it carefully and make a point with the athletes that you and our trainer need to be made aware of this.
- P. ~~It is recommended that all participants in sports be inoculated against tetanus. You should discuss this with their parents.~~
- Q. Under WIAA regulations, an athlete must be an amateur in all sports in order to participate in any sport. They can violate their amateur standing if they:
- Accept any amount of money or merchandise connected with sports
  - Sign a contract for athletic services
  - Permit their name, picture or personal appearance to be used for
  - promoting anything.
  - Play under another name.
- R. An athlete cannot attend a specialized game, clinic or school unless the program is approved by WIAA Rules. Expenses of any clinic, camp, etc. must be paid by the athletes' family or he/she will be declared ineligible.
- S. A coach cannot provide transportation for an athlete to any camp, clinic, workshop, etc.
- T. An athlete may participate in only one sport per season.
- U. All summer camp/clinics held here must be discussed with the Athletic Director
- V. SUMMER CAMPS AND CLINICS - Youth camps (8th grade and below) can be run through the school by setting up an activity account through the **Athletic Department Activities Director** or your Booster Club. If you do not handle your youth camp through the **Athletic Department Activities Director** or Booster Club, you will need to rent the facilities and purchase your own insurance program. High School aged camps can be run through the school. Those camps need to be **concluded by held between the end of the school year and July 31st** and must comply with contact rules.

#### **CIVIL LIABILITY FOR ETHICS VIOLATIONS – STATE OF WISCONSIN**

- A. Sale of goods and Services at Schools #118.12
- Prohibits all school employees from receiving a fee or anything of value for promoting sales to a pupil while on the employing school district's property or at an activity of the district. (This would include the promotion of camps for which



you work for a salary. All local camps should be handled through the community education program. Also, resale items should be handled through the school store or booster clubs. Do Not Handle Directly).

B. Penalties

- a. Fine of not more than \$200.00 per offense
- b. Conduct violating #118.12 may also violate #946.13 (Misconduct in Public Office)

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## ATHLETIC BOOSTER CLUB ORGANIZATIONS

Parent and community support of the Waunakee School District's athletic programs are essential to the success of those programs for the benefit of our student athletes. This support is often provided through the organization of athletic booster clubs. While these organizations can provide much needed support, such support must not compromise the integrity of the School District and its athletic programs. Therefore, coaches must be aware of, and strictly adhere to, the various state laws, WIAA regulations, and District policies governing the relationship between booster clubs and school districts. This section is intended to provide coaches with an overview of their responsibilities in this regard. However, should coaches have questions regarding issues not addressed in this section, those questions should be raised with the District's Athletic Director or other appropriate member of the District's administration.

Coaches shall determine how booster clubs shall best support their athletic program and booster clubs shall not provide support in any form without first consulting with the coach. If a coach becomes aware of an unauthorized activity, form of support, or violation of these rules by any booster club or individual, the coach shall immediately report such to the District's Athletic Director, or other appropriate District Administrator.

Please review the booster club handbook on the district website for complete guidelines related to booster clubs and WCSD.

### Fundraising:¶¶



- ~~No fundraiser involving students shall take place without prior approval from the Board of Education.¶¶~~
- ~~All requests for fundraising should be submitted to the District Activities Director, who¶¶ shall then present it to the Board of Education for consideration.¶¶~~
- ~~Fundraising requests should include the following information: Purpose of the fundraiser. Type of fundraising activity (i.e., candy sale, carnival, etc.). Date, time, place, etc., of the activity. Name of the sponsoring organization. Name and phone number of the organization's representatives. Name and phone number of the person(s) in charge of the fundraiser.¶¶~~
- ~~Student athletes may not be required to participate in fundraisers or be required to raise a particular amount of money when participating in a fundraiser.¶¶~~
- ~~Prizes or incentives for individual student athletes to raise funds or sell products as part of a fundraiser are prohibited.¶¶~~
- ~~Revenues from fundraisers may not be selectively used for the benefit of particular¶¶ student athletes within an athletic program. Such funds must be used equally to the benefit of all student athletes who are members of the particular athletic program being¶¶ sponsored.¶¶~~



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#### Gifts and Donations:¶

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- No student athlete may accept, receive and/or direct to another, reimbursement or award in any form including cash or merchandise of any kind or for any amount for achievement in athletics, or membership or status in an athletic program.¶
- No student athlete may receive compensation or benefit, directly or indirectly, for the use of name, picture, and/or personal appearance, as an athlete. This includes but is not limited to receiving free and/or reduced rates on equipment, apparel, camps/clinics/instruction and competitive opportunities that are not identical for all other participants.¶
- No student athlete may make an endorsement as an athlete, or appear as an athlete, in the promotion of a commercial/advertisement and/or profit-making event, item, plan or service.¶
- While student athletes may receive symbolic awards such as trophies, medals, ribbons, event T-shirts, event hats, game balls, or other items of no intrinsic/utilitarian value, students may not receive such merchandise items as jackets, sweaters, sweatshirts, equipment, watches, rings, coupons, gift certificates, etc., regardless of their value.¶
- All gifts or donations to an athletic program, including free or reduced cost services, must first be approved by the Board of Education, and once approved and bequeathed, become the sole property of the District.¶
- Any banquet or similar event for student athletes sponsored by any person or organization other than the District shall first be approved by the District.¶
- Group entertainment for student athletes sponsored by any person or organization other than the District, shall first be approved by the District. Such entertainment is only permissible if it is limited to transportation, admission to event, and necessary food and lodging.¶
- No coach may accept any compensation, award or gift, other than those of no intrinsic value such as plaques, trophies, medals, etc., for his or her involvement with an athletic program, other than that provided for by the District.¶
- No coach may, in recognition of school athletic achievement, present to his or her student athletes, or permit presentation by others to his or her student athletes, any award other than of a type falling under the category of badges, certificates, cups, trophies, medals, banners, ribbons, pictures, event T-shirts, event hats, game balls, unattached emblems, letters, or other items of symbolic, but no intrinsic, value.¶
- No coach may receive for his or her personal benefit anything of value from any person other than the District to sell, promote the sale of or act as an agent or solicitor for the sale of any goods or services to any student.¶

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#### References:¶



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~~Waunakee School Board Policies 374 and 881.1 WIAA Bylaws, Article XI~~¶  
~~WIAA Eligibility Requirements, Article IV Wis. Stat. § 118.12 (2)(a)~~¶  
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## EMERGENCY PROCEDURES

- ~~A. Set up a plan for an emergency procedure from your area. This is a WIAA requirement.¶~~
- ~~B. Be sure to review plans prior to the start of each season with your assistants, Athletic Trainer, and Team.¶~~
- ~~C. Always have a first aid kit and ice on hand near your area.¶~~
- ~~D. Know where the nearest AED is located.¶~~
- ~~E. Be sure your staff is aware of all emergency procedures.¶~~
- ~~F. Be familiar with the After School Event Emergency Plan and any WIAA weather related policies.~~

### Pre-Season Requirements

- Review emergency procedures with assistant coaches
- Review emergency procedures with Athletic Trainer
- Review emergency procedures with entire team
- AED is located and accessible: LOCATIONS

### Chain of Command in an Emergency

- Lead Coach initiates and assesses emergency
- Athletic Trainer (if present) takes medical lead
- Assistant Coach calls 911 (EMS)
- Designated staff member meets EMS at entrance
- Lead Coach or AD contacts family/guardians/Principal/Superintendent

### Emergency Contact & Medical Info

- Consent to treat forms (provided by athletic office)



- Known medical conditions/allergies documented

### **After-School Event Protocol**

- Familiar with your site-specific EAP. This is required to be discussed prior to any WIAA contest. For non-WIAA activities, WCSD still requires an EAP to be created for your sport.
- Review procedures with all coaches on your staff and their roles during after-hours events

### **Weather-Related Protocols**

- Follow [WIAA lightning policy](#) (30-minute rule)
- Follow [WIAA Model Policy](#) for heat and humidity
- Suspend activities per policy when conditions unsafe
- Assign a coaching staff member to monitor weather conditions

### **Accident Report**

- For any injuries sustained on WCSD grounds, notify the AD and health office of the incident. An injury report will be completed.

### **Optional: Annual Emergency Drill**

- Conduct annual drill or simulation (recommended)

### **Lightning Safety Guidelines**

The safety of student-athletes, staff, and spectators is our top priority. These guidelines align with NFHS, NCAA, and WIAA Lightning Safety Guidelines to ensure a proactive approach to severe weather risks.

### **Weather Monitoring**

- Assign staff to continuously monitor local weather conditions using weather apps, NOAA alerts, and local weather stations before and during practices and contests.



- For home events, coaches and staff are encouraged to sign up for Dane County Emergency Management's emergency alert system. This service provides real-time notifications via text and email about severe weather watches and warnings issued by the National Weather Service, as well as other public safety emergencies. Register at: <https://em.countyofdane.com/emergency-alerts>.

### **Evacuation Plan**

- Identify designated safe areas such as schools, gymnasiums, and libraries—substantial buildings with plumbing and wiring.
- Alternate safe locations include fully enclosed metal vehicles or school buses (convertibles or soft-top vehicles are not acceptable).
- Determine the time required to evacuate everyone safely.

### **Criteria for Suspension and Resumption of Play**

- Suspend play immediately when thunder is heard or lightning is seen. Seek shelter in a designated safe area.
- **Use the 30-Minute Rule:** Wait at least 30 minutes after the last thunder is heard or lightning is seen before resuming play.
- Each subsequent thunder or lightning occurrence resets the 30-minute clock.
- When available, use lightning detection devices or mobile apps to assist in decision-making. Suspend play if lightning is detected within 10 miles.
- However, hearing thunder or seeing lightning takes precedence over detection tools.
- NCAA Clarification: At night or under certain atmospheric conditions, distant lightning may be visible without thunder. If no thunder is heard and flashes are low on the horizon, it may not pose a threat. Independent verification from detection devices can help confirm safety.

### **Annual Policy Review and Training**

- All administrators, coaches, and game personnel must review this procedure annually.
- Train all staff on evacuation procedures and proper response protocols.

### **Informing Student-Athletes and Parents**

- Inform all student-athletes and parents of the lightning policy at the beginning of each season.

### **References**

- National Federation of State High School Associations (NFHS) Rule Book
- NCAA Lightning Safety Guidelines
- Wisconsin Interscholastic Athletic Association (WIAA) Lightning Safety Guidelines
- Dane County Emergency Management Emergency Alerts (<https://em.countyofdane.com/emergency-alerts>)



## FINANCIALS

### Budgeting and Purchasing

- A. After checking allotted dollar amounts with the Athletic Director, the head coach shall submit a quote to obtain a purchase order from the Athletic Director's office for purchase. Coaches may not exceed approved expenditures unless it is first cleared through the principal/athletic director.
- B. The head coach is reminded that freight cost comes out of his/her budget also. Invoices should arrive shortly after orders are received. They must be checked for accuracy. If the invoice is accurate, sign and date it and turn it into the Athletic Director. If you do not turn in the signed invoice, the order will not be paid. You will become responsible for it.
- C. Items purchased without a purchase order and/or prior approval by the Athletic Director may be the financial responsibility of the coach making the purchase.



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## WISCONSIN LAWS

### A. Hazing

“No person may intentionally or recklessly engage in acts which endanger the physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating in connection with a school, college or university. Under those circumstances, prohibited acts may include any brutality of a physical nature, such as whipping, beating, and branding, forced consumption of any food, liquor, drug or other substance, forced confinement or any other forced activity which endangers the physical health or safety of the student.” [S.948.51 (2), Wisconsin Statutes] “In this section “forced activity” means any activity which is a condition of initiation or admission into or affiliation with an organization, regardless of a student’s willingness to participate in the activity.” [S.948.51 (1), Wisconsin Statutes] S. 948, in Wisconsin’s criminal code, applies universally.

### B. Harassment

“Pupil harassment” means behavior toward pupils based, in whole or in part, on sex, race religion national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental emotional, or learning disability which substantially interferes with pupil’s school performance or creates an intimidating, hostile, or offensive school environment.” [P19.02 (9), Wis. Administrative Code]

### C. Discrimination

“No person (meaning K-12 student) may be denied...the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational, or other program or activity because of the person’s sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.” [S 118.13 (1), Wisconsin Statutes] “Discrimination” means any action, policy, or practice, including bias, stereotyping, and pupil harassment...” [P19.02 (5), Wis. Administrative Code] S.118.13 and PI 9 apply to pupils in Wisconsin’s K-12 public schools.



## CHECKLIST FOR COACHES

1. Know what is in the Coaches Manual. Be sure assistants do also.
2. Check the ineligibility list.
3. Attend/View the WIAA meeting and take WIAA rule exam
4. Review the coaches' section of the Badger Conference Constitution.
5. Turn in practice schedules to the Athletic Office. Be sure to include location, dates, and times. Also, inform the Athletic Office of any changes to the practice schedule.
6. Turn in all bus forms to the Athletic Office.
7. ~~Provide information to the Waunakee Tribune when requested for requested~~ ~~Write a newspaper article for the opening of your season. at least two weeks in advance.~~
8. Set a Parent/Athlete/Coach Meeting as early as possible so parents are well aware of how your program is run.
  - a. PLAN ahead for your portion of the meeting. Be prepared.
  - b. Introduce the entire coaching staff (including assistants/volunteers).
  - c. Explain the co-curricular code and emphasize areas of importance to you. Ask for questions during the meeting. Emphasize the need for parents/students to read and understand the co-curricular handbook. As well as concussion information.
  - d. Explain the JV2/JV/Varsity level coaching philosophy. Highlight participation, practices, playing time, excused and unexcused absences, and sportsmanship, academic and behavioral responsibilities.
  - e. Review rules that are new to the sport. High light rules that parents need to understand.
  - f. Explain procedures to students and parents if they have any questions/concerns:
    - i. Athlete discusses with parents
    - ii. Athlete discusses concern with Coach
    - iii. Player & Parent discuss concern with the coach
    - iv. Player & Parent discuss concern with the athletic director.
    - v. Review rules that are new to the sport. High light rules that parents need to understand.
    - vi. Emphasize the importance of good sportsmanship. We expect appropriate behavior from athletes, coaches, fans, and parents. We expect and appreciate adult role models.



- vii. Sign up volunteers that you must have for timers and scorers and game/meet workers.
  - viii. Give parents the time to ask questions at the meeting.
9. You and your staff are responsible for supervision of the locker room. Make sure your athletes clean it up and all athletes have a lock on their lockers to prevent theft.
  10. Be sure to make constructive suggestions known to the athletic director.
  11. Use discretion in discussing your program or our total athletic program. Loyalty to players, fellow coaches and the total Waunakee Community High School athletic program is essential to our success.
  12. All of our athletic policies are open for discussion, but once a decision is made, all coaches are expected to support and enforce it.
  13. Always be where the athletes are (field, court, locker room, etc.) both before and after practice, games and matches. You and your staff are responsible for their safety and conduct.
  14. Create and share a set of program rules and philosophy prior to your season beginning.
  15. ~~DO NOT ARGUE with fellow coaches in front of players... You can correct coaching mistakes, but not player confidence.¶~~
  16. ~~Cut the "hard" talk. You don't want your players to swear and they don't want you to swear.¶~~
  17. ~~Always be on time or early!!!¶~~
  18. ~~Teach athletes to WIN Be Positive Think Positive it will rub off!!!¶~~
  19. ~~Be friendly, courteous, and helpful to all of your players, but remember you are not their buddy, you are their COACH!!!~~

~~An athlete belongs to a special group that is FOR something. They are willing to give more than lip service to ensure success. They give time, energy, talents, stamina, strength and skills to help your group achieve success. They are doers of deeds...Let's help them do it!!!~~



## STATE TOURNAMENT

The Athletics Office has the following guidelines to share the expectations and support that the Waunakee Community School District provides to athletes and teams when they perform/compete at the state level.

