

**SCHOOL DISTRICT OF MANAWA  
POLICY & HUMAN RESOURCES COMMITTEE MEETING  
AGENDA**

**Join with Google Meet**

meet.google.com/kiz-ioym-wdq

**Join by phone**

(US) +1 520-800-2247 PIN: 797 748 592#

**AMENDED**

**Date: November 1, 2021**

**Time: 6:00 p.m.**

**Hybrid Meeting Format (In-person Meeting for Board of Education at MES Board Room, 800 Beech Street & Virtual Components)**

**Board Committee Members: J. Johnson (C), Pethke, Reiersen**

**In Attendance:**

**Timer:** \_\_\_\_\_ **Recorder:** \_\_\_\_\_

1. Consider Endorsement for Offering a School Site Vaccination Clinic (Information / Action)
2. Consider Endorsement for the Waupaca County Sheriff's Department Call Center to Have Direct Access to the SDM Security Cameras (Information / Action)
3. Review of District Hiring Process (Information)
  - a. [Onboarding/Offboarding Process](#)
  - b. Policy 4120 - Employment of Support Staff
4. Review and Revise Policies and Administrative Guidelines per Handbook Review as Needed (Information / Action)
  - a. PO2260 - Nondiscrimination and Access to Equal Education Opportunity
  - b. PO5517.01 - Bullying
  - c. PO7540.03 - Student Technology Acceptable Use And Safety
  - d. Other Policies/Administrative Guidelines Identified of Concern During the Handbook Review (Information / Action)
5. Consider Endorsement of NEOLA Policy Updates Volume 30, No. 2 + Special Update (Information / Action)
  - a. Discuss Policies 3120, 4120.04, and 4120 (Regarding relatives of BOE appropriately found in PO1130)
6. Consider Endorsement of NEOLA Administrative Guidelines Volume 30, No. 2 + Special Update (Information / Action)
7. Consider Endorsement of Revised AG5421A - Grading (Information / Action)

8. Preliminary Review of School Perceptions Key Measurements Systems (KMS) (Information / Action)
  - a. 18 surveys options for staff, parents, and students
  - b. Annual KMS district subscription - \$1,450
9. Waupaca County DHHS hired Calen Strickman to serve in the shared multi-district support position with Weyauwega-Fremont, Iola-Scandinavia, Marion, and Manawa to begin on November 15, 2021 with the cost to be shared evenly across the four districts. (Information)
10. Discuss PO9130 - Public Requests, Suggestions, or Complaints and AG9130 - Complaint Review Committee Procedures (Information)
11. Policy & Human Resources Committee Planning Guide (Information)
12. Set Next Meeting Date \_\_\_\_\_
13. Next Meeting Items:
  - a. School Nurse References - Nurse/Paramedical (Information / Action)
  - b. Review of Policies and Administrative Guidelines Related to the Selection of Materials (Information / Action)
  - c. Consider Staff Engagement Opportunities- KPI IV. Engagement & Satisfaction E., F., and G. Staff, Parent, and Student Surveys
    - i. Review Staff Survey (Information / Action)
  - d. Review of Policies and Admin Guidelines Related to the Selection of Materials
    - i. PO2522-Library Media Center
    - ii. PO2240-Controversial Issues in the Classroom
    - iii. PO9130-Public Requests, Suggestions, or Complaints
    - iv. AG9130-Complaint Review Committee Procedures
    - v. PO2414-Human Growth and Development
    - vi. AG252A-Selection of Instructional Materials
    - vii. AG9130A-Procedures for Inspection of Instructional Materials
14. Adjourn



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of EMPLOYMENT OF SUPPORT STAFF
Code	po4120
Status	
Adopted	May 16, 2016
Last Revised	March 15, 2021

#### 4120 - **EMPLOYMENT OF SUPPORT STAFF**

The Board recognizes that it is vital to the successful operation of the District that positions created by the Board be filled with qualified and competent support staff.

All employees other than the District Administrator or Professional Staff Members (Policy 0100 – Definitions) are considered Classified or Support Employees.

The Board shall approve the employment and fix the compensation for each support staff member employed by this District.

The District Administrator shall provide a description of the work schedule, hours of work per week, a determination of whether the employee is exempt or non-exempt for purposes of overtime eligibility (See Policy 6700). For non-exempt employees, there shall be a clear statement in the job description and employee handbook which states the following: "No non-exempt employee may perform work for the District outside of his/her regular schedule without prior supervisory approval. Violations of this requirement will result in disciplinary action, up to and including termination from employment," and for overtime eligible employees, there shall be a clear statement in the job description and employee handbook which states the following: "No overtime eligible employee may perform overtime work for the District without prior supervisory approval. Violations of this requirement will result in disciplinary action, up to and including termination from employment."

Such approval shall be given only to those candidates for employment recommended by the District Administrator.

When any recommended candidate has been rejected by the Board, the District Administrator shall make a substitute recommendation.

All applications for employment shall be referred to the District Office.

~~Relatives of Board members may be employed by the Board, provided the Board member does not participate in any way in the discussion or vote on any matter related to said employment.~~

Relatives of staff members may be employed by the Board, provided the staff member being employed is not placed in a position in which s/he would be supervised directly by the relative staff member.

Any support staff member's intentional misstatement of fact material to his/her qualifications for employment or the determination of salary shall be considered by this Board to constitute grounds for dismissal.

The employment of support staff members prior to approval by the Board is authorized when their employment is required to maintain continuity in District operations. Employment shall be recommended to the Board at the next regular meeting.

When appropriate, no candidate for employment as a support staff member shall receive recommendation for such employment without having proffered visual evidence of proper certification, when appropriate, or that application for such certification is in

process. There must also be verification that a satisfactory background check has been conducted in compliance with District procedures to include local, State, and Federal sources of information.

The District Administrator shall prepare procedures for the recruitment and selection of all support staff that include reporting newly hired employees to the Wisconsin Department of Workforce Development.

### **REQUIREMENTS FOR TITLE I PARAPROFESSIONALS**

All paraprofessionals hired for a Title I supported program must have a secondary school diploma or its recognized equivalent and one of the following:

- A. Completed two (2) years study at an institution of higher education; or
- B. Obtained at least an associates degree; or
- C. Met a rigorous standard of quality and demonstrate through formal State or local academic assessment:
  - 1. knowledge of and the ability to assist in instructing, reading, writing and mathematics; or
  - 2. knowledge of and the ability to assist in instructing, reading readiness, writing readiness and mathematics readiness, as appropriate.

Existing paraprofessionals – All current paraprofessionals working for a Title I supported program must:

- A. Have a secondary school diploma or its recognized equivalent;
- B. Meet the requirements for newly hired paraprofessionals as described above.

Exceptions – These requirements do not apply to a paraprofessional:

- A. Who is proficient in English and a second language and serves as a translator primarily to enhance the participation of children in Title I programs; or
- B. Whose duties consist solely of conducting parental involvement activities.

Paraprofessional duties – Paraprofessionals working for a Title I supported program may be assigned to:

- A. provide one-on-one tutoring for eligible students during times when the teacher would not otherwise be instructing the student;
- B. assist with classroom management, such as organizing instructional and other materials;
- C. provide assistance in a computer laboratory;
- D. provide support in a library or media center;
- E. conduct parental involvement activities;
- F. act as a translator;
- G. provide instructional services to students, if working under the direct supervision of a teacher;
- H. perform limited duties beyond classroom instruction.

Revised 5/16/16

Revised 7/17/17

T.C. 3/15/21



Legal

20 U.S.C. 6319

Last Modified by Steve LaVallee on July 24, 2021



**Students choosing to excel; realizing their strengths.**

To: Board of Education – Policy and Human Resources Committee  
From: Director Kerri Jepson  
Date: October 10, 2021  
Re: Policy Revision Suggestions/Notes

1. Policy 2260 – Nondiscrimination and Access to Equal Education Opportunity (Revised)  
All investigations shall be commenced as soon as practicable upon receipt of a complaint and concluded as expeditiously as feasible, in consideration of the circumstances, while taking measures to complete a thorough investigation. The complaining party shall be notified in writing of receipt of the complaint within forty-five (45) days of the complaint **and shall reach a determination concerning the complaint within ninety (90) days of receipt, unless additional time is agreed to by the complaining party.**

Sentence doesn't make sense. The complaining party doesn't reach a determination).

2. PO 5517.01 – Bullying (Revised)

A.

1. Cyberbullies can impersonate others with the intent to embarrass or harm them or hacking into, or otherwise gaining access to, **another's others'** electronic accounts (emails, social media, etc.) and posing as that individual with the intent to embarrass or harm the individual.

**Another's others' ???**

### **Complaint Procedures**

Any student who believes s/he has been or is the victim of bullying should immediately report the situation to the building principal **or designee,**

**Who is the designee, how does anyone know who they are? Is "or designee" necessary in this sentence or should it be removed given the further instructions for filing a complaint?**

Any student who believes s/he has been or is the victim of bullying should immediately report the situation to the building principal **or designee,**

**The designee is defined by the building principal instances when that person is out of the office. Office personnel are clear on who the designee is for the day.**

**Same as above**

The complainant shall be notified of the findings of the investigation, and as appropriate, of the remedial action **that** has been taken. **(the word "that" needs to be inserted)**

An annual summary report shall be prepared and presented to the Board, that includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public

**Just a question...When is this annual report presented to the BOE?**

**Principals share data presentations on student conduct in January and May. Bullying is included in this data report.**

3. Policy 5410 – Promotion, Placement, and Retention (Revised)

This policy starts by referencing 5th grade kindergarten, then 1st through 8th grade, then again mentions 5K...

**Which grades does it apply to? Should it include 4K? May need to be re-written to clarify.**

**Promotion and retention policies do not apply to 4K as 4K is not included in compulsory education and is based more heavily on the developmental readiness of the student.**

4. Policy 7540.03 - Student Technology Acceptable Use and Safety (Revised)

All users of District technology resources (and their parents if they are minors) are required to confirm their agreement to abide by the terms and conditions of this policy and its accompanying guidelines **by signing a written agreement or during the annual student registration.**

The last phrase does not make sense. Does the "or" need to be removed?

5. I don't see any obvious issues with our current versions of policies 5513 and 5516.



Book	Policy Manual
Section	2000 Program
Title	Copy of NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY
Code	po2260
Status	Proposed to Policy & Human Resources Committee
Adopted	October 17, 2016
Last Revised	September 22, 2021

#### 2260 - **NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY**

The Board is committed to providing an equal educational opportunity for all students in the District.

The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student program and activities.

This policy is intended to support and promote nondiscriminatory practices in all District and school activities, particularly in the following areas:

- A. use of objective bases for admission to any school, class, program, or activity;
- B. prohibition of harassment towards students and procedures for the investigation of claims (see Policy 5517);
- C. use of disciplinary authority, including suspension and expulsion authority;
- D. administration of gifts, bequests, scholarships and other aids, benefits, or services to students from private agencies, organizations, or persons;
- E. selection of instructional and library media materials in a nondiscriminatory manner and that reflect the cultural diversity and pluralistic nature of American society;
- F. design and implementation of student evaluation practices, materials, and tools, but not at the exclusion of implementing techniques to meet students' individual needs;
- G. design and configuration of facilities;
- H. opportunity for participation in extra-curricular and co-curricular activities, provided that separate programs for male and female students may be available provided comparable activities are made available to all in terms of type, scope, and District support; and
- I. the school lunch program and other school-sponsored food service programs.

The Board is also committed to equal employment opportunity in its employment policies and practices as they relate to students. The Board's policies pertaining to employment practices can be found in Policy 1422, Policy 3122, and Policy 4122 - Nondiscrimination and Equal Employment Opportunity.

In furtherance of the aforesaid goal, the District Administrator shall:

#### A. Curriculum Content

review current and proposed courses of study and textbooks to detect any bias based upon the Protected Classes ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both sexes various races, ethnic groups, etc. toward the development of human society; provide that necessary programs are available for students with limited use of the English language;

#### B. Staff Training

develop an ongoing program of staff training and in-service training for school personnel designed to identify and solve problems of bias based upon the Protected Classes in all aspects of the program;

#### C. Student Access

1. review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of the Protected Classes in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations;
2. verify that facilities are made available in a non-discriminatory fashion, in accordance with Board Policy 7510 - Use of District Facilities, for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society;

#### D. District Support

require that like aspects of the District program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;

#### E. Student Evaluation

verify that tests, procedures, or guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of the Protected Classes.

The District Administrator shall appoint and publicize the name of the compliance officer(s) who is/are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination or equal access. The Compliance Officer(s) also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), is provided to students, their parents, staff members, and the general public.

The District Administrator shall attempt annually to identify children with disabilities, ages 3 - 21, who reside in the District but do not receive a public education. In addition, s/he shall establish procedures to identify students who are Limited English Proficient, including immigrant children and youth, to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation, and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis (see AG 2260F).

#### **Reporting Procedures**

Students, parents and all other members of the School District community are encouraged to promptly report suspected violations of this policy to a teacher or administrator. Any teacher or administrator who receives such a complaint shall file it with the District's Compliance Officer at his/her first opportunity.

Students who believe they have been denied equal access to District educational opportunities, in a manner inconsistent with this policy may initiate a complaint and the investigation process that is set forth below. Initiating a complaint will not adversely affect the complaining individual's participation in educational or extra-curricular programs unless the complaining individual makes the complaint maliciously or with knowledge that it is false.

#### **Title IX Complaint Coordinators/District Compliance Officers (hereinafter referred to as the "COs").**

The Board designates the following individuals to serve as the District's CO's:

Carmen O'Brien  
Business Manager  
School District of Manawa  
800 Beech Street  
Manawa, WI 54949  
920-596-5840  
cobrien@manawaschools.org

Daniel Wolfgram  
High School/Middle School Principal  
800 Beech Street  
Manawa, WI 54949  
920-596-5310  
dwolfgram@manawaschools.org

The names, titles, and contact information of these individuals will be published annually in the staff and student handbooks, and on the School District's website.

A CO will be available during regular school/work hours to discuss concerns related to student discrimination in educational opportunities under this policy.

### **Investigation and Complaint Procedure**

The CO shall investigate any complaints brought under this policy. Throughout the course of the process, as described herein, the CO should keep the parties informed of the status of the investigation and the decision-making process.

All complaints must include the following information to the extent it is available: a description of the alleged violation, the identity of the individual(s) believed to have engaged in or to be actively engaging in, conduct in violation of this policy if any; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the CO shall ask for such details in an oral interview. Thereafter, the CO will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the report by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken during the investigatory phase to protect the Complainant from further loss of educational opportunity, including but not limited to a change of class schedule for the Complainant, tentative enrollment in a program, or other appropriate action. In making such a determination, the CO should consult the Principal or District Administrator if the principal is the compliance officer prior to any action being taken. The Complainant should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the CO will inform any individual named by the Complainant in connection with an alleged violation of this policy, that a complaint has been received. The person(s) must also be provided an opportunity to respond to the complaint.

All investigations shall be commenced as soon as practicable upon receipt of a complaint and concluded as expeditiously as feasible, in consideration of the circumstances, while taking measures to complete a thorough investigation. The complaining party shall be notified in writing of receipt of the complaint within forty-five (45) days of the complaint. The District Compliance Officer and shall reach a determination concerning the complaint within ninety (90) days of receipt unless additional time is agreed to by the complaining party.

The investigation will include:

- A. interviews with the Complainant;
- B. interviews with any persons named in the complaint;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations, as determined by the CO;
- D. consideration of any documentation or other evidence presented by the Complainant, Respondent, or any other witness which is reasonably believed to be relevant to the allegations, as determined by the CO.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definitions in this Policy, as well as in State and Federal law as to whether the Complainant has been denied access to educational opportunities on the basis of one of the protected classifications, based on a preponderance of evidence standard. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved.

The CO may consult with the Board's attorney during the course of the investigatory process and/or before finalizing the report to the District Administrator.

In cases where no District CO is able to investigate a complaint due to concerns regarding conflicts, bias or partiality, or for other reasons that impair the CO's ability to conduct an investigation, the CO may in consultation with the District Administrator or Board President, if the complaint involves the District Administrator engage outside legal counsel to conduct the investigation consistent with this policy.

Absent extenuating circumstances, within ten (10) business days of receiving the report of the CO, the District Administrator must either issue a final decision regarding the complaint or request further investigation. A copy of the District Administrator's final decision will be delivered to the Complainant. The District Administrator may redact information from the decision in the event the release of information raises concerns regarding the integrity of the complaint or investigation process. The Board authorizes the District Administrator to consult with legal counsel to determine the extent to which information in an investigation report must be provided to either the Complainant or Respondent.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) business days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above. The decision of the District Administrator will be reviewed by the Board upon request.

If the Complainant feels that the decision does not adequately address the complaint s/he may appeal the decision to the State Superintendent of Public Instruction by submitting a written request to the Wisconsin Department of Public Instruction, Pupil Nondiscrimination Program, or by contacting the DPI Pupil Nondiscrimination Program at (608) 267-9157.

Any person, including the Respondent in a complaint, who is subject to disciplinary action up to and including termination as a result of a complaint may choose to file a Grievance utilizing the District's grievance procedure as outlined in Policy 3430 or Policy 4430.

The Board reserves the right to investigate and resolve a complaint or report of regardless of whether the member of the School District community or third party chooses to pursue the complaint. The Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

### **Additional School District Action**

If the evidence suggests that any conduct at issue violates any other policies of the Board, is a crime, or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.) (Policy 8462), or threats of violence (Policy 8462.01), the CO or District Administrator shall take such additional actions as necessary and appropriate under the circumstances, which may include a report to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations.

### **Confidentiality**

The District will make reasonable efforts to protect the privacy of any individuals involved in the investigation process. Confidentiality cannot be guaranteed however. All Complainants proceeding through the investigation process should be advised that as a result of the investigation, allegations against individuals may become known to those individuals, including the Complainant's identity.

During the course of an investigation, the CO will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

### **Retention of Public Records, Student Records, and Investigatory Records and Materials**

All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation, including but not limited to:

- A. all written reports/allegations/complaints/statements;

- B. narratives of all verbal reports, allegations, complaints, and statements collected;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel;
- E. narratives of, notes from, or audio, video, or digital recordings of witness statements;
- F. all documentary evidence;
- G. e-mails, texts, or social media posts related to the investigation;
- H. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
- I. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
- J. dated written determinations to the parties;
- K. dated written descriptions of verbal notifications to the parties;
- L. written documentation of any interim measures offered and/or provided to complainants, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and
- M. documentation of all actions, both individual and systemic, taken to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects.

The information, documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal and/or State law (e.g., student records).

The information, documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Revised 12/18/17

Revised 7/22/19

Revised 11/18/19

Revised 4/27/20

T.C. 9/22/21

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Legal	118.13 Wis. Stats. P.I. 9, Wis. Adm. Code P.I. 41, Wis. Adm. Code Fourteenth Amendment, U.S. Constitution 20 U.S.C. Section 1681, Title IX of Education Amendments Act 20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974 20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act 29 U.S.C. Section 794, Rehabilitation Act of 1973, as amended 42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964 42 U.S.C. Section 2000ff et seq., The Genetic Information Nondiscrimination Act 42 U.S.C. 6101 et seq., Age Discrimination Act of 1975 42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990, as amended
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Book	Policy Manual
Section	5000 Students
Title	Copy of BULLYING
Code	po5517.01
Status	Proposed to Policy & Human Resources Committee
Adopted	June 20, 2016
Last Revised	March 15, 2021

#### 5517.01 - **BULLYING**

The Board is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community. Bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse. The Board will not tolerate any gestures, comments, threats, or actions that cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, including at any of the school buildings or other property used exclusively or in part, whether leased or owned by the District, for the purpose of school-related functions or events; or while traveling to or from school or to and from school-sponsored functions or events; in transporting vehicles arranged for by School District officials. The policy applies as well during activities that occur off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the supervision of school authorities, or where an employee is engaged in school business, or where there is otherwise a connection to the school such that the conduct at issue affects or is intended to affect the student's educational environment.

#### **Definitions**

##### **"Bullying"**

Bullying is deliberate or intentional behavior using word or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well being. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status; however this type of prohibited bullying behavior need not be based on any of those particular or other particular characteristics. It includes, but is not necessarily limited to such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing.

Some examples of bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- D. "Cyberbullying" – the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging (IM), defamatory personal websites, and defamatory online personal polling websites, to

support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others."

The Board recognizes that cyberbullying can be particularly devastating to young people because:

1. cyberbullies more easily hide behind the anonymity that the Internet provides;
2. cyberbullies spread their hurtful messages to a very wide audience with remarkable speed;
3. cyberbullies do not have to own their own actions, or fear punishment for their actions, as it is usually very difficult to identify cyberbullies;
4. Furthermore, the reflection time that once existed between the planning of a prank – or a serious stunt – and its commission has all but been erased with cyberbullying;
5. Cyberbullies can impersonate others with the intent to embarrass or harm them or hacking into, or otherwise gaining access to, another's **others'** electronic accounts (emails, social media, etc.) and posing as that individual with the intent to embarrass or harm the individual.

Cyberbullying includes, but is not limited to the following:

1. posting slurs or rumors or other disparaging remarks about a student on a web site or on weblog;
2. sending e-mail or instant messages that are mean or threatening, or so numerous as to drive-up the victim's cell phone bill;
3. using a camera phone to take and send embarrassing photographs of students;
4. posting misleading or fake photographs of students on web sites.

**"Harassment"** includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature on the basis of sex, (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws. Harassment is prohibited by Policy [5517](#) – Student Anti-Harassment.

**"Staff"** includes all school employees and Board members.

**"Third parties"** include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

For a definition of hazing and instances that could possibly be construed as hazing, consult Policy [5516](#).

### **Complaint Procedures**

Any student who believes s/he has been or is the victim of bullying should immediately report the situation to the building principal or designee, or the District Administrator. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the District Administrator. Complaints against the District Administrator should be filed with the Board President.

Complaints against a Board member shall be filed with the Board President unless the complaint is against the President in which case the complaint shall be filed with the Board Vice President, who is authorized to contact District legal counsel for assistance in handling the complaint.

Every student is encouraged to report any situation that they believe to be bullying behavior directed toward a student. Reports may be made to those identified above.

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the building principal or designee, or the District Administrator.

Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

All complaints about behavior that may violate this Policy shall be investigated promptly by the building principal. The staff member who is investigating the report of bullying shall interview the victim(s) of the alleged bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report.

If, during an investigation of a reported act of bullying in accordance with this Policy, the principal determines that the reported misconduct may have created a hostile learning environment, discrimination, and/or may have constituted harassment based on sex (transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws, the principal will report the act of bullying to one of the Compliance Officers who shall assume responsibility to investigate the allegation in accordance with Policy 5517 – Student Anti- Harassment or Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity. Additionally, complaints alleging sexual harassment on the basis of sex are also covered by and subject to the investigation procedures in Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities. If the investigation under Policy 5517 - Student Anti-harassment, Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity or Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities does not substantiate harassment based on one or more of the Protected Classes, the complaint of bullying shall still be investigated under this Policy.

With regard to complaints received against the District Administrator (or a member of the Board), the investigation shall be referred to the Board attorney who shall conduct a prompt investigation. The Board attorney is authorized to designate an outside third party to conduct the investigation. The Board attorney or designee will arrange such meetings as may be necessary with all concerned parties within five (5) business days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The Board attorney or designee conducting the investigation shall notify the complainant and parents as appropriate, (in writing,) when the investigation is concluded and the findings made.

Parents of each student involved in the bullying report will be notified prior to the conclusion of the investigation. The District shall maintain the confidentiality of the report and any related student records to the extent required by law.

If the investigation finds that bullying has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include student discipline, including, but not limited to, reprimand, suspension, or possible expulsion. Furthermore, the result of an investigation that finds that bullying has occurred may result in discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

The complainant shall be notified of the findings of the investigation, and as appropriate, of the remedial action that has been taken.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

### **Retaliation/False Reports**

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as bullying incidents. Making intentionally false reports about bullying is similarly prohibited and will not be tolerated. Retaliating and intentionally making a false report may result in disciplinary action.

If a student or other individual believes there has been bullying, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

### **Privacy/Confidentiality**

The School District will respect the privacy of the complainant, the individual(s) against who the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to inform parents, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

### **Notification**

Notice of this policy will be annually distributed to all students enrolled in the School District, their parents and/or guardians and employees. The policy will also be distributed to organizations in the community having cooperative agreements with the schools. Additionally, the policy will be posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. All new hires will be required to review and sign off on this policy and the related complaint procedure.

The School District will also provide a copy of the policy to any person who requests it.

### **Records and Reports**

Records will be maintained on the number and types of reports made, and sanctions imposed for incidents found to be in violation of the bullying policy.

An annual summary report shall be prepared and presented to the Board, that includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public.

### **Education and Training**

In support of this policy, the Board promotes preventative educational measures to create greater awareness of bullying behavior. The District Administrator shall provide appropriate training to all members of the School District community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines on bullying will be age and content appropriate.

Revised 3/15/21

T.C. 9/22/21

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Legal

Wis. Stat. 118.46

Last Modified by Melanie Oppor on October 11, 2021



Book	Policy Manual
Section	7000 Property
Title	Copy of STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY
Code	po7540.03
Status	Proposed to Policy & Human Resources Committee
Adopted	August 20, 2018
Last Revised	September 22, 2021

#### 7540.03 - **STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY**

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning to incorporate the vast, diverse, and unique resources available through the Internet. The Board of Education provides technology resources (as defined in Bylaw 0100) to support the educational and professional needs of its students and staff. With respect to students, District Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District's computer network and Internet system do not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of District technology resources by principles consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of District Technology Resources and students' personal communication devices when they are connected to the District computer network, Internet connection, and/or online educational services/apps, or when used while the student is on Board-owned property or at a Board-sponsored activity (see Policy 5136).