[Athletic Department Guidelines](#)

DRAFT



## WARRIOR MEDIA

Warrior Media students create and produce livestream broadcasts for many of the home Waunakee Athletics events, as well as game-day photography, play-by-play, video board content, and social media updates (gameday and final score graphics).

Website: <https://www.waunakee.k12.wi.us/athleticsactivities/livestream#/>

Photography Website: <https://photos.warriormedia.org/>

Social Media Channels

- Instagram: [https://www.instagram.com/wm\\_whs/](https://www.instagram.com/wm_whs/)

X (Twitter): [https://twitter.com/wm\\_whs](https://twitter.com/wm_whs)

~~Website: <https://www.waunakee.k12.wi.us/athleticsactivities/livestream#/>~~

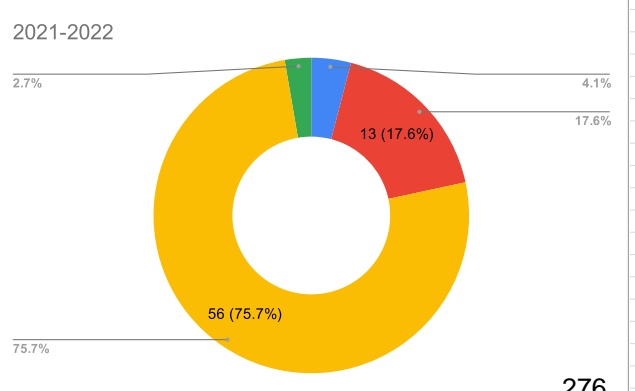
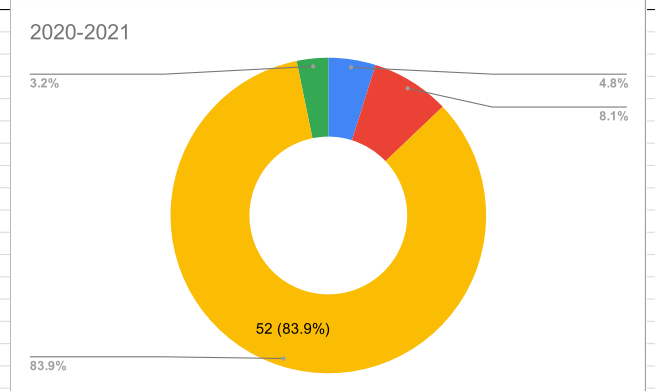
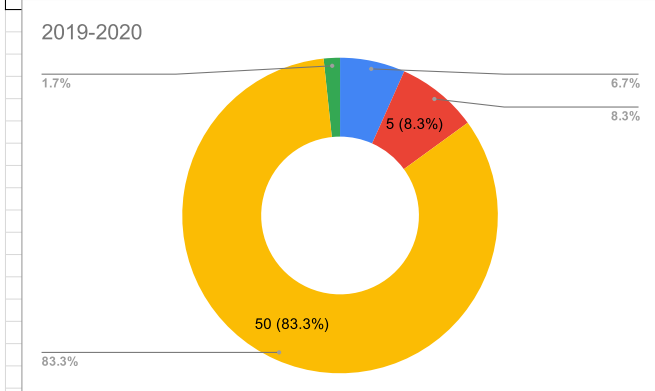
~~Photography Website: coming soon!~~

~~Social Media Channels~~

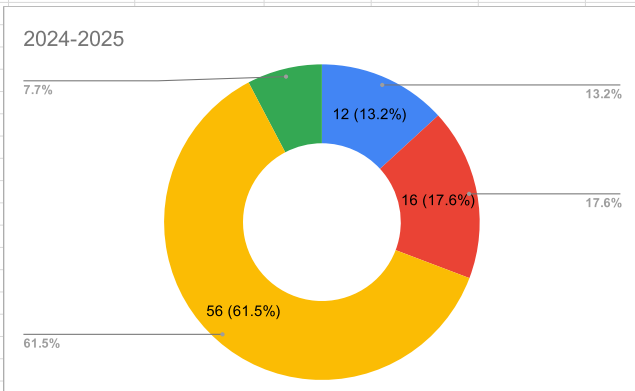
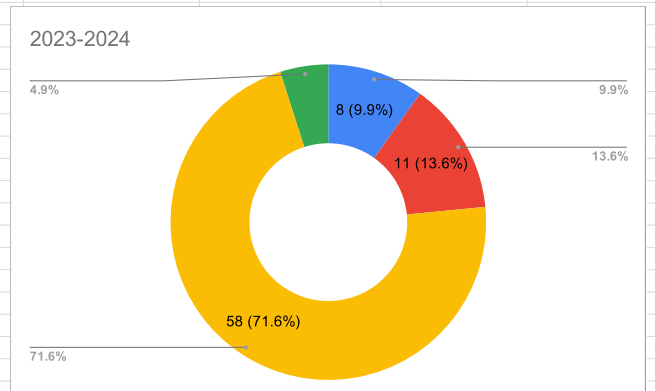
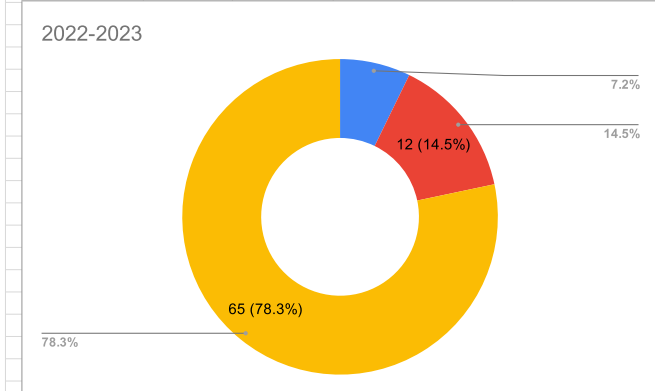
- ~~• Instagram: [https://www.instagram.com/wm\\_whs/](https://www.instagram.com/wm_whs/)~~

- ~~• Twitter: [https://twitter.com/wm\\_whs](https://twitter.com/wm_whs)~~

Disproportionality Data										
Year	Total # of Referrals	Total # of Students Qualified	# of Black/African American Students Referred	# of Black/African American Students Qualified	# of Hispanic Students Referred	# of Hispanic students Qualified	# of White students Referred	# of White students Qualified	# of Asian students referred	# of Asian students Qualified
2019-2020	84	61	4	4	5	5	72	50	1	1
2020-2021	78	66	4	3	7	5	60	52	2	2
2021-2022	101	77	3	3	15	13	77	56	3	2
2022-2023	104	88	7	6	13	12	79	65	0	0
2023-2024	103	86	9	8	11	11	76	58	5	4
2024-2025	120	92	13	12	17	16	81	56	7	7
**2024-2025 Not all referrals are completed yet for the year										



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**2024-25 Budget Status Report - May 31st, 2025**

**GENERAL FUND 10 EXPENSES**

<b>Salary &amp; Benefits (no grants)</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Spent</b>	<b>Ordered</b>	<b>% Spent/Or.</b>	<b>Available</b>
Personnel Costs: Salaries	36,749,683	36,939,638	31,263,371.15	5,526,274.30	99.59%	149,993.03
Personnel Costs: Benefits	12,048,294	11,902,255	10,208,585.51	1,838,955.99	101.22%	-145,286.58
<b>Total</b>	<b>48,797,977</b>	<b>48,841,893</b>	<b>41,471,956.66</b>	<b>7,365,230.29</b>	<b>99.99%</b>	<b>4,706.45</b>

<b>Buildings</b>	<b>Budget</b>	<b>Revised Budget</b>	<b>Spent</b>	<b>Ordered</b>	<b>% Spent/Or.</b>	<b>Available</b>
Prairie School	87,510	87,510	69,031.07	3,625.39	83.03%	14,853.54
Prairie School CSF	33,100	38,100	33,493.60	3,140.67	96.15%	1,465.73
Heritage School	88,170	88,170	85,472.83	1,833.34	99.02%	863.83
Heritage School CSF	34,602	39,602	36,246.71	11,382.50	120.27%	-8,027.21
Arboretum School	75,420	75,420	63,307.95	2,210.20	86.87%	9,901.85
Arboretum School CSF	27,031	31,031	30,110.64	1,781.09	102.77%	-860.73
Intermediate School	160,000	160,000	126,372.51	7,011.36	83.36%	26,616.13
Intermediate School CSF	39,044	45,044	40,428.58	3,097.39	96.63%	1,518.03
Middle School	163,140	163,140	141,877.77	5,871.97	90.57%	15,390.26
Middle School CSF	42,673	48,673	46,291.18	4,263.34	103.87%	-1,881.52
High School	597,887	599,366	489,885.22	85,166.07	95.94%	24,314.75
High School CSF	84,471	86,486	60,499.41	1,841.85	72.08%	24,144.74
Athletics	447,602	447,602	354,399.03	9,827.60	81.37%	83,375.37

<b>Departments</b>						
Utilities	1,126,923	1,126,923	979,461.05	111,477.90	96.81%	35,984.05
Maintenance	731,990	338,742	869,716.55	169,477.57	306.78%	-700,452.25
Capital Projects	0	0	71,824.79	0.00	---	-71,824.79
Contingency Fund	100,000	7,000	5,270.00	0.00	75.29%	1,730.00
Energy Conservation	0	0	0.00	0.00	---	0.00
Transportation	1,568,381	1,808,381	1,507,876.60	195,576.53	94.20%	104,927.87
Technology	718,729	186,079	734,925.63	79,098.16	437.46%	-627,944.88
Technology Erate/Fees	0	0	0.00	0.00	---	0.00
Curriculum-Secondary	527,300	527,300	509,448.22	1,500.00	96.90%	16,351.78
Curriculum-Elementary Operations	467,782	455,382	642,830.52	1,210.77	141.43%	-188,659.29
4K District	913,400	913,400	901,113.92	480.00	98.71%	11,806.08
4K Operations	17,000	17,000	7,413.92	480.00	46.43%	9,106.08
Human Resources	54,550	54,550	45,246.63	5,843.15	93.66%	3,460.22
Superintendent	94,600	267,100	254,647.70	10,363.86	99.22%	2,088.44
Student Services-Operations	73,184	73,184	41,110.93	85.19	56.29%	31,987.88
Student Services-District	97,000	97,000	92,367.93	21,146.02	117.02%	-16,513.95
Business Office	472,336	675,662	594,143.36	37,219.58	93.44%	44,298.73
District Wide	1,987,541	2,491,816	1,019,008.96	8,464.32	41.23%	1,464,342.72
Special Projects	0	40,000	41,129.12	0.00	102.82%	-1,129.12
Summer School	109,515	109,515	103,610.01	0.00	94.61%	5,904.99

<b>Grants-Fund 10</b>						
Common School Fund-District	7,069	7,069	7,068.72	0.00	100.00%	0.28
Title 1 Grant (Public)	96,184	133,375	75,769.42	16,987.91	69.55%	40,617.67
Title 1 Grant (Private)	4,563	4,563	3,839.15	0.00	84.14%	723.85
Title 2 Grant (Public)	40,907	40,907	40,907.01	0.00	100.00%	-0.01
Title 2 Grant (Private)	6,232	6,230	5,990.47	0.00	96.15%	240.00
Title 3 Grant	17,205	17,205	17,182.51	0.00	99.87%	22.49
Title 4A Grant (Public)	7,482	8,720	8,720.36	0.00	100.00%	0.00
Title 4A Grant (Private)	2,518	2,518	2,518.19	0.00	100.00%	0.00
Career/Tech Ed Grant	82,790	82,790	58,360.14	38,016.62	116.41%	-13,586.76
CEIS Federal Flo-Through	141,000	191,600	133,826.66	7,899.30	73.97%	49,874.04
Ed. Effectiveness Grant	32,000	33,442	33,442.00	0.00	100.00%	0.00
Peer Mentor Grant	12,232	12,232	6,863.79	0.00	---	5,368.21
Perkins Grant	19,354	21,770	17,514.40	0.00	80.45%	4,255.60
Reading Readiness	0	0	0.00	0.00	---	0.00
Dane Co. Mental Health	0	0	0.00	0.00	---	0.00
School-Based Mental Health	0	0	113,253.51	15,000.00	---	-128,253.51
SAODA	25,000	25,000	610.15	0.00	---	24,389.85

<b>Other Program Totals</b>						
Transfer to Fund 27	7,268,513	7,807,272	0.00	0.00	0.00%	7,807,272.15
Wellness Clinic	300,000	325,000	320,761.86	12,489.96	102.54%	-8,251.82

<b>Subtotals</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Spent</b>	<b>Ordered</b>	<b>% Spent/Or.</b>	<b>Available</b>
Salary & Benefits Totals	48,797,977	48,841,893	41,471,956.66	7,365,230.29	99.99%	4,706.45
Building Totals	1,880,650	1,910,144	1,577,416.50	141,052.77	89.97%	191,674.77
Department Totals	9,060,231	9,189,033	8,421,145.84	642,423.05	98.63%	125,464.56
Grant Totals	494,536	587,422	525,866.48	77,903.83	102.78%	-16,348.29
Other Program Totals	7,568,513	8,132,272	320,761.86	12,489.96	4.10%	7,799,020.33
<b>Total Fund 10 Expenditures</b>	<b>67,801,907</b>	<b>68,660,765</b>	<b>52,317,147.34</b>	<b>8,239,099.90</b>	<b>88.20%</b>	<b>8,104,517.82</b>

**GENERAL FUND 10 REVENUES**

<b>Building/Department</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Received</b>	<b>Ordered</b>	<b>% Received</b>	<b>Unreceived</b>
Prairie School	2,550	2,550	6,626.95	0.00	259.88%	-4,076.95
Heritage School	2,250	2,250	4,908.73	0.00	218.17%	-2,658.73
Arboretum School	5,820	5,820	6,428.28	0.00	110.45%	-608.28
Intermediate School	37,900	37,900	16,725.70	0.00	44.13%	21,174.30
Middle School	23,700	23,700	30,787.50	0.00	129.91%	-7,087.50
High School	199,215	209,215	239,652.70	0.00	114.55%	-30,437.70
Curriculum - Elementary	12,400	0	0.00	0.00	---	0.00
Curriculum - Secondary	10,815	10,815	18,972.54	0.00	175.43%	-8,157.54
Maintenance	12,500	51,000	80,358.11	0.00	157.56%	-29,358.11
Energy Conservation	0	0	962.25	0.00	---	-962.25
Athletic Dept	71,000	71,000	63,484.33	0.00	89.41%	7,515.67

Human Resources	0	0	0.00	0.00	---	0.00
Technology	4,200	4,200	8,254.71	0.00	196.54%	-4,054.71
E-Rate	0	0	0.00	0.00	---	0.00
District	66,437,839	67,137,027	53,819,536.79	0.00	80.16%	13,317,490.21
<b>Grants - Fund 10</b>						
Common School Fund-District	267,990	296,005	296,005.00	0.00	100.00%	0.00
Title 1 Grant (Public)	96,184	133,375	0.00	0.00	0.00%	133,375.00
Title 1 Grant (Private)	4,563	4,563	2,688.99	0.00	58.93%	1,874.01
Title 2 Grant (Public)	40,907	40,907	31,816.56	0.00	77.78%	9,090.44
Title 2 Grant (Private)	6,232	6,230	5,990.47	0.00	96.15%	240.00
Title 3 Grant	17,205	17,205	0.00	0.00	0.00%	17,205.00
Title 4A Grant (Public)	7,482	8,720	8,720.36	0.00	100.00%	0.00
Title 4A Grant (Private)	2,518	2,518	2,518.19	0.00	100.00%	0.00
Career/Tech Ed Grant	82,790	82,790	300.00	0.00	0.36%	82,490.00
CEIS Federal Flo-Through	141,000	191,600	105,903.17	0.00	55.27%	85,696.83
Ed. Effectiveness Grant	32,000	33,442	0.00	0.00	0.00%	33,442.00
Peer Mentor Grant	12,232	12,232	0.00	0.00	---	12,232.00
Perkins Grant	19,354	21,770	7,262.73	0.00	33.36%	14,507.27
Reading Readiness	0	0	0.00	0.00	---	0.00
Dane Co. Mental Health	0	0	0.00	0.00	---	0.00
School-Based Mental Health	130,239	130,239	0.00	0.00	---	130,239.00
SAODA	25,000	25,000	10,034.21	0.00	---	14,965.79
<b>Total Fund 10 Revenues</b>	<b>67,708,385</b>	<b>68,635,764</b>	<b>54,784,923.23</b>	<b>0.00</b>	<b>79.82%</b>	<b>13,850,840.79</b>

**SPECIAL EDUCATION FUND 27 EXPENSES**

Salaries & Benefits (no grants)	Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available
Salaries & Benefits	10,843,708	10,927,117	9,222,880.20	1,642,373.87	99.43%	61,863.08
<b>Departments</b>						
Special Ed-Operations	28,839	28,839	30,938.06	422.00	108.74%	-2,521.06
Special Ed-District	157,000	157,000	106,748.99	46,608.90	97.68%	3,642.11
Transportation	228,966	228,966	204,500.78	74,629.38	121.91%	-50,164.16
Medicaid	10,000	10,000	10,847.17	0.00	108.47%	-847.17
<b>Grants-Fund 27</b>						
IDEA FlowThrough Grant	975,048	965,023	821,900.18	92,981.58	94.80%	50,141.20
IDEA PreSchool Grant	58,500	34,500	16,131.36	1,870.45	52.18%	16,498.19
<b>Total Fund 27 Expenditures</b>	<b>12,302,061</b>	<b>12,391,795</b>	<b>10,455,011.14</b>	<b>1,898,434.28</b>	<b>99.69%</b>	<b>38,349.80</b>

**SPECIAL EDUCATION FUND 27 REVENUES**

Source	Budget	Revised Budget	Received	Ordered	% Received	Unreceived
IDEA FlowThrough Grant	975,048	965,023	616,014.41	0.00	63.83%	349,008.55
IDEA PreSchool Grant	58,500	34,500	13,986.85	0.00	---	20,513.15
Special Ed Revenues	0	0	0.00	0.00	---	0.00
Other Fund 27 Revenues	11,253,513	11,377,272	2,372,580.43	0.00	20.85%	9,004,691.72
<b>Total Fund 27 Revenues</b>	<b>12,287,061</b>	<b>12,376,795</b>	<b>3,002,581.69</b>	<b>0.00</b>	<b>24.26%</b>	<b>9,374,213.42</b>

**FOOD SERVICE FUND 50 EXPENSES**

Function	Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available
All	2,886,887	2,986,887	2,503,957.14	253,093.77	92.31%	229,836.09

**FOOD SERVICE FUND 50 REVENUES**

Source	Budget	Revised Budget	Received	Ordered	% Received	Unreceived
All	2,902,207	3,002,207	2,453,598.63	0.00	81.73%	548,608.37

**CALCULATION OF BUILDING/DEPARTMENT BUDGET BALANCES**

May 31, 2025

Building/Department	23-24 Carryover	24-25 Revenue Budget	24-25 Rec'd	24-25 Revenue Balance	24-25 Expense Budget	24-25 Spent / Encumbered	24-25 Expense Balance	24-25 Balance	Funds Available
Prairie School	31,971.57	2,550.00	6,626.95	-4,076.95	87,510	72,656.46	14,853.54	18,930.49	50,902.06
Heritage School	24,323.72	2,250.00	4,908.73	-2,658.73	88,170	87,306.17	863.83	3,522.56	27,846.28
Arboretum School	9,038.53	5,820.00	6,428.28	-608.28	75,420	65,518.15	9,901.85	10,510.13	19,548.66
Intermediate School	85,117.72	37,900.00	16,725.70	21,174.30	160,000	133,383.87	26,616.13	5,441.83	90,559.55
Middle School	62,624.43	23,700.00	30,787.50	-7,087.50	163,140	147,749.74	15,390.26	22,477.76	85,102.19
High School	62,011.13	209,215.00	239,652.70	-30,437.70	599,366	575,051.29	24,314.75	54,752.45	116,763.58
4K	11,301.04	0.00	0.00	0.00	17,000	7,893.92	9,106.08	9,106.08	25,024.00
Athletic Dept	24,595.65	71,000.00	63,484.33	7,515.67	447,602	364,226.63	83,375.37	75,859.70	100,455.35
Curriculum-Elementary	210,216.37	0.00	0.00	0.00	467,782	644,041.29	-176,259.29	-176,259.29	33,957.08
Curriculum-Secondary	16,925.67	10,815.00	18,972.54	-8,157.54	527,300	510,948.22	16,351.78	24,509.32	41,434.99
CTE Grant	112,514.84	82,790.00	300.00	82,490.00	82,790	96,376.76	-13,586.76	-96,076.76	16,438.08
Human Resources	8,897.34	0.00	0.00	0.00	54,550	51,089.78	3,460.22	3,460.22	12,357.56
Maintenance	62,036.62	51,000.00	80,358.11	-29,358.11	338,742	1,039,194.12	-700,452.25	-671,094.14	-609,057.52
Special Education	31,312.26	0.00	0.00	0.00	28,839	31,360.06	-2,521.06	-2,521.06	28,791.20
Student Services	121,115.72	0.00	0.00	0.00	73,184	41,196.12	31,987.88	31,987.88	153,103.60
Superintendent	854.92	0.00	0.00	0.00	267,100	265,011.56	2,088.44	2,088.44	2,943.36
Technology	114,878.55	4,200.00	8,254.71	-4,054.71	186,079	814,023.79	-627,944.88	-623,890.17	-509,011.62
Capital Projects (Fund 10)	-	0.00	0.00	0.00	0	10,934.45	-10,934.45	-10,934.45	-10,934.45

CASH RECONCILIATION FOR THE MONTH OF APRIL 2025

	OCB	OCB	OCB	OCB	LGIP	LGIP	MIDAMERICA	WISC	WISC	WISC-209 2022 BOND	WISC-210 2023 BOND	WISC-211 2024 BOND	WISC-212 2025 BOND	WISC	TOTALS
	PAYROLL CHECKING	DEPOSIT ACCT	OPERATING ACCT	Construction ACCT	GENERAL ACCOUNT	DENTAL ACCT	TRUST ACCT	DEBT SERVICE	SCHOLARSHIP ACCT	Referendum ACCT	Referendum ACCT	Referendum ACCT	Referendum ACCT	GENERAL	
	(FUND 10)	10.21.27.50.60.80.99)	10.21.27.50.60.80.99)	(Fund 49)	10.27.50.80.99)	(FUND 10)	(FUND 73)	(FUNDS 38.39)	(FUND 21)	(FUND 49)	(FUND 49)	(FUND 49)	(FUND 49)	(FUNDS 39 AND 49)	
BEGINNING BALANCE	94,371.47	6,657,018.23	147,957.94	211,527.96	12,056,417.90	379,495.61	723,451.90	8,786,842.85	348,612.14	2,304,097.33	2,030.59	14,755,589.70	521,291.76	2,106,611.19	49,095,316.57
REVENUES:															
+ DEPOSITS	5,268,772.47	13,118,576.57	1,479,536.37	5,002,030.59	715,687.36	0.00		65.00	0.00	0.00	0.00	0.00	0.00	90,804,229.77	0.00
+ INTEREST	1,266.31	21,449.10	890.52	1,928.45	42,929.04	1,214.55	1,055.63	941.54	1,502.03	4,078.64	0.46	47,586.70	53,340.96	7,226.54	185,410.47
TOTAL REVENUES	5,270,038.78	13,140,025.67	1,480,426.89	5,003,959.04	758,616.40	1,214.55	1,055.63	1,006.54	1,502.03	4,078.64	0.46	47,586.70	90,857,570.73	7,226.54	116,574,308.60
EXPENSES:															
ACCOUNTS PAYABLE	0.00	1,415,807.12	1,284,920.85	4,889,894.34	12,000,000.00	64,212.62			0.00	2,300,000.00	2,030.59		39,358,599.20	\$0.00	61,315,464.72
PAYROLL	4,474,586.49	5,268,772.47				0.00	0.00	8,517,356.95	0.00	0.00		0.00		0.00	18,260,715.91
TOTAL EXPENSES	4,474,586.49	6,684,579.59	1,284,920.85	4,889,894.34	12,000,000.00	64,212.62	0.00	8,519,681.95	0.00	2,300,000.00	2,030.59	2,700,000.00	39,358,599.20	0.00	82,278,505.63
ENDING BALANCE	889,823.76	13,112,464.31	343,463.98	325,592.66	815,034.30	316,497.54	724,507.53	268,167.44	350,114.17	8,175.97	0.46	12,103,176.40	52,020,263.29	2,113,837.73	83,391,119.54
<b>BANK BALANCES-SKYWARD</b>															
ENDING BANK BALANCE	889,823.76	13,112,464.31	343,463.98	325,592.66	815,034.30	316,497.54	724,507.53	268,167.44	350,114.17	8,175.97	0.46	12,103,176.40	52,020,263.29	2,113,837.73	83,391,119.54
OUTSTANDING ACH	1,324,951.62		1,623.75		0.00	0.00	0.00	0.00	0.00	0.00				0.00	1,326,575.37
ACTUAL BALANCE	-435,127.86	13,112,464.31	341,840.23	325,592.66	815,034.30	316,497.54	724,507.53	268,167.44	350,114.17	8,175.97	0.46	12,103,176.40	52,020,263.29	2,113,837.73	82,064,544.17

**ADMINISTRATION OFFICE**

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

**Facilities and Maintenance**

The Board of Education for the Waunakee Community School District has reviewed the School Violence Evaluation Reports for scheduled drills held during the month of MAY 2025.

	<b>School Address</b>	<b>Type of Drill</b>	<b>Date of Drill</b>
<b>AES</b>	Arboretum Elementary School 1350 Arboretum Drive Waunakee, WI 53597	Evacuation	5.13.25
<b>HES</b>	Heritage Elementary School 501 South Street Waunakee, WI 53597	Evacuation	5.15.25
<b>PES</b>	Prairie Elementary School 700 N. Madison Street Waunakee, WI 53597	Evacuation	5.14.25
<b>WIS</b>	Waunakee Intermediate School 6273 Woodland Drive Waunakee, WI 53597	Evacuation	5.14.25
<b>WMS</b>	Waunakee Middle School 1001 South Street Waunakee, WI 53597	Evacuation	5.16.25
<b>WHS</b>	Waunakee High School 301 Community Drive Waunakee, WI 53597	Evacuation	5.6.25

Board of Education Representative: \_\_\_\_\_  
 Joan Ensign, President



DANE COUNTY CONTRACT # \_\_\_\_\_

## GRANT AGREEMENT

Revised 11.2024

**THIS GRANT AGREEMENT** is made and entered into, by and between the County of Dane (hereafter referred to as "GRANTOR") and Waunakee School District (hereafter, "GRANTEE"),

### WITNESSETH:

**WHEREAS**, GRANTOR, whose address is Department of Administration, 210 Martin Luther King, Jr. Blvd, Room 425, Madison, WI 53703, and desires to support GRANTEE's project to Drivers' Education Scholarship Program; and

**WHEREAS** GRANTEE, is a Wisconsin nonprofit corporation, whose address is 905 Bethel Circle, Waunakee, WI 53597 and is able and willing to complete such a project;

**NOW, THEREFORE**, in consideration of the above premises and the mutual covenants of the parties hereinafter set forth, the receipt and sufficiency of which is acknowledged by each party for itself, GRANTOR and GRANTEE do agree as follows:

#### I. TERM:

The term of this Agreement shall commence as of the date by which all parties have executed this Agreement January 1, 2025 ("Effective Date") and shall end as of December 31, 2025 ("Expiration Date") unless terminated pursuant to this Agreement.

#### II. PURPOSE AND SCOPE:

A. In consideration of a grant in the amount of \$4,000.00 ("Grant Funds"), GRANTEE agrees to Drivers' Education Scholarship Program ("Project"). Notwithstanding any other provision of this Agreement to the contrary, GRANTOR shall never pay more than the amount of the Grant Funds.

B. GRANTEE shall commence, carry on and complete its obligations under this Agreement with all deliberate speed and in a sound, economical and efficient manner, in accordance with this Agreement, including the Scope of Work set forth in Exhibit A, which is fully incorporated herein by reference, and all applicable laws.

C. GRANTEE agrees to secure at GRANTEE's own expense all personnel necessary to carryout GRANTEE's obligations under this Agreement. Such personnel shall not be deemed to be employees of GRANTOR nor shall they or any of them have or be deemed to have any direct contractual relationship with GRANTOR.

**III. ASSIGNMENT:**

GRANTEE shall neither assign nor transfer any interest or obligation in this Agreement, without the prior written consent of GRANTOR unless otherwise provided herein.

**IV. TERMINATION:**

A. Failure of GRANTEE to fulfill any of its obligations under this Agreement in a timely manner, or violation by GRANTEE of any of the covenants or stipulations of this Agreement, shall constitute grounds for GRANTOR to terminate this Agreement by giving a thirty (30) day written notice to GRANTEE.

B. The following shall constitute grounds for immediate termination:

1. Violation by GRANTEE of any State, Federal or local law, or failure by GRANTEE to comply with any applicable States and Federal service standards, as expressed by applicable statutes, rules and regulations.
2. Failure by GRANTEE to carry applicable licenses or certifications as required by law.
3. Failure of GRANTEE to comply with reporting requirements contained herein.
4. Inability of GRANTEE to perform the work provided for herein.

C. In the event GRANTOR terminates this Agreement as provided in Subsections A or B , GRANTEE shall, within thirty (30) days of termination of this Agreement, return to the GRANTOR the full amount of the Grant Funds minus any amount that should be paid to GRANTEE for work that has been completed and which costs can be substantiated. GRANTOR may seek any and all other remedies available to it against the GRANTEE.

D. Failure of the Dane County Board of Supervisors or the State or Federal Governments to appropriate sufficient funds to carry out GRANTOR's obligations hereunder, shall result in automatic termination of this Agreement as of the date funds are no longer available, without notice.

**V. PAYMENT:**

GRANTOR's obligation to make payments under this Agreement is contingent upon GRANTEE demonstrating to GRANTORS satisfaction that GRANTEE has arranged sufficient funding to complete the project in a timely manner. It is currently estimated that the cost to complete the project is \$4,000.00.

## **VI. REPORTS:**

GRANTEE agrees to make such reports as are required in the attached Exhibit C, which is fully incorporated herein by reference. With respect to such reports it is expressly understood that time is of the essence and that the failure of GRANTEE to comply with the time limits set forth in said Exhibit C shall result in the penalties set forth herein.

## **VII. DELIVERY OF NOTICE:**

Notices, bills, invoices and reports required by this Agreement shall be deemed delivered as of the date of postmark if deposited in a United States mailbox, first class postage attached, addressed to a party's address as set forth above. It shall be the duty of a party changing its address to notify the other party in writing within a reasonable time.

## **VIII. INSURANCE:**

A. GRANTEE shall indemnify, hold harmless and defend GRANTOR, its boards, commissions, agencies, officers, employees and representatives against any and all liability, loss (including, but not limited to, property damage, bodily injury and loss of life), damages, costs or expenses which GRANTOR, its officers, employees, agencies, boards, commissions and representatives may sustain, incur or be required to pay by reason of GRANTEE's work or obligations under this Agreement, provided, however, that the provisions of this paragraph shall not apply to liabilities, losses, charges, costs, or expenses caused by or resulting from the acts or omissions of GRANTOR's, its agencies, boards, commissions, officers, employees or representatives. The obligations of GRANTEE under this paragraph shall survive the expiration or termination of this Agreement.