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Users have no right or expectation to privacy when using District Technology Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network and/or Internet connection).

The Board may not be able to technologically limit access to services through its technology resources to only those that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures, that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the District Administrator, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measures may not be disabled at any time that students may be using the District technology resources,

if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Board utilizes software and/or hardware to monitor online activity of students and to block/filter access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. "Harmful to minors" is a term defined by the Communications Act of 1934 (47 U.S.C. 254(h)(7)) as any picture, image, graphic image file, or other visual depiction that:

- A. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- B. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
- C. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

At the discretion of the Board or the District Administrator, the technology protection measure may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measure may not be disabled at any time that students may be using the District technology resources if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Technology Director may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material if access to such sites has been inappropriately blocked by the technology protection measure. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measure.

The Technology Director may disable the technology protection measure to enable access for bona fide research or other lawful purposes.


Parents are advised that a determined user may be able to gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
- B. the dangers inherent in the online disclosure of personally identifiable information;
- C. the consequences of unauthorized access (e.g., "hacking", "harvesting", digital piracy", "data mining", etc.), cyberbullying, and other unlawful or inappropriate activities by students online;
- D. unauthorized disclosure, use, and dissemination of personally identifiable information regarding minors.

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

Building Principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of District technology resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media, including in chat rooms, and cyberbullying awareness and response. All users of District technology resources (and their parents if they are minors) are required to confirm their agreement to abide by the terms and conditions of this policy and its accompanying guidelines by signing a written agreement  during the annual student registration.

Students will be assigned a school email account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers, they shall use

their school-assigned email account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

Students may only use District technology resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District technology resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the District Administrator and Technology Director as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of District technology resources.

Revised 4/27/20

T.C. 11/16/20

T.C. 9/22/21

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Legal

H.R. 4577, P.L. 106-554, Children's Internet Protection Act of 2000  
47 U.S.C. 254(h), (1), Communications Act of 1934, as amended  
20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended  
18 U.S.C. 2256  
18 U.S.C. 1460  
18 U.S.C. 2246  
47 C.F.R. 54.500 – 54.523

Last Modified by Melanie Oppor on October 11, 2021





Book	Administrative Guideline Manual
Section	5000 Students
Title	Copy of GRADING
Code	ag5421A
Status	Proposed to Policy & Human Resources Committee
Adopted	August 20, 2018
Last Revised	December 17, 2018

#### 5421A - **GRADING**

Since grades play such a significant role in the life of a student, it is imperative that the Board of Education's grading policy be implemented with as much professional expertise as can be applied. In determining grades at the various levels, staff should observe the following administrative guidelines.

#### **4K**

Reporting at this grade level consists of a progress report to parents regarding their child's development of early learning attributes. The marking code is:

- 3.0 Demonstrates concept or skill independently
- 2.0 Demonstrates concept or skill with assistance
- 1.0 Rarely or does not demonstrates concept or skill

#### **Grades K-~~5~~6**

Reporting in these grades will consist of a report card with descriptive marks and a narration. Descriptive marks will be:

<b>Proficiency Scale #</b>	<b>Proficiency Level</b>	<b>Description</b>
4.0	Advanced	Student has in-depth understanding and can make applications that go beyond what was taught.
3.0	Proficient	Student has met expectations based on what was taught.
2.0	Needs Improvement	Student needs improvement in meeting expectations and has some errors or incomplete understandings based on what was taught.
1.0	Unsatisfactory	Student is making unsatisfactory progress toward meeting expectations and may need additional support to learn what was taught.

The principal in collaboration with all teachers at a particular grade or of a particular course shall develop an explanation of the criteria and standards that will be used to qualify a student to be graded advanced, proficient, needs improvement, or unsatisfactory.

To ensure consistency, all teachers at the grade or course level shall use the same criteria/standards in grading their students.

Definition of "passing" and "failing":

#### **Grades K-~~5~~6**

- A. A rubric score of "1 or less" is defined as failing.
- B. A rubric score of 2, 3, or 4 is considered passing.

The current level of effort and social interaction are graded as follows:

- A. Consistently demonstrates skill/behavior.
- B. Inconsistently demonstrates skill/behavior.

### Grades ~~6~~7-12

Reporting in these grades will be by report card using the following marking system:

A ~~94.50~~5-100  
 A- ~~91.50-94.49~~~~92-94~~  
 B+ ~~88.50-91.49~~~~89-91~~  
 B ~~85.50-88.49~~~~86-88~~  
 B- ~~82.50-85.49~~~~83-85~~  
 C+ ~~79.50-82.49~~~~80-82~~  
 C ~~76.50-79.49~~~~77-79~~  
 C- ~~73.50-76.49~~~~74-76~~  
 D+ ~~70.50-73.49~~~~71-73~~  
 D ~~67.50-70.49~~~~68-70~~  
 D- ~~64.50-67.49~~~~65-67~~  
 F 0-64,~~49~~

The final grade is calculated to two decimal places using standard rounding rules. The grade is rounded up if the decimal is 0.50 or above. The grade is rounded down if the grade is below 0.50.

Marking System:

- (A) Excellent
- (B) Good
- (C) Average
- (D) Below Average
- (F) Failure
- (I) Incomplete
- (W) Withdrew

If a student receives an "F" in a required subject, he/she must repeat and pass that subject to fulfill graduation requirements. Ordinarily, a student who receives an "F" in a course that is part of a sequence must repeat and pass that course to continue in the sequence. (I) Incomplete: When a student's work is not completed by the end of the quarter due to the student's absence from school, he/she receives an "I". This work, in most cases, must be made up within two weeks after the end of the quarter. Exceptions to the two-week period must be cleared through the principal. If work is not made up in the allowed time, the "I" becomes an "F". (W) Withdrew: A student receives this grade when he/she drops a course with administrative approval.

NOTE: A student withdrawing from a course after the fifth week of the semester will do so with an F, unless, granted administrative exception. The principal, in collaboration with all teachers at a grade or of a particular course, shall develop an explanation of the criteria and standards that will be used to qualify a student to be graded excellent, good, average, below average, or failing.

The explanation may not make use of normative (bell-curve) standards.

### General Considerations

Students will receive one grade per subject at the end of each grading cycle.

These grading criteria and standards shall be approved by the District Administrator prior to the start of the school year.

To ensure consistency, all teachers at the grade or course level shall use the same criteria/standards in grading their students.

Each principal shall send a copy of these grading criteria/standards to all parents of children in these grades (or courses) prior to the first day of school and shall ensure that they are the basis for discussion and decision-making at all parent conferences.

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Last Modified by Melanie Oppor on September 28, 2021

# Key Measurements System



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Engage stakeholders, establish goals, and identify planning priorities with cost-effective, research-based surveys administered on the School Perceptions platform.

## YOUR KEY MEASUREMENTS SYSTEM

The package includes all the surveys listed below.



**STAFF SURVEYS**

- Staff Check-In Survey
- Employee Exit Survey
- Annual Board Development Tool
- School Leadership Planning Tool



**STUDENT SURVEYS**

- Student Life Survey (Grades 4-8)
- Student Life Survey (Grades 9-12)
- Elementary School Exit Survey
- Middle School Entrance Survey
- Middle School Exit Survey
- High School Entrance Survey
- High School Exit Survey
- Student Athletics Survey
- Student Activities Survey



**PARENT SURVEYS**

- Parent Planning Survey
- Parent Satisfaction Survey
- Superintendent Search & Planning Survey
- Parent Athletics Survey
- Parent Activities Survey

## A COST-EFFECTIVE SYSTEM DESIGNED FOR YOU

RESEARCH-BASED SURVEYS + THE S/P PLATFORM = BETTER DATA

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Address your district's needs with targeted questions



### SUPPORT

Make sense of your data with our team and partner consultants



### COMPARISONS

Put your data in context with comparisons to similar schools



### ADMINISTRATION

Build trust and credibility with third-party administration



### REPORTING

Analyze your data with easy-to-understand reports

10,000+ SCHOOLS

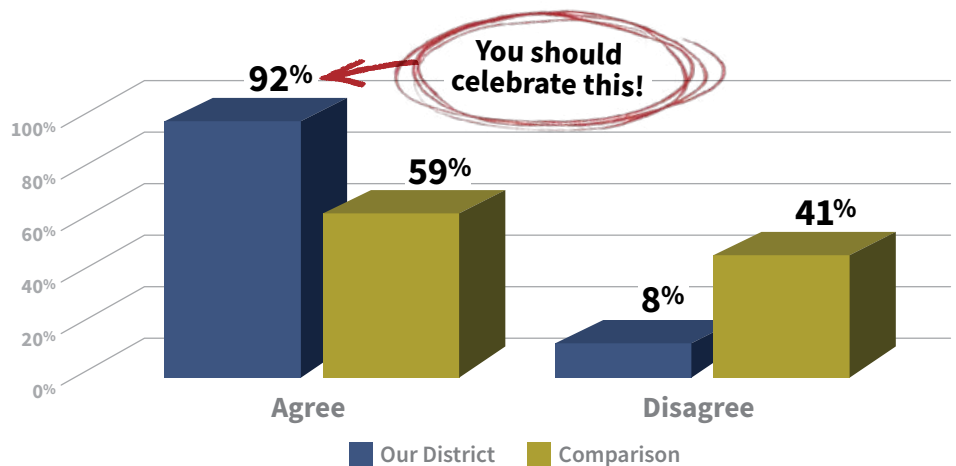
20 YEARS EXPERIENCE

## BETTER DATA = BETTER DECISIONS

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- ✓ Where do we need to focus attention?
- ✓ How can we better support our students and staff?
- ✓ Are we meeting parents' expectations?
- ✓ Where should we allocate more resources?
- ✓ How can we improve communications?

Our staff does a good job of educating our students.



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Let us help you gather, organize, and use your perceptions data.  
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or call us at 262.644.4300.

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Key Measurements System

# STAFF SURVEYS





Designed to meet the needs of all schools

## KEY MEASUREMENTS SYSTEM

# Annual Board Development Tool



- ✓ Do you have a process in place to help establish annual goals?
- ✓ Are your school board's planning priorities aligned?
- ✓ Are your new school board members knowledgeable about their roles and responsibilities?

The Annual Board Development Tool was designed on the principles of The Key Work of School Boards. This tool allows board members to individually reflect on their work, quickly discern where your board is aligned and where differences remain, and reviews with all members the array of board responsibilities.

## HOW IT WORKS



1. Select the preprogrammed, research-based survey.



2. Our team can customize the survey to address your unique needs. \*



3. Self-administrate on our platform or have School Perceptions launch the survey. \*



4. Access and analyze your results through our password-protected portal.



5. School Perceptions can provide comprehensive reports and analysis with similar-school comparisons. \*



6. Build a plan based on your results with the help of our team and partner consultants. \*

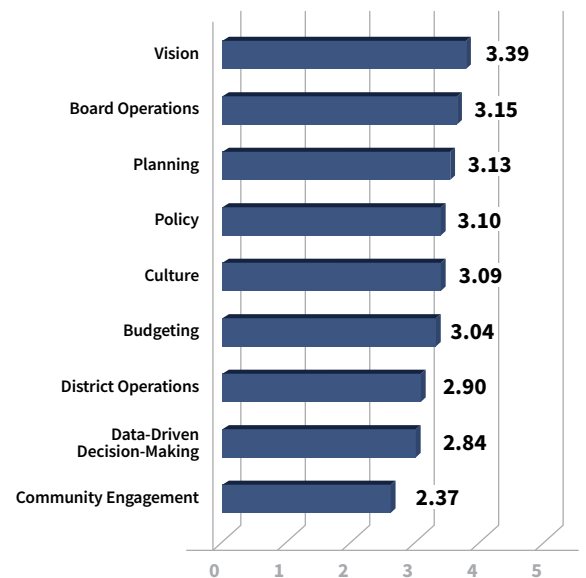
\* Additional fees may apply

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or call us at 262.644.4300.

### Please rate your board's performance.

Fully achieved (4), Mostly achieved (3), Partially achieved (2), Not achieved or started (1)



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# THE RESEARCH

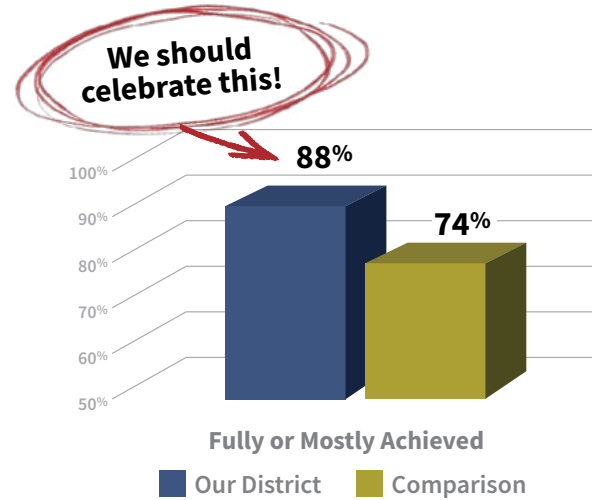
School boards create and establish the conditions that promote learning for children and are the energy behind successful schools. Effective school boards focus on four areas:

- **Goal setting:** School boards in districts with higher student achievement levels adhere to a regularly referenced vision that establishes clear, easily understood, and non-negotiable learning-focused goals based on objective student data.
- **Training and professional development:** Effective school boards continuously realign and preserve funding for professional development that serves student achievement, can identify the characteristics of high-quality professional development, and believe in the efficacy of professional development—for staff and themselves.
- **Focused governance:** By focusing on student achievement for all students, boards in high-achieving districts waste less time on day-to-day operational issues better handled by the superintendent and other school-level administrators.
- **Community outreach and inreach:** Effective school boards in high-achieving districts maintain positive relationships with school employees and build collaborative relationships with community members, all while avoiding special interest groups.

For more information on our school board effectiveness research, please contact [research@schoolperceptions.com](mailto:research@schoolperceptions.com).

School boards that apply the principles of **The Key Work of School Boards** see an increase in student achievement.

We have established clear strategies to accomplish our vision.



# THE KEY MEASUREMENTS SYSTEM

The Annual Board Development Tool is part of the School Perceptions Key Measurements System, a suite of research-based surveys administered on the School Perceptions platform that will help you engage stakeholders, establish goals, and identify planning priorities.



- Staff Check-In Survey
- Employee Exit Survey
- Annual Board Development Tool
- School Leadership Planning Tool



- Student Life Survey (Grades 4-8)
- Student Life Survey (Grades 9-12)
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- Student Activities Survey



- Parent Planning Survey
- Parent Satisfaction Survey
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- Parent Activities Survey

## Get started today!

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Contact us at [info@schoolperceptions.com](mailto:info@schoolperceptions.com),  
or call us at 262.644.4300.

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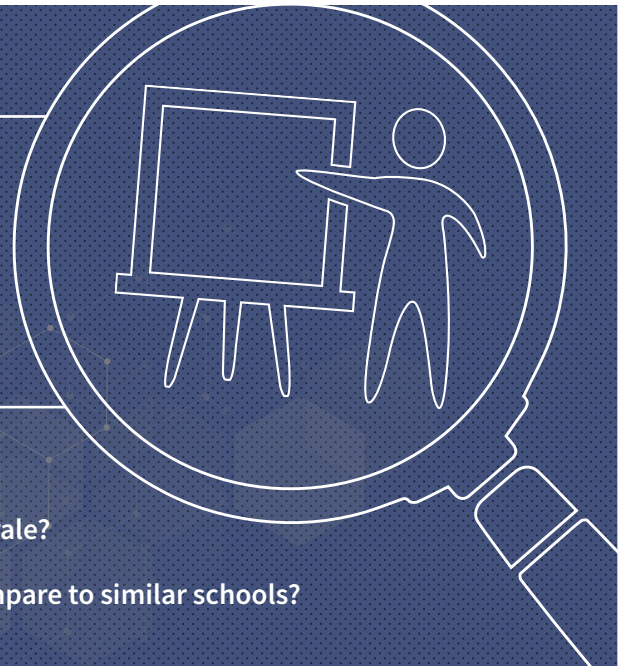
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Designed to meet the needs of all schools

# KEY MEASUREMENTS SYSTEM

## Staff Check-In Survey



- ✓ Are your employees engaged?
- ✓ Do you have the insights you need to improve employee morale?
- ✓ How do your schools' climate, culture, and environment compare to similar schools?

Engaged employees are more committed, have better job satisfaction, and go the extra mile for their employer. They will also act as ambassadors on your behalf.

## HOW IT WORKS



1. Select the preprogrammed, research-based survey.



2. Our team can customize the survey to address your unique needs. \*



3. Self-administrate on our platform or have School Perceptions launch the survey. \*



4. Access and analyze your results through our password-protected portal.



5. School Perceptions can provide comprehensive reports and analysis with similar-school comparisons. \*



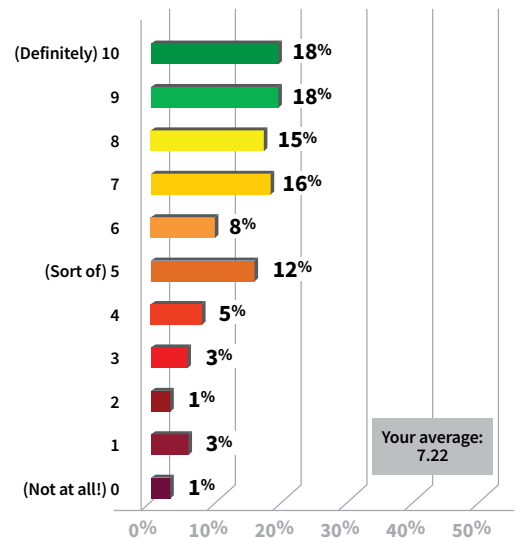
6. Build a plan based on your results with the help of our team and partner consultants. \*

\* Additional fees may apply

## GET STARTED

Let us help you gather, organize, and use your perceptions data.  
**Contact us today at [info@schoolperceptions.com](mailto:info@schoolperceptions.com), or call us at 262.644.4300.**

On a scale of 0-10, how likely are you to recommend the District as a place of employment?



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# THE RESEARCH

Engaged employees are those who demonstrate a positive attitude toward your district, have a passion for their work, and express commitment to their employer. Four pillars need to be in place for employees to be engaged.

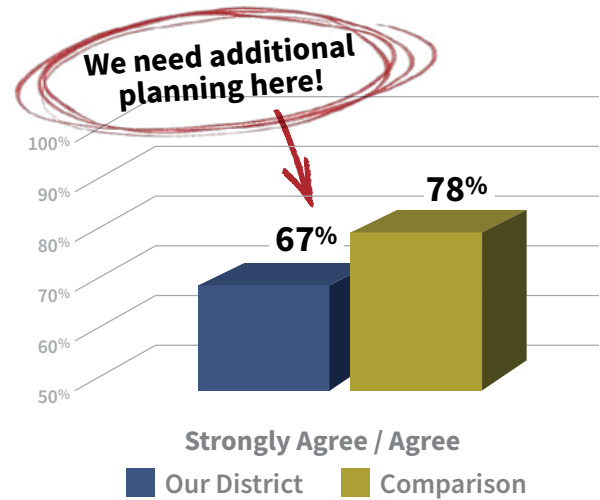
- **Support:** Leaders must create space for employees to voice concerns and communicate, while being approachable and available for employees—regardless of career rung.
- **Procedures & Processes:** Policies must be predictable, consistent, clear, fair, and generated transparently.
- **Job Characteristics:** Work must be stimulating and challenging with personal discretion, autonomy, and advancement opportunities.
- **Rewards & Recognition:** Positive reinforcement is an organization’s most efficient way of fostering engagement, but the reinforcement must be personal, immediate, and frequent.

For more information on our staff engagement research, please contact [research@schoolperceptions.com](mailto:research@schoolperceptions.com).

# 4.6x

Employees who feel their voices are heard are 4.6 times more likely to perform their best work.

I have the supplies and resources I need to do my job well.



# THE KEY MEASUREMENTS SYSTEM

The Staff Check-In Survey is part of the School Perceptions Key Measurements System, a suite of research-based surveys administered on the School Perceptions platform that will help you engage stakeholders, establish goals, and identify planning priorities.



**STAFF SURVEYS**

- Staff Check-In Survey
- Employee Exit Survey
- Annual Board Development Tool
- School Leadership Planning Tool



**STUDENT SURVEYS**

- Student Life Survey (Grades 4-8)
- Student Life Survey (Grades 9-12)
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- Student Activities Survey



**PARENT SURVEYS**

- Parent Planning Survey
- Parent Satisfaction Survey
- Superintendent Search & Planning Survey
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- Parent Activities Survey

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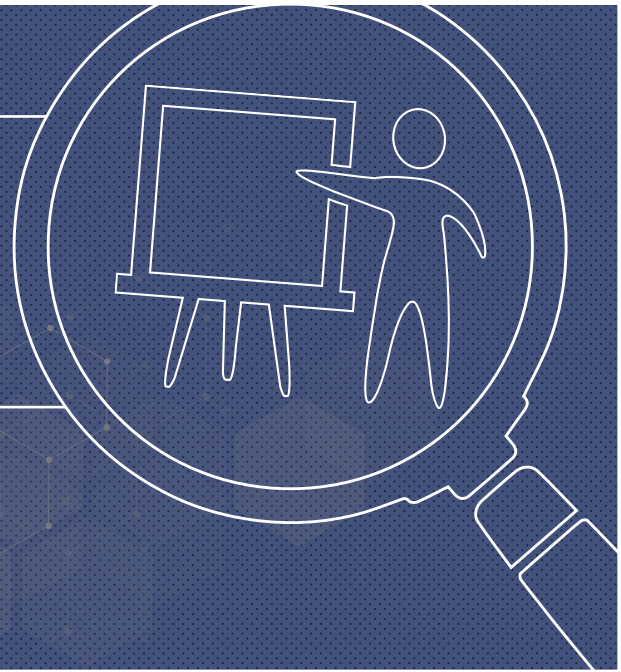
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# KEY MEASUREMENTS SYSTEM

## Employee Exit Survey



- ✓ Why are your employees leaving?
- ✓ What factors played into their decision?
- ✓ What could be done to keep your best employees?

Every school district wants to retain its best talent. Understanding why people leave is the first step in creating an effective solution.

## HOW IT WORKS



1. Select the preprogrammed, research-based survey.



2. Our team can customize the survey to address your unique needs. \*



3. Self-administrate on our platform or have School Perceptions launch the survey. \*



4. Access and analyze your results through our password-protected portal.



5. School Perceptions can provide comprehensive reports and analysis with similar-school comparisons. \*



6. Build a plan based on your results with the help of our team and partner consultants. \*

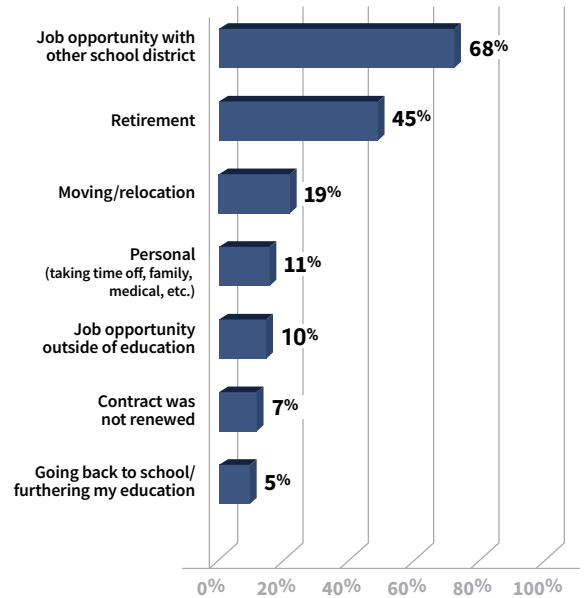
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### What is the reason(s) you are leaving the District?



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# THE RESEARCH

We know that high-quality teachers make a substantial positive impact on student achievement. Thus, minimizing their turnover must be a goal for all districts.

- Turnover is expensive. It **costs more than \$14,000 to replace just one exiting teacher** and up to \$50,000 for the most talented and impactful staff.
- It **costs \$8,200 in time and resources** for principals and peer teachers to sift through applications, schedule interviews, and onboard new staff.
- Districts have a great deal of influence in reducing turnover. More than half of teachers leave for non-financial reasons, and **57% of exiting staff say something could be done** to change their minds about leaving.
- Beyond teachers, **there are substantial job pressures across other staff positions**. For instance, principals report feeling that they are never “off duty,” lack privacy, and feel obligated to respond to out-of-school needs.

For more information on our employee exit research, please contact [research@schoolperceptions.com](mailto:research@schoolperceptions.com).

# 80%

School districts allocate about 80% of their budgets for staff compensation, and keeping the best talent is still a struggle.

To what degree was each item below a factor in your leaving?

Major factor (3), Minor factor (2), Not a factor (1)

Item	Your Average	Comparison Average
Poor school/building culture	2.81	2.03
Excessive workload	2.78	1.98
Lack of support from the community	1.71	2.26



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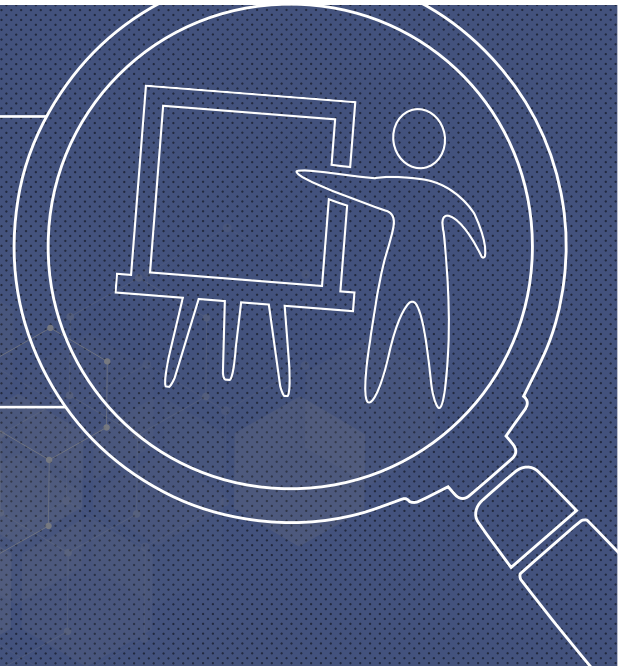
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## KEY MEASUREMENTS SYSTEM

# School Leadership Planning Tool



- ✓ Do you have a process in place to establish shared annual goals with your leadership team?
- ✓ Is there a consensus among your leadership team on how best to accomplish your goals?
- ✓ Which of your schools' practices are a notable strength, and where are additional resources and focus needed?