B. In order to protect itself and GRANTOR, its officers, boards, commissions, agencies, agents, volunteers, employees and representatives under the indemnity provisions of the subparagraph above, GRANTEE shall, at GRANTEE's own expense, obtain and at all times during the term of this Agreement keep in full force and effect the insurance coverages, limits, and endorsements listed below. When obtaining required insurance under this Agreement and otherwise, GRANTEE agrees to preserve GRANTOR's subrogation rights in all such matters that may arise that are covered by GRANTEE's insurance. Neither these requirements nor the GRANTOR's review or acceptance of GRANTEE's certificates of insurance is intended to limit or qualify the liabilities or obligations assumed by the GRANTEE under this Agreement. The GRANTOR expressly reserves the right to require higher or lower insurance limits where GRANTOR deems necessary.

### **1. Commercial General Liability:**

GRANTEE agrees to maintain Commercial General Liability insurance at a limit of not less than \$1,000,000 per occurrence. Coverage shall include, but not be limited to, Bodily Injury and Property Damage to Third Parties, Contractual Liability, Personal Injury and Advertising Injury Liability, Premises-Operations, Independent GRANTEES and Subcontractors, and Fire Legal Liability. The policy shall not exclude Explosion, Collapse, and

Underground Property Damage Liability Coverage. The policy shall list DANE COUNTY as an Additional Insured.

**2. Commercial/Business Automobile Liability:**

GRANTEE agrees to maintain Commercial/Business Automobile Liability insurance at a limit of not less than \$1,000,000 Each Occurrence. GRANTEE further agrees coverage shall include liability for Owned, Non-Owned & Hired automobiles. In the event GRANTEE does not own automobiles, GRANTEE agrees to maintain coverage for Hired & Non-Owned Auto Liability, which may be satisfied by way of endorsement to the Commercial General Liability policy or separate Business Auto Liability policy.

**3. Workers' Compensation:**

GRANTEE agrees to maintain Workers Compensation insurance at Wisconsin statutory limits.

**4. Umbrella or Excess Liability:**

GRANTEE may satisfy the minimum liability limits required above for Commercial General Liability and Business Auto Liability under an Umbrella or Excess Liability policy.

There is no minimum Per Occurrence limit of liability under the Umbrella or Excess Liability; however, the Annual Aggregate limit shall not be less than the highest "Each Occurrence" limit for the Commercial General Liability and Business Auto Liability. GRANTEE agrees to list DANE COUNTY as an "Additional Insured" on its Umbrella or Excess Liability policy.

C. Upon execution of this Agreement, GRANTEE shall furnish GRANTOR with a Certificate of Insurance listing DANE COUNTY as an additional insured and, upon request, certified copies of the required insurance policies. If GRANTEE's insurance is underwritten on a Claims-Made basis, the Retroactive Date shall be prior to or coincide with the date of this Agreement, the Certificate of Insurance shall state that professional malpractice or errors and omissions coverage, if the services being provided are professional services coverage is Claims-Made and indicate the Retroactive Date, GRANTEE shall maintain coverage for the duration of this Agreement and for six (6) years following the completion of this Agreement. GRANTEE shall furnish GRANTOR, annually on the policy renewal date, a certificate of Insurance as evidence of coverage. It is further agreed that GRANTEE shall furnish the GRANTOR with a 30-day notice of aggregate erosion, in advance of the Retroactive Date, cancellation, or renewal. It is also agreed that on Claims-Made policies, either GRANTEE or GRANTOR may invoke the tail option on behalf of the other party and that the Extended Reporting Period premium shall be paid by GRANTEE. In the event any action, suit or other proceeding is brought against GRANTOR upon any matter herein indemnified

against, GRANTOR shall give reasonable notice thereof to GRANTEE and shall cooperate with GRANTEE's attorneys in the defense of the action, suit or other proceeding. GRANTEE shall furnish evidence of adequate Worker's Compensation Insurance. In case of any sublet of work under this Agreement, GRANTEE shall furnish evidence that each and every subcontractor has in force and effect insurance policies providing coverage identical to that required of GRANTEE. In case of any sublet of work under this Agreement, GRANTEE shall furnish evidence that each and every subcontractor has in force and effect insurance policies providing coverage identical to that required of GRANTEE.

D. The parties do hereby expressly agree that GRANTOR, acting at its sole option and through its Risk Manager, may waive any and all requirements contained in this Agreement, such waiver to be in writing only. Such waiver may include or be limited to a reduction in the amount of coverage required above. The extent of waiver shall be determined solely by GRANTOR's Risk Manager taking into account the nature of the work and other factors relevant to GRANTOR's exposure, if any, under this Agreement.

**IX. NO WAIVER BY PAYMENT OR ACCEPTANCE:**

In no event shall the making of any payment required by this Agreement constitute or be construed as a waiver by GRANTOR of any breach of the covenants of this Agreement or a waiver of any default of GRANTEE and the making of any such payment by GRANTOR while any such default or breach shall exist shall in no way impair or prejudice the right of GRANTOR with respect to recovery of damages or other remedy as a result of such breach or default.

**X. NON-DISCRIMINATION:**

During the term of this Agreement, GRANTEE agrees not to discriminate on the basis of age, race, ethnicity, religion, color, gender, disability, marital status, sexual orientation, national origin, cultural differences, ancestry, physical appearance, arrest record or conviction record, military participation or membership in the national guard, state defense force or any other reserve component of the military forces of the United States, or political beliefs against any person, whether a recipient of services (actual or potential) or an employee or applicant for employment. Such equal opportunity shall include but not be limited to the following: employment, upgrading, demotion, transfer, recruitment, advertising, layoff, termination, training, rates of pay, and any other form of compensation or level of service(s). GRANTEE agrees to post in conspicuous places, available to all employees, service recipients and applicants for employment and services, notices setting forth the provisions of this paragraph. The listing of prohibited bases for discrimination shall not be construed to amend in any fashion state or federal law setting forth additional bases, and exceptions shall be permitted only to the extent allowable in state or federal law.

**XI. CIVIL RIGHTS COMPLIANCE:**

A. If GRANTEE has 20 or more employees and receives \$20,000 in annual contracts with GRANTOR, the GRANTEE shall submit to GRANTOR a current

Civil Rights Compliance Plan (CRC) for Meeting Equal Opportunity Requirements under Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title VI and XVI of the Public Service Health Act, the Age Discrimination Act of 1975, the Omnibus Budget Reconciliation Act of 1981 and Americans with Disabilities Act (ADA) of 1990. GRANTEE shall also file an Affirmative Action (AA) Plan with GRANTOR in accordance with the requirements of chapter 19 of the Dane County Code of Ordinances. GRANTEE shall submit a copy of its discrimination complaint form with its CRC/AA Plan. The CRC/AA Plan must be submitted prior to the effective date of this Agreement and failure to do so by said date shall constitute grounds for immediate termination of this Agreement by GRANTOR. If an approved plan has been received during the previous CALENDAR year, a plan update is acceptable. The plan may cover a two-year period. GRANTEES who have less than twenty employees, but who receive more than \$20,000 from the GRANTOR in annual contracts, may be required to submit a CRC Action Plan to correct any problems discovered as the result of a complaint investigation or other Civil Rights Compliance monitoring efforts set forth herein below. If GRANTEE submits a CRC/AA Plan to a Department of Workforce Development Division or to a Department of Health and Family Services Division that covers the services purchased by GRANTOR, a verification of acceptance by the State of GRANTEE's Plan is sufficient.

B. GRANTEE agrees to comply with the GRANTOR's civil rights compliance policies and procedures. GRANTEE agrees to comply with civil rights monitoring reviews performed by the GRANTOR, including the examination of records and relevant files maintained by the GRANTEE. GRANTEE agrees to furnish all information and reports required by the GRANTOR as they relate to affirmative action and non-discrimination. GRANTEE further agrees to cooperate with GRANTOR in developing, implementing, and monitoring corrective action plans that result from any reviews.

C. GRANTEE shall post the Equal Opportunity Policy, the name of GRANTEE's designated Equal Opportunity Coordinator and the discrimination complaint process in conspicuous places available to applicants and clients of services, applicants for employment and employees. The complaint process will be according to GRANTOR's policies and procedures and made available in languages and formats understandable to applicants, clients and employees. GRANTEE shall supply to GRANTOR's Contract Compliance Officer upon request a summary document of all client complaints related to perceived discrimination in service delivery. These documents shall include names of the involved persons, nature of the complaints, and a description of any attempts made to achieve complaint resolution.

D. GRANTEE shall provide copies of all announcements of new employment opportunities to GRANTOR's Contract Compliance Officer when such announcements are issued.

E. If GRANTEE is a government entity having its own compliance plan, GRANTEE'S plan shall govern GRANTEE's activities.

## **XII. MISCELLANEOUS:**

### **A. Registered Agent:**

GRANTEE warrants that it has complied with all necessary requirements to do business in the State of Wisconsin, that the persons executing this Agreement on its behalf are authorized to do so, and, if a corporation, that the name and address of GRANTEE's registered agent is readily available and current. GRANTEE shall notify GRANTOR immediately, in writing, of any change in its registered agent, his or her address, and GRANTEE's legal status. For a partnership, the term 'registered agent' shall mean a general partner.

### **B. Controlling Law and Venue:**

It is expressly understood and agreed to by the parties hereto that in the event of any disagreement or controversy between the parties, Wisconsin law shall be controlling. Venue for any legal proceedings shall be in the Dane County Circuit Court.

### **C. Limitation of Agreement:**

This Agreement is intended to be an agreement solely between the parties hereto and for their benefit only. No part of this Agreement shall be construed to add to, supplement, amend, abridge or repeal existing duties, rights, benefits or privileges of any third party or parties, including but not limited to employees of either of the parties.

### **D. Entire Agreement:**

The entire agreement of the parties is contained herein and this Agreement supersedes any and all oral agreements and negotiations between the parties relating to the subject matter hereof. The parties expressly agree that this Agreement shall not be amended in any fashion except in writing, executed by both parties.

### **E. Counterparts:**

The parties may evidence their agreement to the foregoing upon one or several counterparts of this instrument, which together shall constitute a single instrument.

### **F. Execution:**

This Agreement has no effect until signed by both parties. PROVIDER warrants that the persons executing this Agreement on its behalf are authorized to do so. The parties agree that execution of this document may be made by electronic signatures. The parties may make electronic signatures by typing the name of the authorized signature followed by the words, "electronically signed" or by any other electronic means representing an authorized signature by GRANTEE. GRANTEE shall ensure that only authorized persons may affix electronic signatures to this

Agreement and COUNTY may rely that the electronic signature provided by PROVIDER is authentic.

**G. Copies Valid:**

This Agreement, and any amendment or addendum relating to it, may be executed and transmitted to any other party by legible facsimile reproduction or by scanned legible electronic PDF copy, and utilized in all respects as, an original, wet-inked manually executed document. Further, this Agreement and any amendment or addendum thereto, may be stored and reproduced by each party electronically, photographically, by photocopy or other similar process, and each party may at its option destroy any original document so reproduced. All parties hereto stipulate that any such legible reproduction shall be admissible in evidence as the original itself in any judicial, arbitration or administrative proceeding whether or not the original is in existence and whether or not such reproduction was made by each party in the regular course of business. This term does not apply to the service of notices under this Agreement.

**IN WITNESS WHEREOF**, GRANTOR and GRANTEE, by their respective authorized agents, have caused this Agreement and its Schedules to be executed, effective as of the date by which all parties hereto have affixed their respective signatures, as indicated below.

**FOR GRANTEE:**

\_\_\_\_\_  
\*Name\*, \*Title\*

\_\_\_\_\_  
Date

\_\_\_\_\_  
\*Name\*, \*Title\*

\_\_\_\_\_  
Date

\* \* \*

**FOR GRANTOR:**

\_\_\_\_\_  
Melissa Agard, Dane County Executive

\_\_\_\_\_  
Date

\_\_\_\_\_  
Scott McDonell, Dane County Clerk

\_\_\_\_\_  
Date

## **EXHIBIT A SCOPE OF WORK**

- I. Pursuant paragraph #2 of the attached AGREEMENT, the GRANTEE shall provide the following services:
  - a. GRANTEE shall coordinate with CESA #2 School or any other driver's agency for the provision of a driver education course approved by the Department of Public Instruction to up to 10 selected District selected students in the Waukegan Community School District.
  - b. GRANTEE shall use means-tested selection criteria to target low-income students for the program. Classroom instruction shall be provided by CESA #2 instructors from January 1, 2025 to December 31, 2025.
  - c. Behind-the-wheel instruction shall be provided by CESA #2 School or any other driver's agency instructors approved by the Department of Public Instruction to commence as soon as instruction permits are obtained and to continue until students have the requisite number of hours driving and observation to enable them to take a driver's test.
  
- II. COUNTY personnel shall cooperate with the GRANTEE and its agents in the performance of the GRANTEE'S obligations hereunder.
  
- III. Copies Valid: This Agreement, and any amendment or addendum relating to it, may be executed and transmitted to any other party by legible facsimile reproduction or by scanned legible electronic PDF copy, and utilized in all respects as, an original, wet-inked manually executed document. Further, this Agreement and any amendment or addendum thereto, may be stored and reproduced by each party electronically, photographically, by photocopy or other similar process, and each party may at its option destroy any original document so reproduced. All parties hereto stipulate that any such legible reproduction shall be admissible in evidence as the original itself in any judicial, arbitration or administrative proceeding whether or not the original is in existence and whether or not such reproduction was made by each party in the regular course of business. This term does not apply to the service of notices under this Agreement.

## **EXHIBIT B PAYMENT TERMS**

- I. GRANTEE shall be paid on the basis of work completed, when completed at the following rates:
  - a. District shall pay CESA #2 \$400.00 per student for the course and behind-the-wheel instruction and the DMV fees associated with the instruction permit (\$35) or current price as set by WI Department of Transportation (WI DOT) and the probationary license (\$28) or the current price as set by WI DOT.
  - b. All invoices for payment must be received no later than last day in January 2026.
  - c. Send Invoices to [invoices-oei@countyofdane.com](mailto:invoices-oei@countyofdane.com). The OEI invoice e-mail address.
  - d. Invoices must be on school district invoice letterhead in order for the County to reimburse the district.
  
- II. If GRANTEE is timely with respect to all its obligations under this AGREEMENT, the COUNTY shall reimburse District for the foregoing amounts within 30 days after presentation of an invoice(s) in a form indicated by the County. County's costs for the services provided by this Agreement shall not exceed \$4,000.00.

## EXHIBIT C REPORTS

- I. District shall provide invoice(s) for reimbursement for costs of students successfully completing course on or before January 31, 2026. The District shall provide a written report of the number students that successfully obtaining probationary licenses by January 30 and June 30. The written report shall provide information which includes the number of students enrolled in the program, the number of students who obtained probationary licenses and identification of any known barriers to completing the program.