No matter your school district's size, good leaders build strong teams where everyone is working on accomplishing shared goals. Not only does this make work more meaningful for the adults, but more importantly, this tool helps you create an environment where students can thrive as well.

## HOW IT WORKS



1. Select the preprogrammed, research-based survey.



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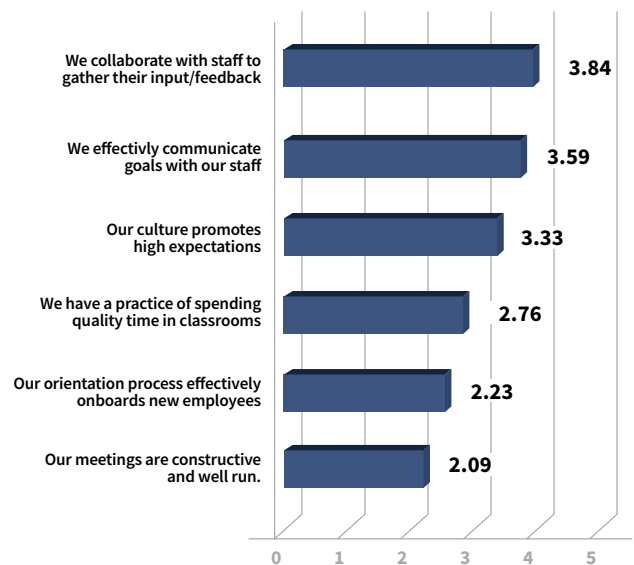
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### Please rate your school leadership team's performance.

Fully achieved (4), Mostly achieved (3), Partially achieved (2), Not achieved or started (1)



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# THE RESEARCH

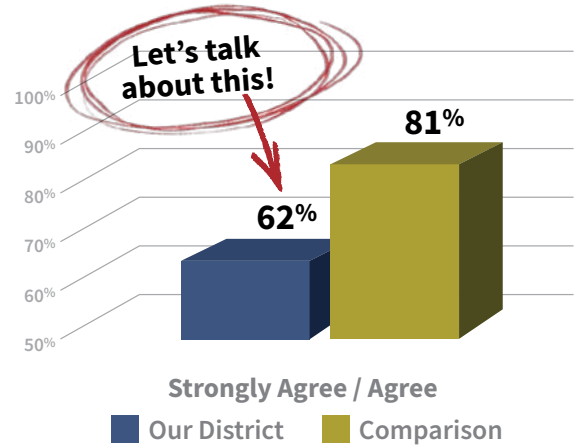
School leaders have **an essential role in creating conditions in which learning occurs**, but schools and classrooms can mediate their effects.

- **Staff-Related Conditions:** Trust between school leaders and classroom teachers is critical if the district’s mission, vision, and goals are to succeed. Leaders must be able to rely on successful staff. Effective school leaders also need to **allow teachers to become leaders in decision-making processes**. This builds morale and, in turn, leads to higher achievement.
- **Instruction-Related Conditions:** Effective school leadership should encompass, but move well beyond, manager roles that focus solely on budgets, discipline, and personnel. **Leaders must make student achievement the “ultimate indicator of success”** and continuously engage in dialogue regarding instructional practices and achievement. **Effective school leaders encourage evidence-based decision-making in all aspects of their work, especially instruction.**
- **Climate & Culture-Related Conditions:** Effective school leaders exhibit “mindfulness,” behavior that is based on questioning one’s prior beliefs and developing mental frameworks that reflect reasoning, evidence, and discipline. Mindfulness displays to the leaders’ staff that it is vital to **be open to new information, consider different perspectives, view problems as chances to improve, and not play “blame games.”**

For more information on our effective leadership research, please contact [research@schoolperceptions.com](mailto:research@schoolperceptions.com).

The research is clear, but it is worth repeating: **school leaders affect student achievement** levels.

Our staff have the data they need to make decisions.



# THE KEY MEASUREMENTS SYSTEM

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Key Measurements System

# STUDENT SURVEYS





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## KEY MEASUREMENTS SYSTEM

# Elementary School Exit Survey



- ✔ Do your students have a positive attitude toward school?
- ✔ How well did you support your elementary school students?
- ✔ Are your students prepared for middle school?

This data will help you understand how to improve your students' elementary school experiences. It also enables you to create an effective elementary to middle school transition program that builds students' excitement and overcomes nerves.

## HOW IT WORKS



1. Select the preprogrammed, research-based survey.



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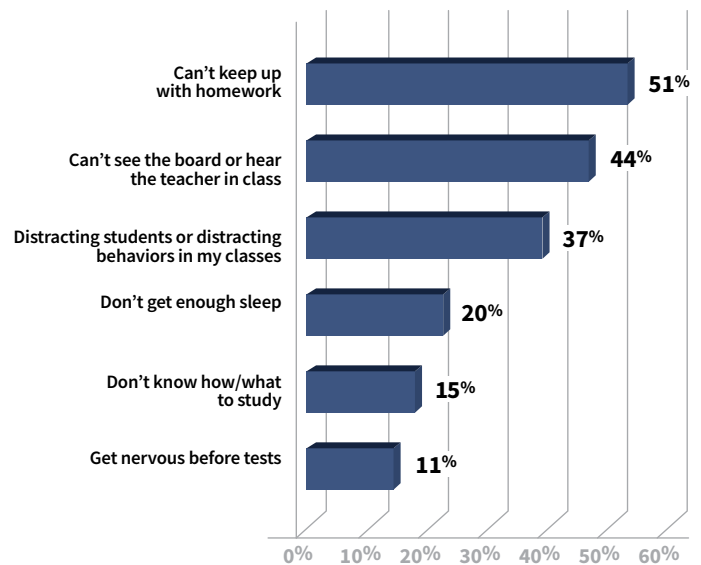
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Do any of the things on the list below make learning hard for you?



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# THE RESEARCH

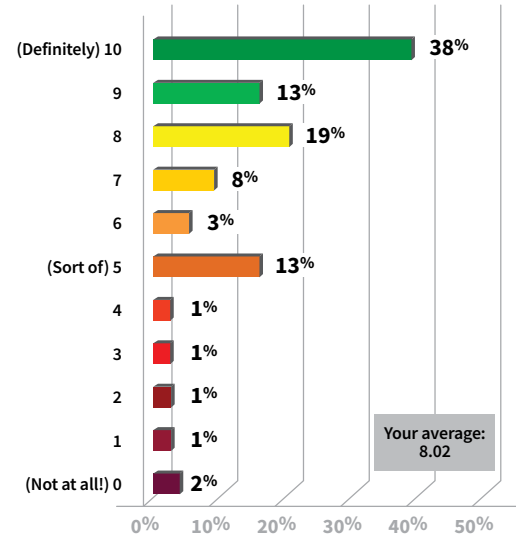
Students who have difficulty making the transition to middle school tend to have school-related challenges throughout later adolescence. School leaders benefit from measuring concerns, behaviors, and development needs while students are in elementary school. For instance:

- There is a strong consensus among elementary school parents that **character development, including respect, empathy, patience, kindness, honesty, and open-mindedness, is extremely important.**
- Elementary school students exhibiting early anxiety regarding anticipated middle school academic, social, and procedural adjustments are more likely to see those concerns occur. This is consequential because **worries are negatively related to social acceptance** and positively related to school disengagement.
- Supportive peer relationships prior to the middle school transition predict more durable friendships through transition, which, as a result, lead to more positive post-transition school adjustments, including the belief that **it is important to succeed in school** and a more positive attitude about school.
- Curiosity and motivation to learn are natural in infancy, early childhood, and through to early adolescence. However, low tolerances for failure, an atmosphere of disapproval, and/or a heavy focus on academic skills and abilities gut curiosity and motivation. For students to be successful in early adolescence, **early childhood should include social-emotional strengths** in addition to academic skills.

# 30%

Nearly 30% of children lack academic skills, struggle to stay on task, and have anxiety in elementary school.

## Most days, I like my school.



For more information on our employee exit research, please contact [research@schoolperceptions.com](mailto:research@schoolperceptions.com).

# THE KEY MEASUREMENTS SYSTEM

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## KEY MEASUREMENTS SYSTEM

# Middle School Entrance Survey



- ✓ How has the transition to middle school impacted your students?
- ✓ Do your students have supportive peer relationships?
- ✓ What are your students' most significant barriers to their success as they adjust to middle school?

The transition students make as they enter middle school is one of the most challenging and traumatic points in their life. Understanding what types of support are needed—and how these supports are different from the elementary years—is critical to students' success.

## HOW IT WORKS



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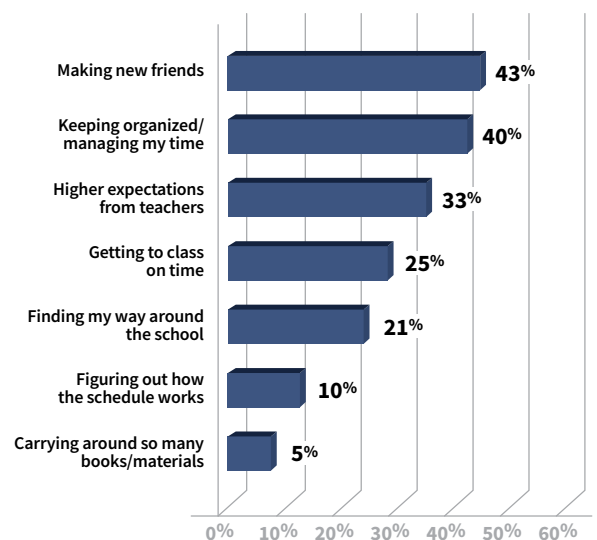
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Were any of the things on the list below hard for you to get used to in middle school?



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## THE RESEARCH

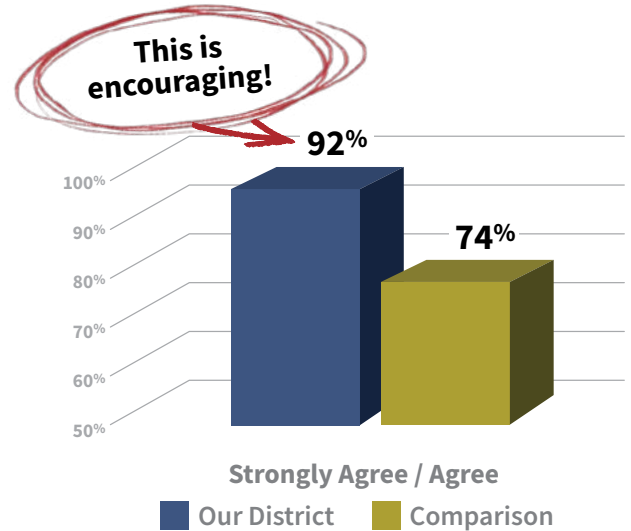
Students are not just transitioning to middle school. They are transitioning in their cognitive and physical capacities, and this affects students academically, socially, and procedurally.

- **Academically:** Middle school students underperform elementary school students with respect to achievement, interest in school, and self-competence. Students experience stress as they seek to understand new, more demanding teaching styles and evaluation methods while hopefully preserving their positive elementary school performance.
- **Socially:** Adolescents who do not have a robust social support foundation as they leave elementary school have more difficulty overcoming academic concerns and procedural hurdles. A strong foundation helps provide emotional support, instrumental aid, a greater sense of school belonging, and resilience for developmental challenges encountered in middle school.
- **Procedurally:** Procedural concerns relate to classroom rules and routines, school structures, academic progress, and school layouts. While elementary students typically spend a large portion of the day with one classroom teacher, middle school students are, for the first time, switching teachers every hour and, in conjunction, experiencing different classmates, rules, expectations, and behavior policies.

For more information on our student transition research, please contact [research@schoolperceptions.com](mailto:research@schoolperceptions.com).

The middle school years have been deemed the **“Bermuda Triangle” of America’s education system**: low achievement, behavioral issues, and teen alienation.

I can be myself at school.



## THE KEY MEASUREMENTS SYSTEM

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# KEY MEASUREMENTS SYSTEM

## Middle School Exit Survey



- ✓ What can you learn from your middle school students before they leave?
- ✓ What challenges did students experience in middle school?
- ✓ Are your middle school students prepared for high school?