### Primary 2025 School Program Contact

Name            Alexandara Dye  
Email:           alexandradye@waunakee.k12.wi.us  
Telephone:      608-849—2000 x8426

### Second 2025 School Program Contact

Name: \_\_\_\_\_  
Email: \_\_\_\_\_  
Telephone: \_\_\_\_\_



# **Aquatic Center Staff Employment Guidelines**

## **2025-2026 School Year**

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Lifeguard	American Red Cross Lifeguard Certification – Multiple guards on duty or practice
Swim Instructor	Water Safety Instructor Certification – Swimming Lessons
Head Lifeguard	American Red Cross Lifeguard Certification – 5:30 am shift/Single guard/Supervisor
LGI/Cert. Coach	American Red Cross LGI Certification or Certified Coach – Teaching LG or Coaching

### WORK SCHEDULES

1. Work schedules shall be developed by each immediate supervisor and approved by the Aquatic Director.
2. If an employee works beyond his/her regularly scheduled hours per week in any week, **prior approval must** be given by the immediate supervisor. The employee is also responsible for monitoring their hours to ensure that they will not exceed 40 hours in a week. If the employee is trending towards overtime, they are responsible to coordinate a substitute to cover any shifts that would take them into overtime. The substitute should be selected from the substitute pool and approved by the Aquatic Director.
3. An employee shall take one half (1/2) hour lunch break near the mid-point of each workday. Employees working less than six (6) hours per day may or may not have a lunch break at the discretion of the employer.
4. Employees working at least seven (7) hours per day may take two (2) paid breaks, not to exceed 15 minutes each. An employee working more than two (2) but not more than six and a half (6 ½) hours per day may take one (1) paid break. An employee working two (2) hours or less per day shall be given no paid break. Paid break times shall be determined by the supervisor, and shall not be taken consecutively or in conjunction with lunch breaks.
5. If necessary, supervisors may adjust schedules to meet the needs of the District.
6. Employees will be given an opportunity to request days off prior to the schedule being posted each month. **If an employee is scheduled and discovers a conflict, that employee is required to arrange a substitute with all the appropriate certifications to take the shift.** The substitute should be selected from the substitute pool and approved by the Aquatic Director.

### HOURLY WAGES

LIFEGUARD (LG)		WATER SAFETY INSTRUCTOR (WSI)		HEAD LIFEGUARD		*LGI-WSIT-CPO/AFO CERTIFIED COACH CERTIFIED FITNESS INSTRUCTOR	
Annual % increase determined by the WCSD BOE for all categories – Implemented July plus step increases							
STEPS	Rate	STEPS	Rate	STEPS	Rate	STEPS	Rate
start	\$19.42	start	\$22.83	start	\$22.83	start	\$34.25
Year 1 + SS*	\$19.68	Year 1 + SS	\$23.14	Year 1	\$23.14	1	\$34.71
Year 2 + SS*	\$19.95	Year 2 + SS	\$23.46	Year 2	\$23.46	2	\$35.21
Year 3 + SS*	\$20.22	Year 3 + SS	\$23.78	Year 3	\$23.78	3	\$35.69
Year 4 + SS*	\$20.49	Year 4 + SS	\$24.11	Year 4	\$24.11	4	\$36.21
Year 5 + SS*	\$20.75	Year 5 + SS	\$24.43	Year 5	\$24.43	5	\$36.71
* SS = step increase for staff committed to 1 or more sessions of summer school swimming lessons that year							
Individuals hired before March 15 of a school year will be eligible for a SS step increase. All staff will receive the annual % increase regardless of the hire date.							

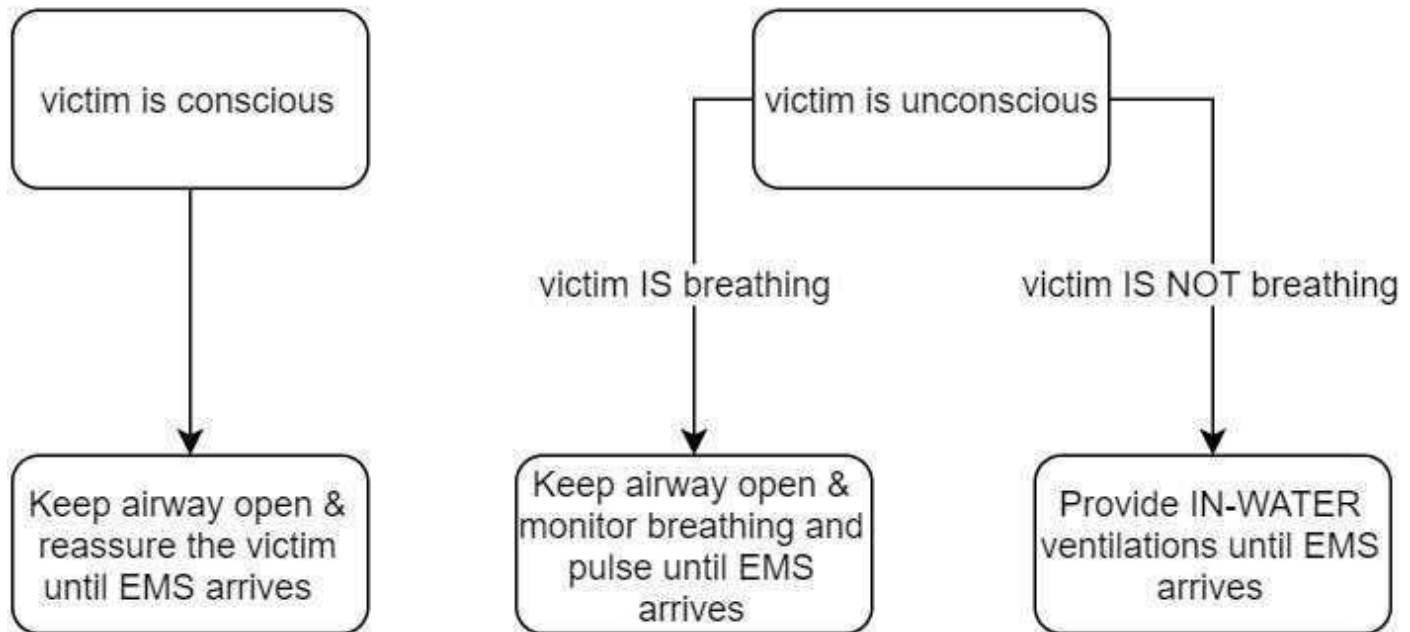
## JOB/STATUS CHANGES

As employees pursue additional certification they may be eligible to perform additional duties and receive increased pay. Employees must provide the Aquatic Director with a copy of their new certification. Pursuing and receiving additional certification does not guarantee additional hours or additional job duties.

## EMERGENCY ACTION PLAN

### 1 LIFEGUARD-1 PATRON

1. Identify emergency — Activate EAP
2. Call 9-911
3. Make necessary rescue
  - a. Assess situation



- b. If victim is small enough, remove from water and provide appropriate care on land
- c. Provide any necessary information to EMS personnel
- d. Close aquatic facility until further notice
- e. Contact Aquatic Director or Athletic Director
- f. Complete all necessary paperwork

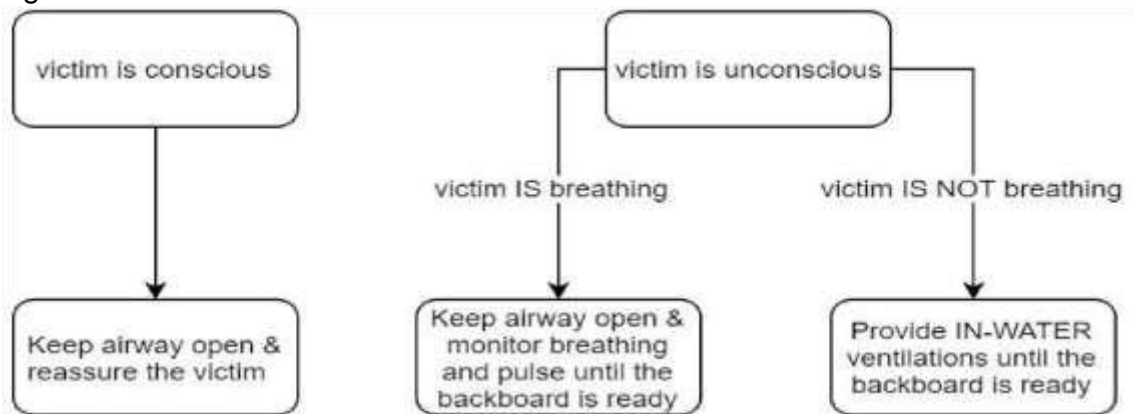
### 1 LIFEGUARD - 2+ PATRONS/Coaches

1. Identify emergency — Activate EAP
2. Make necessary rescue
3. Direct a patron to call 9-911, follow emergency directions on phone, and wait at the door for EMS personnel
4. Direct a patron/coach to clear the water
5. Direct a patron/coach to bring the backboard to the side of the pool
6. Assess the victim's status
  - a. **No spinal**
    - i. Direct the patron/coach through the rapid extrication process
  - b. **Spinal, but no breathing and/or pulse**
    - i. Direct the patron/coach through steps for rapid extrication
  - c. **Spinal**
    - i. Direct the patron/coach through the spinal back boarding procedure
7. Provide appropriate care on land until EMS personnel arrive

8. Provide any necessary information to EMS personnel
9. Close aquatic facility until further notice
10. Contact Aquatic Director or Athletic Director
11. Complete all necessary paperwork

### 2+ LIFEGUARDS- 1+ PATRON(S)

1. Rescuing Lifeguard: identify emergency — Activate EAP
2. Make appropriate rescue
3. Assisting Lifeguard: call 9-911 & follow emergency directions on phone
4. Assisting Lifeguard: bring the backboard to the side of the pool
5. Rescuing Lifeguard: assess victim's status



- a. **No spinal:** extricate the drowning person via rapid extrication process
- b. **Spinal, but no breathing and/or pulse:** extricate the drowning person-rapid extrication procedure
- c. **Spinal:** spinal back boarding procedures
  - i. **Assisting lifeguard:** bring the backboard to the edge of the water and remove the head immobilizer, placing it within reaching distance. Place the board at an angle in the water
  - ii. **Rescuing lifeguard:** place the victim on the center of the backboard with the head on the designated head space.
  - iii. **Assisting lifeguard:** With the head of the backboard resting on the pool edge, stabilize the board by pressing down on it with both elbows and stabilize the victim by placing both hands on the victim's arms and applying pressure, using the head splint
  - iv. **Rescuing lifeguard:** secure one strap across the victim's chest, under the armpits, and then stabilize the victim by placing one hand and arm on the victim's chin and chest and the other hand and arm under the backboard.
  - v. **Assisting lifeguard:** release the victim's arms and lower them down. Secure the victim's head to the backboard using a head immobilizer and strap across the forehead. **vi.** Both LG's Carefully slide the backboard out of the water & move 6 feet away from the water
6. Provide appropriate care on land until EMS personnel arrive
  - a. **Rapid Assessment**
    - i. Adult – Child – Infant\* ~ 2 initial breaths ONLY if pulled from water
    - ii. **No Breathing, but pulse**
      1. Rescue Breathing with resuscitation mask or BVM (2 rescuers for BVM use)
        - a. Adult ~ 1 breath every 6 seconds
        - b. Child ~ 1 breath every 2-3 second
      - ☐ Reassess after about 2 minutes
    - iv. **No Breathing, No Pulse**
      1. ADULT ~ 30 Compressions/2 Breaths 1 & 2 rescuer CPR
        - a. AED as soon as available

2. CHILD/INFANT\* ~ Compressions/ Breaths: 30/2 - 1 rescuer | 15/2 - 2 rescuer

a. AED as soon as available

7. Provide any necessary information to EMS personnel

8. Close aquatic facility - Contact Aquatic Director or Athletic Director - Complete all necessary paperwork

\* **INFANT RESUSCITATION MASK LOCATED ON FIRST AID KIT ON DECK**

### **WHISTLE CODES-Blown LOUDLY & FIRMLY**

- |                        |   |   |
|------------------------|---|---|
| 1 Short Whistle Blast  | = | Get patron's attention                      |
| 2 Short Whistle Blasts | = | Get staff's attention                       |
| 1 Long Whistle Blast   | = | Active Water Rescue                         |
| 2 Long Whistle Blasts  | = | Activate EAP ~ Call 9-911 – major emergency |

### **UNIFORMS & EQUIPMENT**

Employees are expected to dress appropriately for work. When lifeguarding, staff must wear a one-piece bathing suit or swim trunks, a lifeguard t-shirt and solid colored shorts, and a whistle. When actively lifeguarding, staff must have a rescue tube with the strap across their chest and must be wearing their hip pack with easy seal mask and gloves. Swim instructors must wear a one-piece solid colored suit/trunks.

### **INSERVICE TRAINING**

Employees are expected to attend and participate in all in-service training sessions. If an employee is excused (by the Aquatic Director) from in-service training, that staff person is expected to make arrangements with the Aquatic Director to make up the in-service training. If an employee is unexcused or habitually absent from in-service training, disciplinary action will be taken, up to and including possible termination of employment.

### **SURVEILLANCE DUTY**

Employees are expected to change positions and move their body **every 15 minutes** during surveillance duty. This is to minimize fatigue, unintentional blindness, and monotony while scanning.

### **CERTIFICATION VALIDITY/ CONTINUANCE**

Employees are responsible for maintaining any and all job-related/required certifications. Review and/or challenge courses will be offered throughout the year by the Aquatic Director or another American Red Cross instructor. It is the employee's responsibility to know their expiration dates and make arrangements to participate in the necessary review or challenge courses. Classes offered by the Aquatic Director for current employees will be provided free of charge. If an employee is unable to or fails to attend a scheduled review or challenge course, that employee must make other arrangements to maintain the validity of their certification at their expense.

#### **AMERICAN RED CROSS CERTIFICATIONS:**

- LIFEGUARD/FIRST AID/CPR PRO – VALID 2 YEARS
  - o Staff recertified EVERY ODD YEAR
- WATER SAFETY INSTRUCTOR – VALID 2 YEARS w/ annual teaching & required updates
- LIFEGUARD INSTRUCTOR – VALID 2 YEARS w/ annual teaching & required updates
- ANNUAL CPR TRAINING
  - o Staff training EVERY EVEN YEAR

## MISSING WORK FOR ILLNESS

If an employee is ill and unable to work their scheduled shift, they must contact the Aquatic Director as soon as possible. Unless an emergency, the employee is responsible to coordinate a substitute. If the Aquatic Director is unavailable, please notify your lifeguard partner. When arranging substitutes, the employee must ensure that their substitute holds the necessary certification to perform the job that they are subbing for. Excessive “call-ins” or schedule changes may result in the Aquatic Director requesting a doctor’s excuse, a meeting with the Aquatic Director, a change in the employees schedule or hours, and/or disciplinary action.

## MISSING WORK FOR VACATION

If an employee is planning a vacation they are required to notify the Aquatic Director at least four (4) weeks prior to their planned time off. The Aquatic Director will not schedule that employee during their requested time off as their requested vacation dates are provided on their monthly availability. If an employee is unable to provide the required notice, they are responsible to arrange substitutes for all scheduled shifts. When arranging substitutes, employees must ensure that their substitute holds the necessary certification to perform the job that they are subbing for. Aquatic center employees will not be scheduled teaching (WSI) hours if they are going to miss more than two (2) days of a session.

## TRUETIME/PAYDAY

True Time allows for electronic submission of hourly employees to clock in / out for their work shift, then submit time sheets to their True Time approver(s), who then submits to payroll for processing.

[True Time Overview](#) (video 01:52 min).

True Time INITIAL & FINAL APPROVALS are due to Payroll **no later than Noon every Monday**. [View EMPLOYEE website for timesheet deadline submission expectations](#).

Employees shall be paid on the normal district paydays (twice monthly). When this date falls on a Saturday, Sunday, or on a bank holiday payment shall be made on the preceding business day. All payments shall be made via direct deposit. The district shall provide all payroll information electronically.

### Employee Instructions & Expectations/Link to the Employee True Time website

- [Clocking in & out](#)
- [Missed clock in & out](#)
- [Submitting your timesheet](#)
- [Correcting a denied timesheet](#)
- [Video: How to Clock In/Out](#)
- [Video: Employee Directions - How to Submit Time Sheet and Correcting a Denied Time Sheet](#)

## SNOW DAYS

In the event that the Waunakee School District cancels school due to inclement weather, all regularly scheduled aquatic center programs will be canceled. If the aquatic facility is rented out for a non-school event, employees may be expected to report to work if the organization renting the facility and the Waunakee School District deem it is safe to open the aquatic facility.

## SCHEDULED EARLY RELEASE DAYS

Occasionally the Waunakee Aquatic Center will be open “Special Hours” on scheduled early release days. If an employee is scheduled to work on an early release day and they discover that they are

unable to work, they are required to arrange for a substitute with the appropriate certifications to cover that shift.

## **TELEPHONE, CELL PHONE, and COMPUTER USE**

Telephones are to be used for daily business and emergencies only. If a patron needs to use the phone, allow them to use the office phone but remind them to keep it brief.

Always answer the telephone promptly "Waunakee Aquatic Center this is (name) may I help you?"

The on-deck emergency telephone is to be used only in the event of an emergency and should be checked by staff prior to each shift. During daily checks, if you discover that the on-deck emergency telephone is not working, notify the Aquatic Director.

Cell phones may be used by staff when at the check in table. Personal cell phones & smart watches are not to be used when the staff is on surveillance duty. Employees are permitted to check their cell phones while on break but the cell phone/smart watch must not interfere with customer service.

Staff may also use their cell phones to play APPROPRIATE music during Lap, Open and/or Family Swims. Be sure that the music is suitable for all ages and ensure the volume is at a respectable level for enforcing rules and a positive patron experience.

**The computer in the aquatic office is to be used for business/school purposes only!**

## **STAFF CONDUCT**

Policies of the Board of Education

Series 800: School-Community Relations

Since the realization of District goals is dependent upon the professional behavior of all staff, the following specific responsibilities will be required: 1. Faithfulness and promptness in attendance at work.

2. Support and enforcement of policies of the Board and regulations of the school administration.

3. Diligence in submitting required reports at the time specified.

4. Care and protection of school property.

5. Concern and attention for their own and the school system's legal responsibility for the safety and welfare of students (patrons).

6. It is a person's professional and moral responsibility to give an honest day's work for an honest day's pay.

As a lifeguard and/or swimming instructor you are a role model. Children look up to you. You are expected to behave in a mature professional manner. You are under a microscope in this role and when in the public's eye you must represent yourself, the Waunakee School District, and the American Red Cross in the most positive light possible.

## **CUSTOMER SERVICE**

Our business depends upon pleasing our patrons (customers) while maintaining a safe environment. Next to safety, customer service is the most important part of our operation. Remember to always be patient and listen. When enforcing rules, it is important to speak loudly and clearly without shouting. If a patron approaches you with an issue or a complaint, do your best to handle the situation. If the issue or complaint is something that you cannot handle at your level, take the

patron's name and telephone number. Let the patron know that The Aquatic Director will contact them. Be sure to leave a detailed message for the Aquatic Director describing the situation and the nature of the complaint or issue. If the complaint or issue is of a safety nature and is an immediate threat, it must be handled immediately.

## **PUBLIC CONDUCT ON SCHOOL PROPERTY**

Policies of the Board of Education

Series 800: School-Community Relations 860 Rule 1 & Rule 2

No person on school property shall:

- Injure or threaten to injure the person of another.
- Damage the property of another of the District.
- Conduct himself/herself in such manner as to impede, delay, or otherwise interfere with the orderly conduct of the educational program of the District or any other activity taking place on school property which has been authorized by the Board of Education, superintendent, building principal, or other authorized District employee.
- Enter upon any portion of school premises at any time for purposes other than those which are lawful and/or authorized by the Board. Willfully violate other rules and regulations adopted by the Board or administration designed to maintain public order on school property. Individuals who violate this policy are subject to police referral or other legal action. In addition, students who violate this policy will be subject to suspension and expulsion pursuant to the provisions of state law or other appropriate penalties as may be determined.

## **WAUNAKEE AQUATIC CENTER POOL RULES**

- Patrons must have a Waunakee Aquatic Center punch or be a member of the facility.
- On-site payments are not accepted. All fees are collected through RevTrak.
- Children under the age of 12 MUST be accompanied by an adult, 18 years of age or older.
- Patrons MUST shower before entering the pool, REMIND THEM!
- Food, drinks, and glass containers are not allowed in the pool area or locker rooms.
- Running, pushing, or rough play of any kind is prohibited on the pool deck and in the locker rooms
- Babies/children not toilet trained must wear swim diapers. You must stop them and ask if they are wearing a swim diaper.
- Rough play, shoulder rides, throwing individuals, dunking, and breath holding are prohibited in the water.
- Use of barbells, kick boards, and pull buoys are for lap and competitive swimmers only.
- Float belts, PFD's, floating "toys", fins, float toys, and diving rings are items that can be used by any patrons. If these items are being misused they you can put them away for the day.
- Patrons and staff should not enter a flotation device from the pool deck and should not exit the device onto the deck. This is to minimize slips and falls.
- Office areas and the back room are off-limits to patrons – NO EXCEPTIONS!
- Music played during public hours must be appropriate for all ages and set at a suitable volume.
- Starting blocks are off-limits during public hours, even for children on the swim team.
- Equipment must be picked up after use. Please keep the deck clean and uncluttered.

## WISCONSIN DEPARTMENT of PUBLIC HEALTH POOL CODE

### POOL RULES

- Do not enter the pool if you have a communicable disease or open cut.
- Do not bring food, drink, gum, or tobacco into the pool.
- Shower before entering the pool and after use of the toilet facilities.
- Do not run or engage in rough play in the pool area.
- Do not bring animals into the pool area.
- Diaper changing on deck is prohibited.
- Glass and shatter able items are prohibited in the pool area.
- If non-toiled trained children are permitted in the pool, the children shall be required to wear swim diapers.
- Prolonged breath holding games and contests is prohibited.

### LIFEGUARD IDENTIFICATION & ASSIGNMENT

- At all times on duty a lifeguard shall wear clothing that is conspicuously marked "Lifeguard" or "Guard".
- A rescue tube with a harness across chest.
- A whistle.

### CHEMICAL LEVEL RANGES

- pH Control – within a range of 7.2-7.8 Free Chlorine – 1.0-10.0 ppm.
- Combined Chlorine – 0.0-0.8

### FECAL ACCIDENT & BODILY FLUID RESPONSE – Per STATE OF WISCONSIN

Fecal matter refers to a SOLID BOWEL MOVEMENT. Bodily fluids refer to VOMIT, URINE, BLOOD, etc. Use the following procedure if there is fecal matter or bodily fluid in the water; Clear the pool of all swimmers

- Glove up
- Use strainer to remove as much of the fecal matter or bodily fluid as possible
- Dispose of fecal matter/bodily fluid in the toilet
- Disinfect net (soak in bleach/water solution - ¼ cup bleach:1-gallon water) Test chlorine and close the pool according to the chart below

Chlorine Level (ppm)	Disinfection Time
1.0	45 Minutes
2.0	25 Minutes
3.0 +	19 Minutes

If the incident involves diarrhea in the pool, close the pool immediately and contact the Aquatic Director. The following chart outlines the amount of time the pool will be closed.

Chlorine Level (ppm)	Disinfection Time
1.0	15,300 Minutes (255 hours)
10.0	1,530 Minutes (25.5 hours)
20.0	765 Minutes (12.75 hours)

If there is fecal matter or bodily fluid on the pool deck or in the locker room glove up, cone off the affected area, dispose of feces/bodily fluid in the toilet, and saturate the affected area with a bleach/water solution (¼ cup bleach:1-gallon water). Let the solution sit on the affected area for 45 minutes before washing off.

## **FIRST AID & INCIDENT REPORTS**

First aid supplies are kept in the Aquatic Office. Aquatic center staff should restock supplies as needed or directed by a supervisor. A list of supplies required by the State of Wisconsin is located inside the first aid kit.

Whenever administering first aid, ALWAYS “**GLOVE UP**” before assisting the patron. If the patrons’ injury requires minimal first aid be sure to record the incident in the first aid log. If the situation escalates to an emergency situation, activate the EAP and call 9-911. Incident reports are required for all major emergencies and/or if 9-911 is called.

Complete an incident report for all first aid situations that require more than issuing a Band-Aid. Minor first aid simply requires staff to complete the first aid log. Incident reports should be completed for: all major emergencies, when first aid is administered (more than a Band-Aid), accidents that could result in injury at a later date (i.e. a fall on the pool deck or in the parking lot), patron behavior or discipline issues, and employee-related injuries.

It is imperative that the form be completed in detail and immediately following an incident. Employees should report only the facts of the incident and leave out personal opinions or speculation.

## **SEIZURE PROCEDURE**

Provide care to a person who has had a seizure in the same manner as for any unconscious victim. To protect the victim from being injured, remove any nearby objects that might cause injury. Protect the victim’s head by placing a thin cushion under it. If there is fluid in the victim’s mouth, turn them on one side so the fluid will drain. If the victim is known to have periodic seizures, there is no need to summon EMS personnel. You should summon EMS personnel if the seizure lasts more than 5 minutes, the victim has multiple seizures, there is an apparent injury, the victim is pregnant, the victim is diabetic, the victim fails to regain consciousness, or the seizure happens in the water.

If the seizure happens in the water:

- Activate the EAP and summon a staff or patron to call 9-911.
- Support the victim with their head above water until the seizure is over.
- Remove the victim from the water as soon as possible.
- Place the victim face up and perform a rapid assessment. Perform rescue breathing and CPR as needed. If the victim vomits, turn them to their side to drain the fluid and sweep their mouth out.

## **SEVERE WEATHER**

Tornado Procedure -

- Move all patrons out of the pool area to the women’s pool locker room (1708) or down the hallway near the women’s varsity locker room (1705). Use the key card in the aquatic office if the doorway to 1705 is locked.

- Keep all patrons away from the windows.
- Have all patrons sit with their knees up and head protected.
- Remain in a safe location until the “all clear” is given or EMS personnel arrive.

Lightning/Thunder -

- Move all patrons out of the pool area and into the pool lobby.
- Monitor the time of the last lightning strike and/or sound of thunder.
- Keep the weather radio nearby and monitor the storm on [weather.com](http://weather.com).
- Keep patrons out of the pool area and locker rooms until 30 minutes have passed without a visible lightning strike or the sound of thunder.

**EMERGENCY EVACUATION**

Fire -

- Proceed immediately out of nearest emergency exit #24, 25, or 26.
- Move at least 150 feet away from the building. Keep patrons out of the building until the “all clear” is given or EMS personnel arrive.

Extreme Cold -

- If no smoke, fire, or other obvious danger (i.e. chemical spill) is present patrons should report to the locker rooms to begin dressing. Staff should accompany patrons into the locker rooms to expedite the process. Everyone should meet in the lobby and move to the middle school as a group. Staff is responsible for taking the “Pool Staff Emergency Pass” from the pool office.
- If smoke, fire, or other obvious danger is present staff/patrons should grab shoes and move as a group to the middle school immediately.

**CHEMICAL/MECHANICAL RELATED CLOSURES**

In the event that the pool chemicals are not within the State of Wisconsin guidelines or there is a mechanical failure (i.e. circulation pump, chlorine pump, heater\*) the aquatic center will need to be temperately closed.

If an employee determines that the chemicals are not within the appropriate range or a piece of equipment has failed, DO NOT allow patrons to enter the water. Contact the Aquatic Director immediately for further instruction. If the Aquatic Director is unavailable, contact the Athletic Director (phone numbers in the office). If the employee is unable to reach the Aquatic Director or Athletic Director a “closed” sign should be placed on the Aquatic Center doors.

**OPENING PROCEDURES**

At the start of each shift, the opening checklist (in the Lifeguard Log Book) should be completed. Always test the water prior to allowing patrons to swim. The water test is required by the State of Wisconsin and it can also indicate mechanical problems that would not be otherwise noticeable. Ensure that the emergency telephone is working and that all safety equipment is in good condition. Unlock the locker rooms, the outside doors, and the lobby entrance to the pool.

**CLOSING PROCEDURES**

Ensure all patrons are out of the water and off the pool deck before leaving the pool area. Lock the outside doors and the door from the pool to the lobby to ensure no one else enters the facility. Put away the rescue tube and water testing equipment. Pick up all equipment, toys, lost & found, and trash from the pool deck and bleachers. Once all of the patrons are out of the locker rooms, lock the

locker rooms from the pool lobby. Go through the locker rooms and pick up all equipment, toys, lost & found, and trash. Double check that all patrons are out of the locker rooms, pool area, and lobby. Contact the custodian to notify them that you are leaving. **CHECK AND DOUBLE CHECK** that all doors leading to the pool area are locked and that the pool is secure.

## **SUPERIVSION & EVALUATION**

Aquatic Center employees are directly supervised by the Aquatic Director. During swimming lessons there may be a learn to swim coordinator assigned to assist the Aquatic Director. On occasion a head lifeguard may be assigned to supervise the lifeguards and swim instructors.

Employees will be evaluated by the Aquatic Director and/or the Learn to Swim Coordinator on an annual basis.

## **ALCOHOL AND DRUG FREE WORKPLACE**

Policies of the Board of Education  
Series 500: School-Community Relations

**522.1** [CLICK HERE](#)

## **HARASSMENT BASED ON A LEGALLY-PROTECTED STATUS**

Policies of the Board of Education  
Series 400: Students  
Series 500: Personnel

**512** [CLICK HERE](#)

## **NONDISCRIMINATION IN DISTRICT PROGRAMS, ACTIVITIES, AND OPERATIONS**

Policies of the Board of Education  
Series 400: Students  
Series 500: Personnel

**413/513** [CLICK HERE](#)

Waunakee Community School District

## **APPENDICES**

[Accident Log](#)

[Incident Report](#)

Job Descriptions

- [Lifeguard](#)
- [Head Lifeguard](#)
- [Water Safety Instructor](#)

[Opening & Closing Procedures & Daily LG Reminders](#)

True Time Instructions and Expectations (binder in pool office and linked in TrueTime section of manual)

[Daily Chemical Log Sheet](#)

[Daily Facility Usage](#)

[Preschool Aquatics Fact Sheet and Skills Chart](#)

[Learn to Swim Fact Sheet and Skills Chart](#)

[LTS Substitute Form & Lesson Plan](#)

American Red Cross r.24 [Lifeguard Training terminology changes & updates](#)

*This handbook is not to be construed as a contract with the Waunakee Community School District. The contents of this handbook are presented as a matter of information only. The procedures described are not conditions of employment. The school district reserves the right to modify, revoke, suspend, terminate, or change any or all such procedures, in whole or in part, at any time with or without notice. The language which appears in this booklet is not intended to create, nor is it to be construed to constitute, a contract between the school district and any one or all of its employees or a guarantee of continued employment. Notwithstanding any provisions of this handbook, employment may be terminated at any time, with or without cause.*

*This school district is an equal opportunity employer and does not discriminate against any individual on the basis of age, race, creed, color, handicap, marital status, sex, national origin, ancestry, arrest record, conviction record, membership in the National Guard, State Defense Force or any reserve component of the military forces of the United States or this state or use or nonuse of lawful products off the employer's premises during nonworking hours.*



# **WAUNAKEE**

**COMMUNITY SCHOOL DISTRICT**

## **SUBSTITUTE TEACHER and PARA-EDUCATOR HANDBOOK**

**2025-2026**

**“Committed to Children - Committed to Community -  
Committed to Excellence”**



Dear Substitutes:

On behalf of the Board of Education and administration, welcome to the Waunakee Community School District! We are thrilled to have you as an essential part of our educational team. Your role as a substitute is invaluable, and we appreciate your dedication and flexibility in ensuring that our students continue to receive an exceptional education when their regular education teachers and para educators are unavailable.

We take pride in our district being "***Committed to Children ~ Committed to Community ~ Committed to Excellence***". Substitutes are crucial to maintaining the consistency and quality of instruction in our schools. By stepping into our classroom environments and adapting to various instructional needs, you help us uphold our commitment to providing a supportive, engaging and enriching learning experience for all students.