Middle school is one of the most challenging developmental times for children as they grow into young adults. This is especially true for students who lack resources and support systems. Use this data to learn what is working and where additional attention is needed.

## HOW IT WORKS



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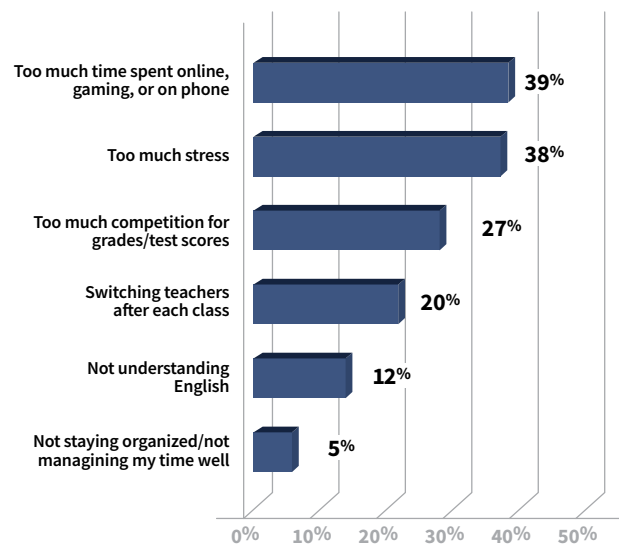
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Do any of the things on the list below make learning hard for you?



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## THE RESEARCH

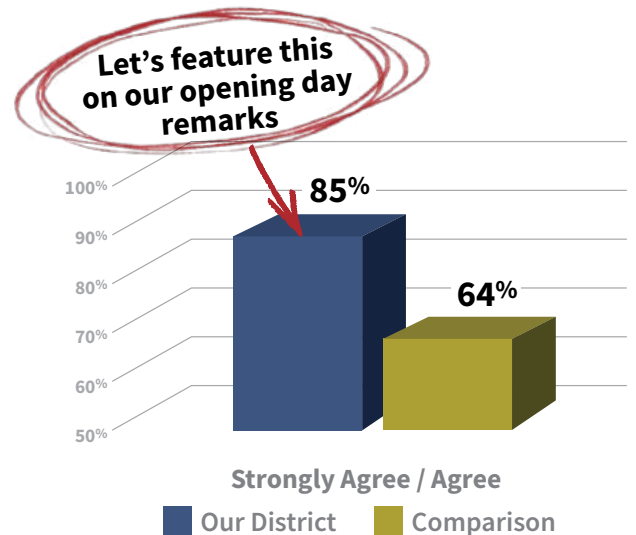
School leaders and community members have a strong incentive to improve the middle school experience. These students are in the early stages of establishing independence from their parents and families. Further, as adolescent students clamor for more autonomy, their **well-being is more closely attached to their school performance**.

- In general, **new middle school students benefit from teachers who, in their perception, trust and care about them, provide scaffolded but challenging instruction, and are fair**. When this is the case and students receive high-quality instruction, achievement and self-evaluations are comparable to elementary school peers.
- Middle school students, yearning for autonomy, **benefit when they are given space to be curious** and help drive the curriculum. However, adolescents who do not believe that their academic successes are under their control feel under-equipped to manage more difficult middle school material, higher academic standards, and more demanding grading arrangements.
- Middle school **students strongly benefit from properly structured extracurricular activities**. These activities improve psychological well-being and mental health outcomes in adolescents. From an academic perspective, **extracurricular participation improves students' GPAs** and feelings of school connectedness.

For more information on our employee exit research, please contact [research@schoolperceptions.com](mailto:research@schoolperceptions.com).

**Rigorous classes, intense schedules, and social pressures** make middle school one of the most stressful points in a student's development.

I can be myself at school.



## THE KEY MEASUREMENTS SYSTEM

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## KEY MEASUREMENTS SYSTEM

# High School Entrance Survey



- ✓ Are your students connecting and relating to their teachers?
- ✓ Do your students feel like they fit in at school?
- ✓ Do your students have the social, emotional, and academic supports they need?

For many students, high school is the first chance to experience a wide range of electives and adult-like independence. At the same time, students' level of engagement during their first year of high school sets a tone and impacts whether they will graduate.

## HOW IT WORKS



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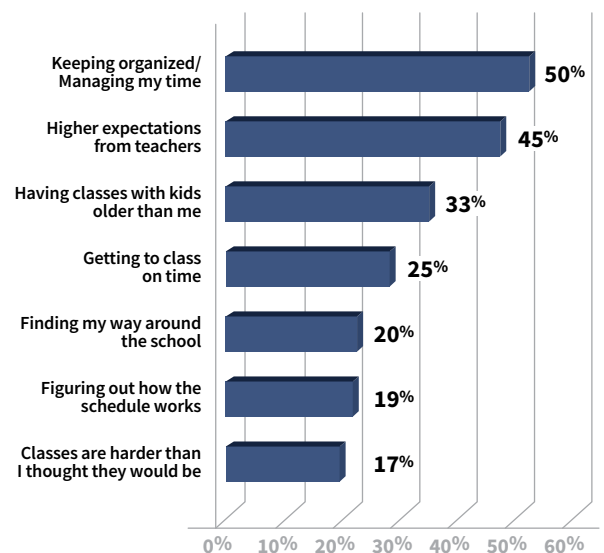
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### Were the adjustments below difficult for you to make in high school?



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# THE RESEARCH

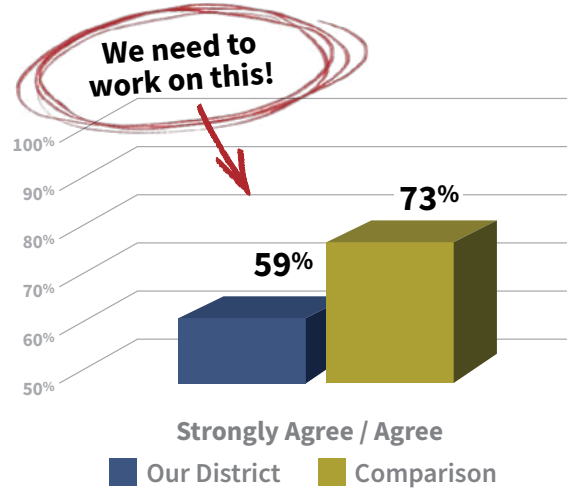
The transition to high school provides more freedom, greater academic choices, a bigger menu of extracurricular activities, and new friendships. Nevertheless, this transition can be precarious in three areas:

- **School Resources:** Students search for adults who can teach them study skills, life skills, and time management. However, because early high school students report feeling their **school is big and impersonal, they do not know how to reach out.**
- **School Climate:** One mechanism to improve ninth-grade outcomes is increasing a sense of student connectedness and belonging. Students who feel connected to their schools have fewer attendance and discipline issues, stay in school longer, have higher grades, and produce improved classroom test scores. Furthermore, **the need to feel connected is higher than at any other point in a person's life.**
- **Social Structures:** **Decreased parental supervision is accompanied by increased influence from peers.** However, students who struggle to form positive bonds with peers during their ninth-grade year are more likely to make decisions substantially detrimental to their future.

For more information on our student transition research, please contact [research@schoolperceptions.com](mailto:research@schoolperceptions.com).

Researchers do not mince their words: the passage of students from the middle grades to high school is **the most challenging transition** in education.

I know which classes I need to take in high school.



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# KEY MEASUREMENTS SYSTEM

## High School Exit Survey



- ✓ What can you learn from your high school students before they leave?
- ✓ What challenges did students experience in high school?
- ✓ What should be modified to best prepare your students for the colleges and careers in which they show interest?

The final year of high school is both a reflection and inflection point. Departing students can provide you with insights into their academic experiences, safety and acceptance at school, social support, involvement, and their college and career plans moving forward.

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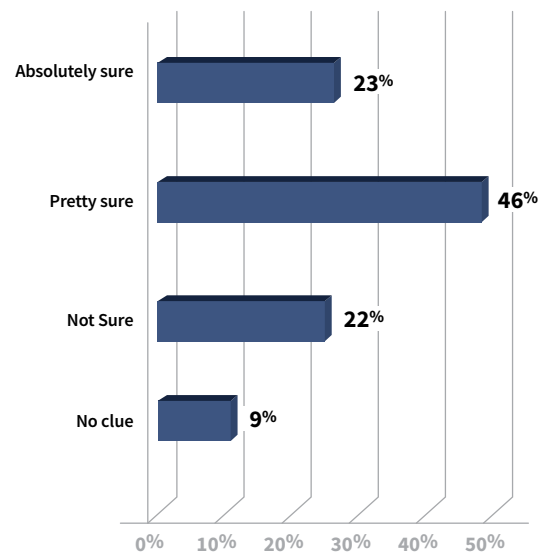
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I know what I want to do for a career/job when I'm an adult.



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As students prepare to leave their schools, high school completion and the factors that lead to it are front and center.

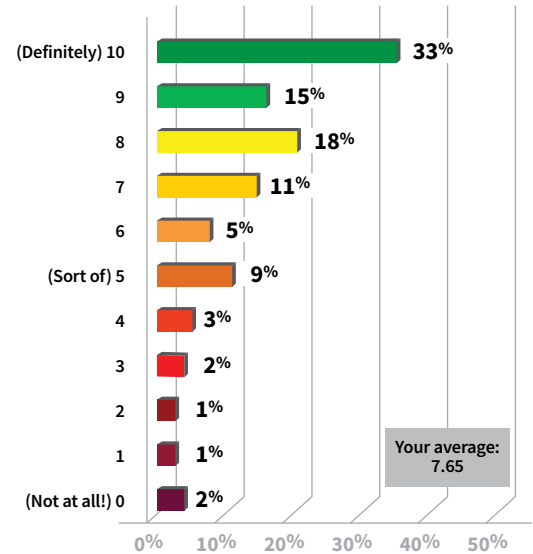
- Students who graduate but are members of social circles with students who did not graduate identify **positive relationships with teachers as a significant factor in their accomplishments**. Students who bonded more strongly with their teachers early in high school have higher GPAs and feel more connected to their schools—both of which predict high school completion.
- Students do not always know whom to turn to for help navigating these academic and social dilemmas as they push for independence. Students who feel threatened by additional work and challenges shut down and are more likely to skip school to avoid work altogether. **Missed work fuels more absences**, and this, too, cycles. Students who miss 20 to 24 days of school have a mere 10% chance of graduating. **Students who miss 40 or more days have a 0% chance of graduating** with their peers.
- Some studies describe the shift to credits as a “major transition issue,” because students “have no clue” about the difference in academic policy until “they see a zero” on their transcripts. Left on their own, students and parents make course choices that are inappropriate for a pattern of study leading to high school graduation or college/career aspirations. Even those who understand credit policies can feel overwhelmed **because students feel like they are planning for high-stakes college and career pathways**.

For more information on our employee exit research, please contact [research@schoolperceptions.com](mailto:research@schoolperceptions.com).

# 15%

For every year of high school students complete, lifetime wealth increases by 15%.

## Most days, I like my school.



# THE KEY MEASUREMENTS SYSTEM

The High School Exit Survey is part of the School Perceptions Key Measurements System, a suite of research-based surveys administered on the School Perceptions platform that will help you engage stakeholders, establish goals, and identify planning priorities.



- Staff Check-In Survey
- Employee Exit Survey
- Annual Board Development Tool
- School Leadership Planning Tool



- Student Life Survey (Grades 4-8)
- Student Life Survey (Grades 9-12)
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- Parent Planning Survey
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- Superintendent Search & Planning Survey
- Parent Athletics Survey
- Parent Activities Survey



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Designed to meet the needs of all schools

## KEY MEASUREMENTS SYSTEM

# Student Life Survey (Grades 4-8)



- ✔ What practices and policies help your students learn, and what barriers are in the way?
- ✔ Do your students feel supported?
- ✔ What could you do to increase student involvement both in and out of the classroom?

As students grow older, they do not need less support. They need different support. Adolescents want more independence and are more concerned with peer opinions. They are also curious and want to help drive the curriculum. Engagement surveys help you ensure that your schools are providing what students need as they mature into adolescence.

## HOW IT WORKS



1. Select the preprogrammed, research-based survey.



2. Our team can customize the survey to address your unique needs. \*



3. Self-administrate on our platform or have School Perceptions launch the survey. \*



4. Access and analyze your results through our password-protected portal.



5. School Perceptions can provide comprehensive reports and analysis with similar-school comparisons. \*



6. Build a plan based on your results with the help of our team and partner consultants. \*

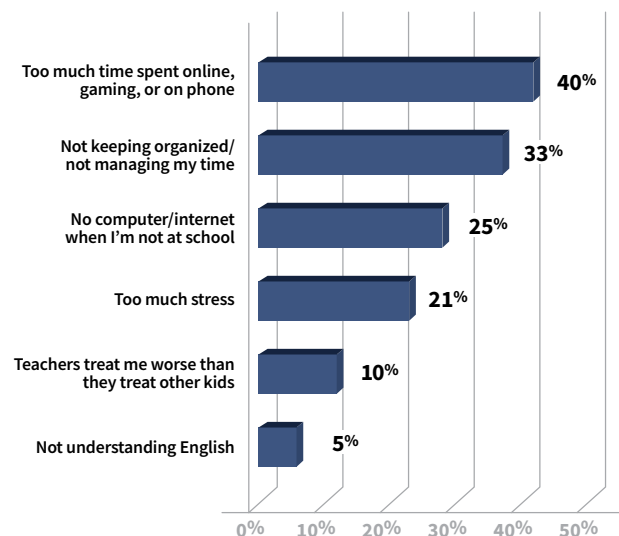
\* Additional fees may apply

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Do any of the things on the list below make learning hard for you?



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# THE RESEARCH

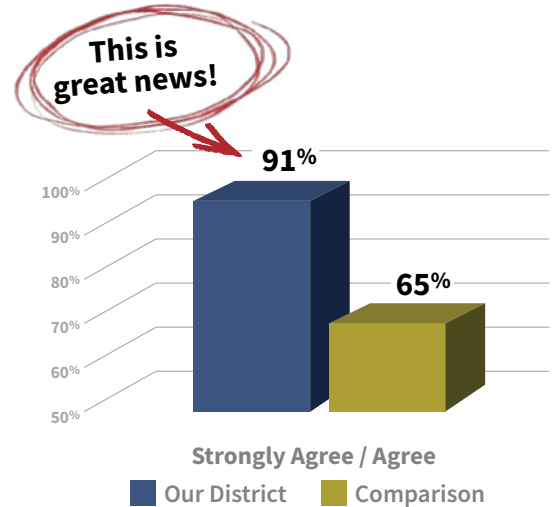
Adolescents' **well-being is closely attached to their school functioning** as they begin to claim more independence. Their well-being can be supported in three areas by schools.

- **Academics:** Achievement is impacted by the change in perceived levels of teacher support that adolescents experience. For instance, adolescents who perceived that their mathematics teachers were less supportive than their previous teachers found math less valuable and interesting. In general, **new middle school students benefit from teachers who, in their perception, trust and care about them, provide scaffolded but challenging instruction, and are fair.**
- **Social Needs:** Adolescents who do not have a robust social support foundation at this age have more difficulty in overcoming academic concerns (above) and procedural concerns (below). A strong foundation helps provide **emotional support, a greater sense of school belonging, and resilience for middle school's developmental challenges.**
- **Procedures:** Procedural concerns relate to classroom rules and routines, school structures, academic progress, and school layouts. **These concerns are more conceptually straightforward but are no less important than academic and social concerns.** Students are beginning to navigate effective studying practices, note-taking, test-taking strategies, eating in a new cafeteria, opening lockers, and not getting lost in new hallways filled with new faces.

For more information on our student life research, please contact [research@schoolperceptions.com](mailto:research@schoolperceptions.com).

Students who are **less engaged** at school have **lower achievement**, are **absent** more often, have **negative attitudes**, and participate less in class.

If I have a big problem, there is an adult at school I can talk about it.



# THE KEY MEASUREMENTS SYSTEM

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**STAFF SURVEYS**

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**STUDENT SURVEYS**

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**PARENT SURVEYS**

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## KEY MEASUREMENTS SYSTEM

# Student Life Survey (Grades 9-12)



- ✔ What practices and policies help your students learn, and what barriers are in the way?
- ✔ Do your students feel supported?
- ✔ What could you do to increase student involvement both in and out of the classroom?

Students need adults at school who can help teach them study skills, show them time management, and provide resources for social-emotional help. However, many high school students do not know how to reach out. Students without this support struggle to be successful in high school.

## HOW IT WORKS



1. Select the preprogrammed, research-based survey.



2. Our team can customize the survey to address your unique needs. \*



3. Self-administrate on our platform or have School Perceptions launch the survey. \*



4. Access and analyze your results through our password-protected portal.



5. School Perceptions can provide comprehensive reports and analysis with similar-school comparisons. \*



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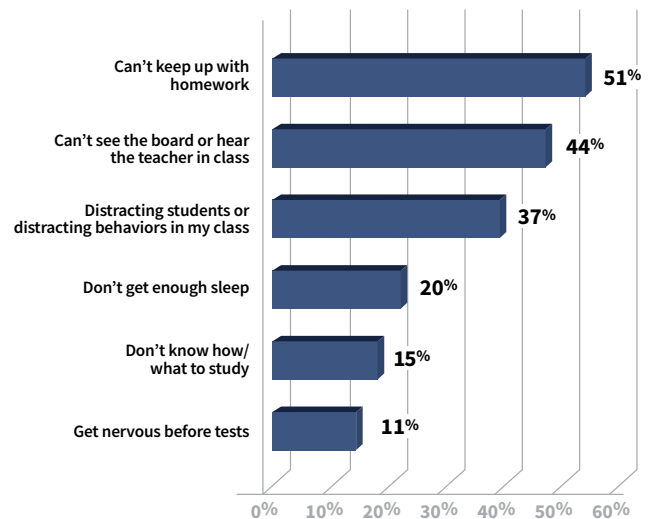
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Do any of the things on the list below make learning hard for you?



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## THE RESEARCH

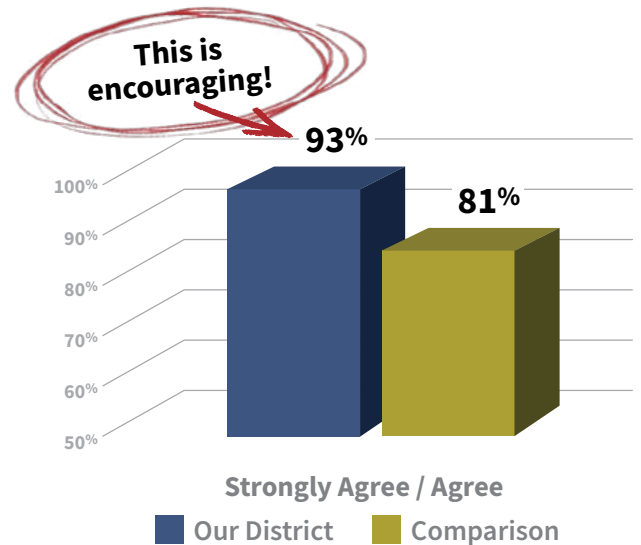
Data on eighth- through twelfth-grade enrollments show that the ninth grade encompasses the largest proportion of students and has regularly over the last few decades. Meanwhile, the “tenth-grade dip” in enrollments is the result of students not being promoted or choosing to drop out of school. Clearly, **measuring and managing engagement is extremely important for high school students.**

- Students who feel connected to their schools have fewer attendance and discipline issues, stay in school longer, have higher grades, and produce improved classroom test scores. Furthermore, **the need to feel connected is higher for students at this age than at any other point in a person’s life.**
- **Teachers are more impactful on students’ academic behaviors than students’ relationships with their peers.** Students who graduate but are members of social circles with students who did not graduate identify positive relationships with teachers as a significant factor in their accomplishments.
- **Students who struggle to form positive bonds with peers early in high school are more likely to make decisions substantially detrimental to their future.** These students lose academic motivation, search for replacement bonds in places external to the school, oppose the school environment, and experience serious drops in attendance.

For more information on our student life research, please contact [research@schoolperceptions.com](mailto:research@schoolperceptions.com).

**7 IN 10** teens say anxiety and depression is a major problem among their peers.

My teachers explain things in a way that I get.



## THE KEY MEASUREMENTS SYSTEM

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# KEY MEASUREMENTS SYSTEM

## Student Activities Survey



- ✔ What did your students like best about their experiences in school activities?
- ✔ How could your school improve its extracurricular offerings?
- ✔ Did your students have positive connections with coaches and activity leaders?

Roughly 70 to 80 percent of students participate in an extracurricular activity. Thus, these experiences, both positive and negative, can significantly affect your school's culture. Understanding these experiences from the students' perspectives can help you maximize the academic and social benefits.

## HOW IT WORKS



1. Select the preprogrammed, research-based survey.



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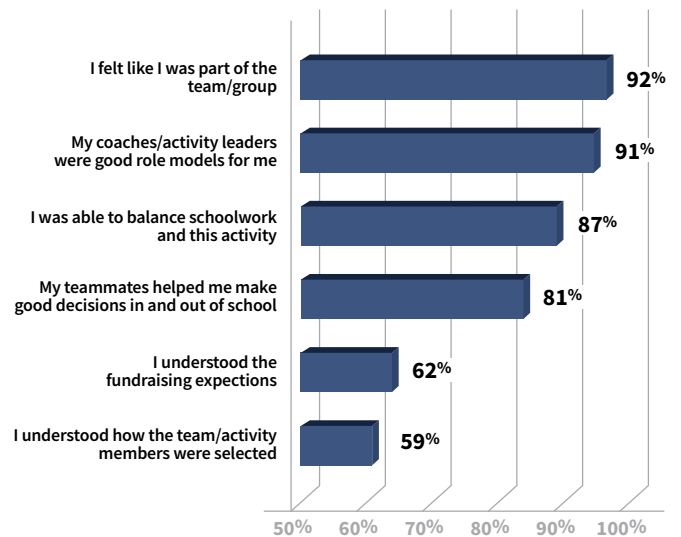
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### Your Activity Season (% Definitely)



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# THE RESEARCH

There is a **positive relationship between participation in athletics and academic achievement**, which includes:

- ✓ Higher grade point averages (GPAs) and test scores.
- ✓ Better math and English grades.
- ✓ Increased desire to attend college, college enrollment, and years of education/educational attainment.
- ✓ Superior attendance rates.
- ✓ Reduced likelihood of dropping out and higher rates of high school completion, especially for historically underprivileged populations.

### Sports introduce students to others who may be unlike themselves.

Association in group extracurricular settings, in general, is crucial for adolescents to understand themselves and, in turn, observe and interpret their behavior relative to others. **A few of these benefits are particularly important.**

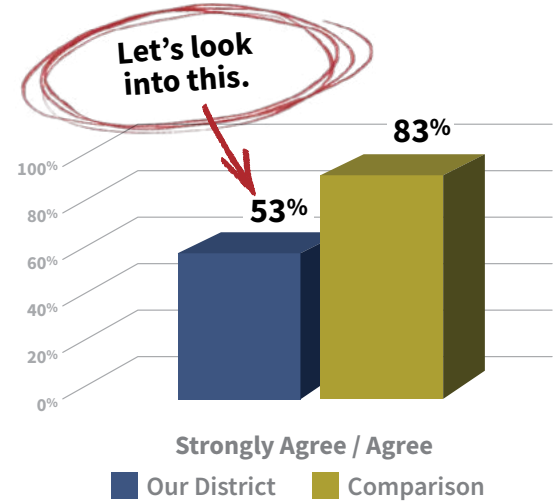
- The potential for postsecondary/tertiary education success is amplified for students who initially have relatively low test scores and educational aspirations, which suggests a compensatory factor embedded in athletics participation.
- Second, students from underserved backgrounds who met reading and math benchmarks were more likely to be involved in extracurricular activities than students from underserved backgrounds who did not meet the benchmarks.
- Third, these effects are additive and remunerating: involvement in more than one activity can compensate for weaknesses in others.

For more information on our athletics research, please contact [research@schoolperceptions.com](mailto:research@schoolperceptions.com).

# 15%

Students involved in extracurricular activities have a 15% higher attendance rate than students who are not involved.

If I could, I would participate in this activity again next year.



# THE KEY MEASUREMENTS SYSTEM

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# KEY MEASUREMENTS SYSTEM

# Student Athletics Survey



- ✔ What did your student-athletes like best about their athletic experiences?
- ✔ How could your athletic programs improve?
- ✔ Did your student-athletes have positive connections with coaches and mentors?

Roughly 70 to 80 percent of students participate in an extracurricular activity. Thus, these experiences, both positive and negative, can significantly affect your school's culture. Understanding these experiences from the students' perspectives can help you maximize the academic and social benefits.

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\* Additional fees may apply

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How would you rate our facilities:

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

Item	% Great/Good	Average
Small gym	100%	3.50
Field house	100%	3.50
Fitness center	100%	3.50
Track	94%	3.44
Weight room	90%	3.40
Tennis courts	89%	3.33
Game fields	87%	3.25
Practice fields	84%	3.20
Training room	75%	3.00
Swimming pool	71%	2.75

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# THE RESEARCH

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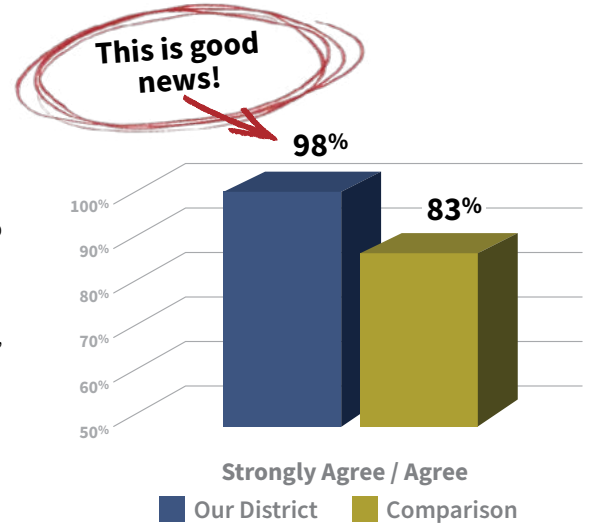
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- Third, these effects are additive and remunerating: involvement in more than one activity can compensate for weaknesses in others.