To help you succeed in your role, we have created this Substitute Handbook. Inside you will find important information about the school district, our school buildings, substitute schedules, substitute responsibilities and related policies/procedures. We encourage you to review the handbook thoroughly to familiarize yourself with our procedures and expectations.

We understand that stepping into a new classroom can be challenging, but please know you are not alone. Our district values a collaborative and supportive environment, and we are here to help you every step of the way.

Thank you for your commitment to our students and for choosing to be a part of the Waunakee Community School District. We look forward to working with you and witnessing the positive impact you will make in our schools.

If you have any additional questions please contact Brian Grabarski, Director of Human Resources or the principal of the building to which you have been assigned.

Sincerely,

A handwritten signature in black ink that reads 'Monica Kelsey-Brown'.

Monica Kelsey-Brown, Ph.D.  
District Administrator

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## **SUBSTITUTING IN OUR SCHOOLS**

### **Teacher Requirements**

Current and valid Wisconsin teacher certification. References are required as evidence of professionalism and ability to do satisfactory work. The Waunakee School District's Administration approves or rejects applications on the basis of professional training, experience, certification, accomplishments, and previous performance.

### **Employment Items to Be On File**

- Employment Application
- Teaching License (Para-Educators are not required to provide licenses)
- Resume
- Health Forms – brief physical and TB screening
- Criminal Background Check
- Completion certificate from WI DPI “Abuse & Neglect” and “Threats of School Violence” training

Contact Amy Manzetti at 849-2000, ext. 8168, if you have any questions.

### **Required Employee Forms**

- I-9 - Employment eligibility verification plus identification (Examples: U.S. passport or a valid driver's license and social security card or certified birth certificate.)
- W-4 - Federal tax withholding (Bring Social Security card)
- WT-4 - State tax withholding/new hire reporting
- Direct Deposit Form

To request a form, please send an email to: [askhr\\_helpdesk@waunakee.k12.wi.us](mailto:askhr_helpdesk@waunakee.k12.wi.us)  
Contact Cari Dailey at 849-2000, ext. 8475 for payroll questions.

### **BEFORE YOUR FIRST DAY OF EMPLOYMENT:**

**PLEASE STOP BY THE ADMINISTRATION OFFICE TO PROVIDE IDENTIFICATION FOR THE I-9 FORM**

Administration office is located at 905 Bethel Circle, Waunakee

### **Professional Development**

We have a comprehensive system of professional development. You are welcome to attend our in-service opportunities. We only ask you to notify the appropriate administrator of your intent to participate.

## **JOB RESPONSIBILITIES**

### **Reporting for the Assignment**

- **REPORT TO THE SCHOOL OFFICE**
  - Each school will give the substitute further directions as to their check-in procedures such as forms to complete and special events of the day.
  - Substitute teachers: report times in the Frontline Absence Management system are scheduled for 25 minutes before the students start time. If you accept a half-day PM assignment, please report 15 minutes prior to the start time recorded in Frontline.
  - Substitute para educators: please arrive 5 -10 minutes before the start of your day in order to sign-in and review your assignment schedule for that day.
  - Substitute para educators: please hand-write lunch breaks on the daily sub sign-in sheet in the main office.
  - Substitute para educators: if your assignment schedule changes or is different from what is listed on the daily sub sign-in sheet, please hand-write your actual work schedule on the daily sub sign-in sheet in the main office and initial next to it.
  
- **STUDENT HOURS**
  - Elementary Schools (grades K-4):
    - School Starts – 7:40 am
    - School Ends – 2:40 pm
  
  - Intermediate School (grades 5-6):
    - School Starts – 8:25 am
    - School Ends – 3:35 pm
  
  - Middle School (grades 7-8):
    - School Starts – 8:15 am
    - School Ends – 3:35 pm
  
  - High School (grades 9-12):
    - School Starts – 8:15 am
    - School Ends – 3:35 pm

## Classroom Responsibilities

- SUBSTITUTE FOLDER

Each classroom teacher is required to develop a special folder for substitute teachers, which is kept with the lesson plan(s) in a place easily accessible to a substitute. The folder should contain special activities and exercises that could be used by the substitute teacher to extend, supplement, or substitute in the daily lesson plan. Through their preparation of lessons and activities, classroom teachers determine, in large measure, the success or failure of substitute teachers. It is the responsibility of each classroom teacher to have available current lesson plans which include a clear statement of the daily objectives and procedures, the text and page numbers of the subject matter under consideration, and the assignments to be corrected and/or made.

The substitute teacher folder should also include:

1. Daily schedule and procedures.
2. Lesson plans.
3. A current seating chart if students are assigned to specific seats.
4. The procedure for the checking in and out of necessary supplies and books, and the location of these materials.
5. A schedule of special activities or services and students involved. (These activities include special education classes, physical education, art, band, music, and orchestra lessons, etc.)
6. Notes on special student needs.
7. A list of detailed classroom procedures and rules or policies that the teacher expects students to follow.
8. Notes on the availability of the school nurse. A list of students with health problems. An updated list of any students who will need to report to the office for medication including:
  - a. Location of medication.
  - b. Names of students and times to be administered.
  - c. Person to contact for administering the medication.
  - d. Location and telephone number of school nurse.
9. The teachers' duty schedule such as corridor, study hall, playground and other assigned supervision, and fire/tornado drill responsibilities.
10. A building staff handbook available on: general school procedures, schedules, rules, and use of materials and equipment.
11. A list of critical material and its location. If appropriate, a list of supplies and materials the students should not handle while under the supervision of a substitute.
12. An explanation of emergency procedures: tornado, fire, bomb threat, etc.
13. Regular education classroom para-educators, as a part of their substitute assignment, should be prepared to assume recess/playground duties if required.

- **LESSON PLANS**  
Follow the objectives and lesson plans as closely as possible. If lesson plans are not available, make this known to the building principal.
- **INTRODUCTION**  
Introduce yourself to the class; write your name on the board.
- **REMAIN WITH ASSIGNED CLASSES AT ALL TIMES**  
Substitutes are expected to remain with assigned classes at all times. Classes should never be left unattended. The substitute should supervise the pupils in the hallways. Any information that may necessitate a search of lockers or pupils and/or seizure of personal property should be referred to the building principal or assistant principal.
- **ASSISTANCE**  
Substitutes will find that staff members will provide cooperation and assistance if asked.
- **COLLECT ASSIGNMENTS**  
Collect any homework and clip it together with notes on the classes. Correct and grade assignments as per the directions of the classroom teacher. Do not leave purses, room keys, or other valuables unattended.
- **DISCIPLINE**  
The substitute teacher is expected and required to maintain a safe environment in the classroom, homeroom, building corridors and other areas as assigned. Pupils will often test a new teacher, so a consistent, calm and responsible method of classroom management is necessary. No students should be allowed to disturb the safety of the classroom. The names of disruptive students should be given to the classroom teacher. As a last resort, disruptive students should be sent directly to the building administrator. If a student is sent to the office, create a detailed note describing the reason. Call the office immediately.  
  
Under no condition is it permissible for the substitute teacher to use corporal punishment or foul language. District policy does not allow corporal punishment to be used. Substitutes should notify building administration immediately of any students that threaten the health, safety or property of others.
- **EMERGENCY AND HEALTH PROCEDURES**  
In case of an accident or illness, notify the office immediately. Administer first aid as necessary. Familiarize yourself with the Emergency Response Actions available in each building office or in each classroom. Be familiar with instructions for fire/severe weather drills for each building as noted in the substitute teacher's folder posted in the rooms. Everyone in the building is to

take part in fire/severe weather drills including visitors, custodians, administrative assistants, substitutes, etc.

- **LUNCH/BREAKS**

A 30-minute, duty-free lunch period is available in each teacher's schedule. Hot lunch is available each day in all the buildings at faculty rates. Feel free to use the faculty lounge or workroom during your preparation period.

Consult the school office for instructions on telephone use. These vary from building to building. Keys, when necessary, are available through the school office and may be picked up at the beginning of the day and returned at the end of the day.

- **EQUIPMENT/FACILITIES**

Each building has equipment and facilities for duplication of materials and a wide variety of technology for classroom use. Consult the substitute's folder for the location and procedure for use of those items.

- **TRANSPORTATION**

Privately owned cars are not used to transport students to school related activities without prior written approval. If travel between schools is necessary, as part of the teaching job, an expense voucher should be submitted to the school office showing the mileage traveled. Mileage will be reimbursed at the current rate set by the Board of Education.

### After Class Routine

- **COMPLETE DAILY REPORT**

Complete the substitute teacher daily report and assignment review. Include all information which will be important to the classroom teacher.

- **LEAVE THE CLASSROOM IN GOOD ORDER**

- **REPORT TO SCHOOL OFFICE**

Report to the school office before leaving the building to sign-out.

## SUBSTITUTE PLACEMENT

The Waunakee Community School District uses an automated service called Frontline Absence Management (formerly Aesop) for substitute placement. Frontline utilizes both the telephone and the Internet to assist substitutes in locating jobs. The Frontline system is available 24 hours a day, 7 days a week. Frontline uses four methods to make jobs available to substitutes:

1. **Computer:** You can search for and accept available jobs, change personal settings, update your calendar, and personalize your available call times by visiting Frontline on the internet.
2. **Phone call in:** You may interact with the Frontline system by way of a toll-free, automated voice instruction menu at 1-800-942-3767.
3. **Phone call received:** Frontline will also make phone calls to substitutes to offer jobs.
4. **Mobile app:** Frontline has a free mobile app for substitutes that provides notification of substitute positions to your mobile device.

In order to access the Frontline Absence Management system, you will need to have all of the required paperwork on file and have been approved to substitute in the District. When you have met these requirements, you will be contacted by Amy Manzetti, the District's substitute coordinator. .

When you receive your login information, you are able to accept jobs. If you accept a job, Frontline will issue a confirmation number. The transaction is not complete until Frontline provides you with the confirmation number.

If you experience any difficulty using the Frontline Absence Management system, please contact the District's substitute coordinator, Amy Manzetti, at 608-849-2000, ext. 8168 or via email at [amymanzetti@waunakee.k12.wi.us](mailto:amymanzetti@waunakee.k12.wi.us)

## **SALARY AND PAY SCHEDULE**

### **Salary**

- **SUBSTITUTE TEACHER.** Qualified teacher substitutes shall be paid at a daily rate established annually by the Board of Education. The current rate is \$168.00 per day, \$84 per half day. If less than eight (8) hours worked (full day), pay is adjusted according to actual time worked based on the \$168 per day rate.
- **LONG-TERM SUBSTITUTE TEACHER.** For 2025/26 the long-term daily substitute rate is \$299.62 starting on the first day of a long-term assignment. Approved shadow days that are in conjunction with a long-term assignment are paid the current daily rate of \$168/00 per day. Part-time long-term assignments will be pro-rated on the full daily rate with one-half the full daily rate being the minimum.
- **SUBSTITUTE PARA-EDUCATORS (Regular Education and LMTC)** will be paid an hourly rate of \$20.62. Assignments are 2 to 8 hours.
- **SUBSTITUTE PARA-EDUCATORS (Special Education and ELL)** will be paid an hourly rate of \$21.96. Assignments are 2 to 8 hours.

### **Pay Schedule**

- All substitutes are paid by paperless direct deposit on the 15<sup>th</sup> and 30<sup>th</sup> of each month. When the 15<sup>th</sup> or 30<sup>th</sup> fall on a Saturday, Sunday or bank holiday, payment shall be made on the preceding business day.
- Work completed on the 1<sup>st</sup> through the 15<sup>th</sup> of the month shall be paid on the 30<sup>th</sup> of the month. Work completed on the 16<sup>th</sup> through 31<sup>st</sup> of the month shall be paid on the 15<sup>th</sup> of the following month.

**All payroll forms must be on file in the District Human Resource Office and a copy of the teacher's license must be on file with the substitute coordinator prior to receiving your payroll deposit.**

### **403(b) EMPLOYEE SAVINGS PLAN**

The Board of Education maintains a 403(b) Employee Savings Plan to help employees save for retirement via district approved 403(b) investment vendors. The 403(b) plan is a voluntary retirement savings program funded solely by the employee via payroll salary reduction contributions on a pre-tax or ROTH after-tax basis. The district does not make any contributions to employee 403(b) employee savings plans. It is the employee's responsibility to manage their 403(b) plan participation in accordance with 403(b) rules and regulations and district plan documents. For further information, visit:

[www.tsacg.com/individual/plan-sponsor/wisconsin/waunakee-community-school-district](http://www.tsacg.com/individual/plan-sponsor/wisconsin/waunakee-community-school-district)

### **457(b) DEFERRED COMPENSATION PLAN**

The Board of Education has established a deferred compensation plan under Section 457(b) of the Internal Revenue Code (the "457(b) Deferred Compensation Plan") that allows employees to elect to defer on a tax preferred basis a portion of their current compensation until retirement, termination of employment, or other similar events defined by the 457(b) Deferred Compensation Plan. Participation in the 457(b) Deferred Compensation Plan is voluntary, however, in order to participate an employee must comply with the terms and conditions of the 457(b) Deferred Compensation as established by the Board of Education in accordance with the Internal Revenue Code and Treasury Department regulations. The benefits available under the 457(b) Deferred Compensation Plan are funded solely by an employee's contributions. The Board of Education does not provide elective, non-elective or matching contributions to the 457(b) Deferred Compensation Plan.

### **WISCONSIN RETIREMENT SYSTEM / EMPLOYEE TRUST FUNDS**

Some substitute staff are eligible or may become eligible in the future for enrollment in the Wisconsin Retirement System/Employee Trust Funds (WRS/ETF). Your eligibility is based on hours worked. If the Waunakee Community School District previously notified you of eligibility for WRS/ETF enrollment, or, if in the future we contact you regarding your eligibility for enrollment, please note the following information.

- All Waunakee Community School District WRS/ETF enrollees will be required to pay the employee-share contribution via payroll deduction each payroll. This deduction will be a "pre-tax" option only which means you will not pay taxes now on this employee paid contribution, but will pay taxes on the contributions when you later request to retire or obtain a separation benefit from WRS/ETF.
- Contributions (both the employee-paid and employer-paid) are sent to WRS/ETF by the payroll office.
- Please note that current law prohibits participants from opting out of WRS/ETF participation when eligible, unless you are currently receiving an annuity from WRS/ETF. If you believe this applies to you or, if you have recently processed a separation benefit from WRS/ETF, please contact Ronelle Aime, Payroll & Benefits Specialist at 849-2000, ext 8014.

## School Calendar Summary

September 1, 2025	No School - Labor Day
September 2, 2025	First Day of School
October 13, 2025	Parent Teacher Conferences (7-12)
October 16, 2025	Parent Teacher Conferences (K-6)
October 17, 2025	No School - Conferences (K-12 AM)
October 23, 2025	No School - Staff Development
October 24, 2025	No School - Fall Break
November 5, 2025	First Quarter Ends
November 10-21, 2025	4K Parent Teacher Conferences
November 25, 2025	First Trimester Ends (K-6)
November 26-28, 2025	No School
December 22, 2025 - January 2, 2026	No School - Winter Break
January 19, 2026	No School - Staff Development
January 23, 2026	First Semester Ends (7-12)

January 26, 2026	No School - Staff Work Day
February 27, 2026	No School - Staff Development
March 6, 2026	Second Trimester Ends (K-6)
March 10-19, 2026	4K Parent Teacher Conferences
March 19, 2026	Parent Teacher Conferences (K-12 PM)
March 20, 2026	Parent Teacher Conferences (K-12 AM)
March 23-27, 2026	No School - Spring Break
April 3, 2026	No School - Third Quarter Ends
May 18, 2026	No School - Staff Development
May 25, 2026	No School - Memorial Day
June 9, 2026	4K Last Day of School
June 10, 2026	Last Day of School: Third Trimester Ends (K-6); Second Semester Ends (7-12)
June 11, 2026	K-12 Possible Snow Make-Up Day

## TIPS ON CLASSROOM MANAGEMENT

- Start the day quickly, confidently, concisely. Be pleasant. Let the students know “anything doesn’t go”. The substitute’s first words and actions go a long way toward setting the tone for the day. You will gain respect with your actions more than with your words.
- Get the students busy at the beginning of the day and at the beginning of each period. Keep them busy working on appropriate learning tasks.
- Problems may be eliminated if questions are phrased so only one student will answer or so children will raise their hands. For example:
  - “Raise your hand if you can tell me where the attendance folder is.”
  - “Raise your hand if you know the names of absent students.”
  - “John, where is the handwriting paper?”
- Students are likely to say, “This is not the way our teacher does it.” Tell them at the beginning, “Don’t worry if I don’t do things exactly the way your teacher does. There is usually more than one good way, and a change can be fun for you.” Remember, students often feel more secure when they follow an established routine, so try to hold to the time schedule and other established routines.
- Compliment things in the room (if applicable) and inquire about the things around the room.
- Gear the instruction to the students’ levels. Involve the students.
- With any group, smile, be friendly, and show enthusiasm.
- Learn the students’ names. Have students help you.
- Remain calm and relaxed. Don’t lose your “cool”.
- Be positive. Recognize that every student has some success or praise each day. Just a pleasant remark or an appreciative smile works wonders.
- Firmness is important. Students need to know that you can and will command the situation. Rather than issuing an ultimatum, give the student a choice, e.g., meeting the needs of the classroom for that day, or not taking part in classroom activities.

- Deal with the individual student when corrections are necessary. Be sure to have all the facts. Listen to both sides of the story. Focus attention on the problem. Give the student the benefit of the doubt.
- Solve problems at the time they occur. Don't degrade any student in front of others, but do handle situations when they occur.
- Never judge the program, teachers, or activities in a negative manner in front of the students.

We recognize that the substitute teacher is an important contributor to the instructional program, and as such should become familiar with the current policies and procedures. Substitute teachers are expected to maintain ethical standards. ***Confidentiality is expected.***

All teachers should be aware that there are areas of sensitivity in working with the children of others. Discussions of controversial, sensitive issues without proper follow-up are sometimes misinterpreted and misunderstood by students. Substitute teachers should avoid these topics as you do not have a long-range curricular perspective. In the short time you usually spend at one location, you will do the best possible job by carefully following the lesson plans prepared by the teacher.

All administrators welcome your comments and suggestions for building improvement at any time. Remember that the classroom teacher should be consulted before suggestions are made to the principal about specific programs.

## SCHOOL INFORMATION

### PRAIRIE ELEMENTARY SCHOOL\_\_\_\_\_

700 N. Madison Street

- **Principal** - **Dean Kaminski**
- **Assistant Principal** - **Katie Schmuck**
- **Administrative Assistants** - **Erin Mayrand and Shelley Finnel**
- **Phone** - **849-2200**

- **Parking**  
Is available in the parking lot.

- **Lunch**  
Is available in the cafeteria.

### HERITAGE ELEMENTARY SCHOOL\_\_\_\_\_

6271 Woodland Drive

- **Principal** - **Dan Carter**
- **Co-Principal** - **Emily Morehouse**
- **Administrative Assistants** - **Gina Wherley and Bridget Ziegler**
- **Phone** - **849-2030**

- **Parking**  
Is available in the parking lot.

- **Lunch**  
Is available in the cafeteria.

## ARBORETUM ELEMENTARY SCHOOL\_\_\_\_\_

1350 Arboretum Drive

- **Principal** - **Sheila Weihert**
- **Assistant Principal** - **Miranda Moe**
- **Administrative Assistants** - **Karen Rundhaug and  
Kathy Grosskopf**
- **Phone** - **849-1800**

- **Parking**  
Is available in the main parking lot. Please do not park in the streets.
- **Lunch**  
Is available in the cafeteria.

## INTERMEDIATE SCHOOL\_\_\_\_\_

6273 Woodland Drive

- **Principal** - **Tim Mommaerts**
- **Assistant Principal** - **Lindsey Laufenberg**
- **Administrative Assistants** - **Danielle Werkheiser and  
Jennifer Stephens-Roy**
- **Phone** - **849-2176**

- **Parking**  
Is available in the main lot.
- **Lunch**  
Is available in the cafeteria.

## MIDDLE SCHOOL \_\_\_\_\_

1001 South Street

- **Principal** - **Jeff Kenas**
- **Assistant Principal** - **Michael Zibell**
- **Administrative Assistants** - **Patti Coffren and  
Karen Kashuk**
- **Phone** - **849-2060**
  
- **Parking**  
Is available in the visitor parking stalls on the south side of the building.
- **Lunch**  
Is available in the cafeteria.

SUBSTITUTES MAY BE ASKED TO COVER OTHER CLASSES  
CLASSES RUN ON A / B DAY SCHEDULES

## HIGH SCHOOL \_\_\_\_\_

301 Community Drive

- **Principal** - **Brian Borowski**
- **Assistant Principals** - **Steve Hernandez**  
- **Chad Gauerke**  
- **Deanne Lensert**
- **Administrative Assistants** - **Cindy Richardson**  
- **Barb Salverson**  
- **Denise Branshaw**  
- **Christina Raemisch**
- **Phone** - **849-2100**
  
- **Parking**  
Is available in visitor stalls in lot A on the south side of the building.
- **Lunch**  
Is available in the cafeteria.

SUBSTITUTES MAY BE ASKED TO COVER OTHER CLASSES  
BLOCK SCHEDULING

## CLASSES RUN ON A / B DAY SCHEDULES

### Appendix A Title IX Notice

The Board of the Waunakee Community School District does not discriminate on the basis of sex in its education program or activity and is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The District's Title IX Coordinator(s) is/are:

Director of Human Resources, Waunakee Community School District. 905 Bethel Circle,  
Waunakee, WI 53597

Brian Grabarski, 608.849.2000, ext. 8167 [briangrabarski@waunakee.k12.wi.us](mailto:briangrabarski@waunakee.k12.wi.us)

Director of Special Education, Waunakee Community School District. 905 Bethel Circle,  
Waunakee, WI 53597

Tiffany Loken, 608.849.2000, ext. 8268 [tiffanyloken@waunakee.k12.wi.us](mailto:tiffanyloken@waunakee.k12.wi.us)

Any inquiries about the application of Title IX and its implementing regulations to the District may be referred to the Title IX Coordinator(s), the Assistant Secretary for the U.S. Department of Education's Office for Civil Rights, or both.

The Board has adopted a grievance process and procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance process and procedures are included in Policy 413/513 Nondiscrimination on the Basis of Sex in Education Programs or Activities, which is available at: <https://www.waunakee.k12.wi.us/board/policies>

The grievance process and procedures specifically address how to report or file a complaint of sex discrimination, how to report or file a formal complaint of Sexual Harassment, and how the District will respond.

*The contents of this handbook are presented as a matter of information only. The procedures described are not conditions of employment. The school district reserves the right to modify, revoke, suspend, terminate, or change any or all such procedures, in whole or in part, at any time with or without notice.*

*The language which appears in this handbook is not intended to create, nor is it to be construed to constitute, a contract between the school district and any one or all of its employees or a guarantee of continued employment. Notwithstanding any provisions of this handbook, employment may be terminated at any time, with or without cause, except as explicitly provided for in any other pertinent section of this handbook or individual contract.*

*The Waunakee School District is an equal opportunity employer and does not discriminate against any individual on the basis of age, race, religion, creed, color, disability, pregnancy, marital status, sex, citizenship, national origin, ancestry, sexual orientation, gender identity, transgender status, arrest record, conviction record, military service, membership in the National Guard, state defense force or any other reserve component of the military forces of Wisconsin or the United States, political or religious affiliation, use or nonuse of lawful products off the employer's premises during nonworking hours, declining to attend a meeting or to participate in any communication about religious matters or political matters, the authorized use of family or medical leave or worker's compensation benefits, genetic information, or any other factor prohibited by state or federal law, or according to District policy.*

*Reasonable accommodations shall be made for qualified individuals with a disability, unless such accommodations would impose an undue hardship on the District. A reasonable accommodation is a change or adjustment to job duties or work environment that permits a qualified applicant or employee with a disability to perform the essential functions of a position or enjoy the benefits and privileges of employment compared to those enjoyed by employees without disabilities.*

The Waunakee Community School District adheres to a NO SMOKING policy in all buildings, grounds, and vehicles.



**ADMINISTRATION OFFICE**

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

**Superintendent's Office**

May 19, 2025

Memo To: WCSD Board of Education

From: Dr. Monica Kelsey-Brown

Re: Pride Flag Donation

The Waunakee IDEA group made a donation of 6 new pride flags to replace the ones that were tattered. These flags are valued at \$7.75 each or \$54.25 for all six.

June 5th, 2025

Dear Mr. Borowski & School Board Members,

Our music department has been fortunate to have received an alto saxophone as a donation from a Waunakee resident. I have play tested the saxophone myself and have completed research on the instrument. It is a 1953 6M Conn Alto saxophone. This is considered a vintage saxophone and it is in fantastic condition. The approximate value of this instrument is \$2,500 - \$3,000. Needless to say, we would like to accept this instrument and allow our students to have the privilege of playing it. If there is anything more needed from myself or the high school music department, please let me know. Below is the donor's information as well as pictures of the instrument.

Donor:

Judy & Robert Hughes

1305 Spahn Dr.

Waunakee, WI 53597

[jchughes@tds.net](mailto:jchughes@tds.net)

Thank You and Regards,



Ryan Gill





# WAUNAKEE

## COMMUNITY HIGH SCHOOL

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

May 13, 2025

TO: Dr. Monica Kelsey-Brown

FROM: Mr. Brian Borowski

RE: 2025 Student Trip to China  
June 15-29, 2025

The Board of Education has approved Ms. Xiuping (Rosy) Zhu's proposal to move forward with plans for the 2025 China trip. Since receiving approval, Ms. Zhu has met with parents, guardians, and students to discuss the trip's itinerary, scheduled dates (June 15–29, 2025), and the estimated cost of \$6,000 per student.

During the trip, students will have the unique opportunity to live and learn as study abroad participants through the Micro Beijing Language and Culture University program. This immersive experience is designed to enhance cultural understanding and language acquisition in an authentic setting.

I hope you will join me in granting permission for Ms. Zhu, our high school students, and the chaperones with the opportunity to take part in this trip. Similar trips have been held in previous years and have proven to be the highlight of many World Language students' high school experience. The students have represented themselves, Waunakee Community High School, and the Waunakee Community School District in a positive manner.

Should this request be approved, I will request Ms. Zhu to be in contact with our School Resource Officer, Tanner Weber. Officer Weber would then meet with the participants prior to the trip to review safety precautions associated with traveling.

Please feel free to contact me or Ms. Zhu with any questions related to this request.

## 2025 Waunakee Community High School & WCCLC China Tour Itinerary

June 15 (Sun) - Beijing

Flight Information: Depart from Chicago and fly to Beijing.

June 16 (Mon) - Beijing

- Morning: Arrive at Beijing Capital International Airport, where Beijing Language and Culture University advisors will greet the group and help with currency exchange and setting up mobile data packages.
- Lunch: Local Restaurant
- Afternoon: Check into the hotel and rest briefly. Visit Beijing Language and Culture University to experience its multicultural campus known as the "Mini United Nations."
- Evening: Enjoy a welcome dinner while advisors go over the itinerary and safety guidelines.

June 17 (Tue) - Beijing

- Morning: Chinese Language Class + Activities I
- Lunch: Local Restaurant
- Afternoon: Culture Experience: Chinese Tea Culture
- Evening: Savor an authentic Peking Duck dinner, renowned for its crispy skin and tender meat, and enjoy one of Beijing's most famous culinary traditions.

June 18 (Wed) - Beijing

- Morning: go to the National Museum or the Capital Museum to get close to the museums that represent the excellent traditional Chinese culture and the highest historical, cultural and artistic halls, or go to the Shou Bo if you can't get a reservation at the National Museum (depending on the summer ticket reservation situation).
- Lunch: Local Restaurant
- Afternoon: The Forbidden City or Qianmen and Jingshan Park, go to the Palace Museum, feel the Chinese history and culture, visit this world's largest existing, most well-preserved wooden structure of one of the ancient architecture of the world's five palaces of the world, such as booking does not go on the Forbidden City, go to the front gate and Jingshan Park (depending on the summer ticket reservation)

June 19 (Thu) - Beijing

- Morning & Afternoon: Badaling Great Wall Go to Badaling Great Wall to experience the majesty of China's great ancient defense architecture.
- Lunch: Local Restaurant

June 20 (Fri) - Beijing

- Morning: Chinese language lessons + classroom activities (II)
- Lunch: Local Restaurant or Dining Hall at campus
- Afternoon: Cultural Experience Class: Chinese Painting and Calligraphy

June 21 (Sat) - Beijing

- Morning: Chinese language lessons + classroom activities (III)
- Lunch: Local Restaurant or Dining Hall at campus
- Afternoon: Cultural Experience Class: Chinese Traditional Medicine Culture

June 22 (Sun) - Beijing

- Morning: Chinese language lessons + classroom activities (IV)
- Afternoon: to the Language Cooperation and Exchange Center of the Ministry of Education, to the Guozijian and Wudao ying Hutong, to the Guozijian, the highest academic institution, and to the Wudaoying Hutong at the end of the day, to experience the hutong culture of Beijing

June 23 (Mon) - Beijing

- Morning: Chinese language lessons + classroom activities (V)
- Lunch: Local Restaurant or Dining Hall at campus

- Afternoon: China Nonfiction Art Museum, Olympic Park District, Xin'ao Shopping Center

June 24 (Tue) - Beijing

- Morning: Beijing Zoo (Panda)
- Lunch: Local Restaurant or Dining Hall at campus
- Afternoon: Temple of Heaven, Hongqiao market

June 25 (Wed) - Xi'an

- Morning: Feel the speed of China by high-speed train, take the high-speed train to the ancient city of Xi'an, arrive at the hotel in Xi'an to check in, rest and recuperate
- Afternoon: Datang Nocturnal City Go to Yanta District, feel the elements of the Tang style of the flourishing Chang'an, experience the history of the thousand-year-old capital, in the "Datang Nocturnal City" "through" back to the Tang Dynasty, view the prosperity of the Tang Dynasty, enjoy the weather of the Tang Dynasty, and experience the prosperity of Chang'an in the crowd of people.

June 26 (Thu) - Xi'an

- Morning: Terracotta Warriors and Horses of Qin Shi Huang
- Afternoon: Huaqing Palace and Mount Li

June 27 (Fri) - Xi'an

- Morning: Shaanxi History Museum
- Lunch: Local Restaurant or Dining Hall at campus
- Afternoon: Hui Min Street

June 28 (Sat) – Xi'an

- Morning: Huaqing Palace and Mount Li
- Afternoon: Bell and Drum Tower

June 29 (Sun) - Xi'an

- Morning: Return to Beijing by high-speed train/plane. Transfer to airport and return to the U.S.

## 2025 Summer China Trip Rooster

	<b>Gender</b>	<b>Grade</b>
<b>1. Ian Apps</b>	<b>M</b>	<b>10</b>
<b>2. Sora Gallagher</b>	<b>F</b>	<b>10</b>
<b>3. Luke Jorgensen</b>	<b>M</b>	<b>10</b>
<b>4. Meghan Murphy</b>	<b>F</b>	<b>10</b>
<b>5. Katelyn Vandeslunt</b>	<b>F</b>	<b>10</b>
<b>6. Sharon Ye</b>	<b>F</b>	<b>10</b>
<b>7. Stella Gabriel</b>	<b>F</b>	<b>11</b>
<b>8. Leela Krudop</b>	<b>F</b>	<b>11</b>