For more information on our athletics research, please contact [research@schoolperceptions.com](mailto:research@schoolperceptions.com).

Positive athletic experiences lead to **greater student engagement** and better attitudes toward school.

I felt like I was part of the team.



# THE KEY MEASUREMENTS SYSTEM

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Key Measurements System

# PARENT SURVEYS



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## KEY MEASUREMENTS SYSTEM

# Parent Planning Survey



- ✓ In what areas do parents think additional planning and resources are needed?
- ✓ How do parents feel about the schools' climate and culture early in the academic year?
- ✓ How do parents want to receive school communications?

Engaging parents on an ongoing basis is critical to a school's success. Sincerely asking and listening to parents shows that participation in their children's learning is welcome, valued, and expected.

## HOW IT WORKS



1. Select the preprogrammed, research-based survey.



2. Our team can customize the survey to address your unique needs. \*



3. Self-administrate on our platform or have School Perceptions launch the survey. \*



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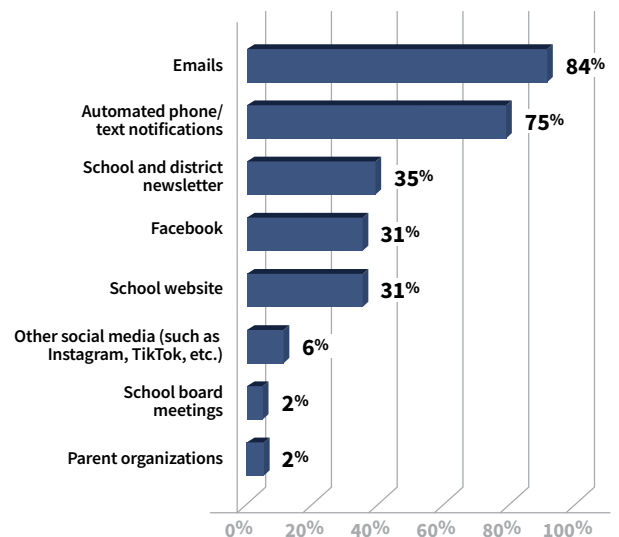
5. School Perceptions can provide comprehensive reports and analysis with similar-school comparisons. \*



6. Build a plan based on your results with the help of our team and partner consultants. \*

\* Additional fees may apply

### How would you like to receive school information?



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## THE RESEARCH

Parents are most involved at school when they believe what they do improves their children’s learning and performance at school and when the school’s climate welcomes their engagement.

- Parents genuinely want to provide information regarding their children that would be helpful for the school and teachers to know.
- Parents are highly adept at offering solutions that help support their children.
- Parents can competently assess how well the school environment fits their children’s needs.

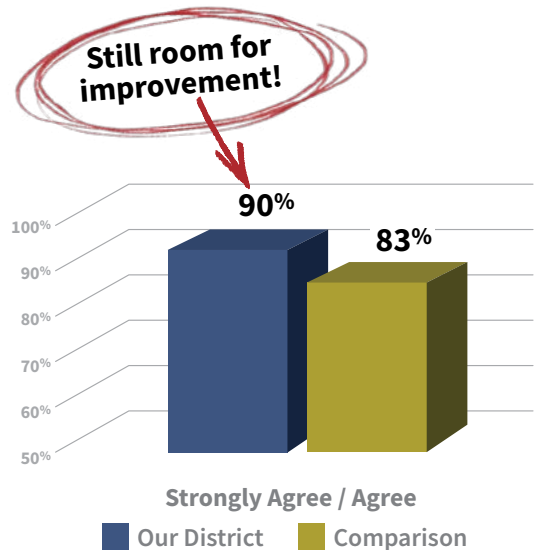
As students grow and develop, they become more interested in peers and social ties external to their family. **Engagement tools that were effective with elementary students are less useful as students reach adolescence.** However, the power and effects of involvement do not diminish. **Adolescent years are a critical time in helping students develop academic aspirations and behavioral supports.**

For more information on our parent planning research, please contact [research@schoolperceptions.com](mailto:research@schoolperceptions.com).

“The act of conducting a survey is itself a parent-friendly message to parents that a school cares what they think.”

– US Department of Education

My children feel safe at school.



## THE KEY MEASUREMENTS SYSTEM

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## KEY MEASUREMENTS SYSTEM

# Parent Satisfaction Survey



- ✓ How does your parent engagement and satisfaction compare to similar schools?
- ✓ Where have you made improvements over the school year, and where are additional resources still needed?
- ✓ Are parents satisfied with school communication efforts?

Parents want to have a voice and presence in the education decisions that affect their children. Our survey helps you accomplish this goal. Students who have engaged parents have fewer discipline problems, better attendance, and higher overall grade point averages.

## HOW IT WORKS



1. Select the preprogrammed, research-based survey.



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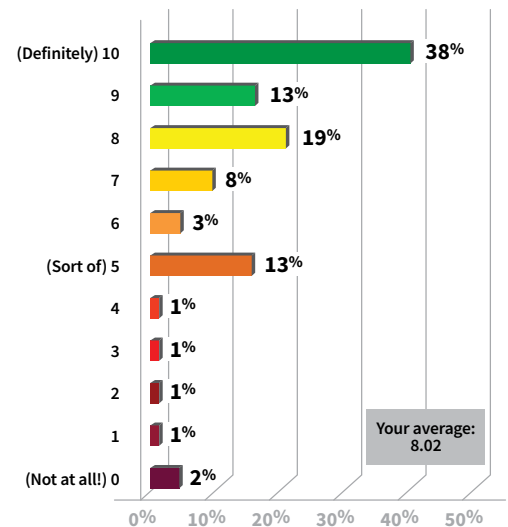
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How likely would you be to recommend our school(s) to a friend or family member?



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# THE RESEARCH

Parents and educators often have different views regarding what constitutes “involvement.” Consequently, parents remain confused about being fully involved with their children’s lives while at school.

- **Parents tend to view involvement as encompassing factors external to the school day**, such as safe travel to and from school/extracurriculars, homework help, and keeping an eye on appropriate forms, registrations, and so on.
- **Educators, on the other hand, tend to define involvement as a physical presence at school** by volunteering in classrooms, attending conferences, or chaperoning field trips.
- When mismatched definitions manifest, educators can feel isolated, interpret deference as apathy, and, in turn, blame parents for their absence. Meanwhile, parents feel unrecognized for their efforts.

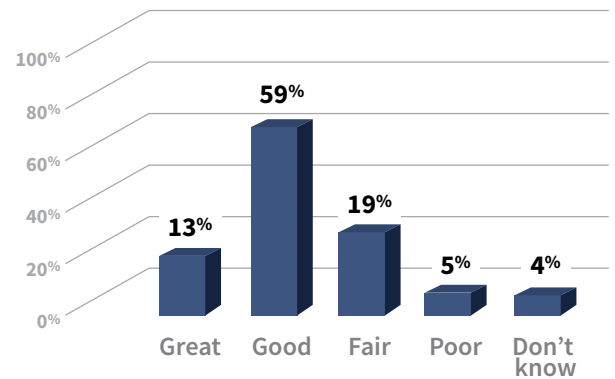
Thus, “involvement” should be clearly defined and include both home and school attributes. Compounding this challenge is the changing nature of involvement as children progress through school.

For more information on our parent satisfaction research, please contact [research@schoolperceptions.com](mailto:research@schoolperceptions.com).

“The act of conducting a survey is itself a parent-friendly message to parents that a school cares what they think.”

– US Department of Education

## Overall, how would you rate communications from school?



# THE KEY MEASUREMENTS SYSTEM

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## KEY MEASUREMENTS SYSTEM

# Superintendent Search & Planning Survey



- ✓ What are your community's points of pride?
- ✓ What are the most pressing issues your district faces?
- ✓ What qualities will your new superintendent need to be successful?

Your new leader should be ready to respond to your district's opportunities and unique challenges. This tool will provide your stakeholders with the opportunity to help guide this crucial hiring decision and identify candidates with the best fit for your district.

## HOW IT WORKS



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4. Access and analyze your results through our password-protected portal.



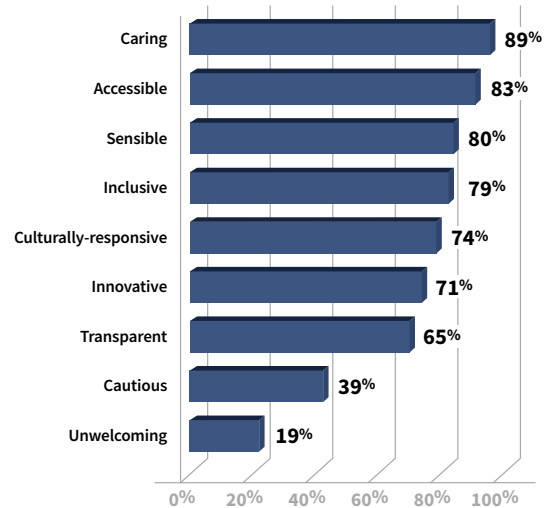
5. School Perceptions can provide comprehensive reports and analysis with similar-school comparisons. \*



6. Build a plan based on your results with the help of our team and partner consultants. \*

\* Additional fees may apply

Please choose up to five words you believe best describe our district at the current time:



## GET STARTED

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# THE RESEARCH

Our research does not grapple with whether school leaders affect students' outcomes—they do. This is noncontroversial. In fact, **the research literature has mostly moved away from whether leadership matters (it does)**. A cursory look at citation dates demonstrates that the literature moved on from this question in the 1970s and 1980s. Researcher and practitioner attention has focused instead on what effective leaders actually do. In other words, **what conditions or actions do effective school leaders create or execute that lead to improved achievement and other positive school outcomes?**

- **Staff Conditions:** School administrators must trust teachers to execute and succeed in the classroom, and teachers must trust school administrators to lead the organization and “steer the ship.” **When trust is lost, faculty will also have more difficulties engaging with and committing to the organization** writ large.
- **Instruction Conditions:** Leaders must make student achievement the “ultimate indicator of success” and continuously engage in dialogue regarding instructional practices and achievement. **Effective school leaders encourage evidence-based decision-making in all aspects of their work, especially instruction.** Data from formative assessments and recent, high-quality testing regimes are used to improve instruction and audit student progress.
- **Culture & Climate Conditions:** Politics can and will infiltrate all organizations that are as complex and intertwined with a community as a school district. Thus, a superintendent’s or other administrators’ **understanding of governance and the broader educational landscape is necessary for success.**

For more information on our superintendent search research, please contact [research@schoolperceptions.com](mailto:research@schoolperceptions.com).

“In matters of style, swim with the current; in matters of principle, stand like a rock.”

How is the District doing in each of the following areas?

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

Item	% Great/Good	Average
Delivering a high-quality education	81%	3.06
Keeping the public informed	74%	2.96
Managing funds appropriately	77%	2.91
Building pride in the community	73%	2.87

# THE KEY MEASUREMENTS SYSTEM

The Superintendent Search & Planning Survey is part of the School Perceptions Key Measurements System, a suite of research-based surveys administered on the School Perceptions platform that will help you engage stakeholders, establish goals, and identify planning priorities.



**STAFF SURVEYS**

- Staff Check-In Survey
- Employee Exit Survey
- Annual Board Development Tool
- School Leadership Planning Tool



**STUDENT SURVEYS**

- Student Life Survey (Grades 4-8)
- Student Life Survey (Grades 9-12)
- Elementary School Exit Survey
- Middle School Entrance Survey
- Middle School Exit Survey
- High School Entrance Survey
- High School Exit Survey
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- Student Activities Survey



**PARENT SURVEYS**

- Parent Planning Survey
- Parent Satisfaction Survey
- Superintendent Search & Planning Survey
- Parent Athletics Survey
- Parent Activities Survey

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Designed to meet the needs of all schools

## KEY MEASUREMENTS SYSTEM

# Parent Activities Survey



- ✔ What do parents believe was the most valuable part of their child's extracurricular experience?
- ✔ How do parents believe the extracurricular experience could be improved?
- ✔ How do parents' beliefs about your extracurricular programs compare to similar schools?

Students who participate in activities have a better attitude toward school, but sometimes their parents can get in the way. By comparing your parents' feedback with similar schools, you can understand what, if any, problems exist.

## HOW IT WORKS



1. Select the preprogrammed, research-based survey.



2. Our team can customize the survey to address your unique needs. \*



3. Self-administrate on our platform or have School Perceptions launch the survey. \*



4. Access and analyze your results through our password-protected portal.



5. School Perceptions can provide comprehensive reports and analysis with similar-school comparisons. \*



6. Build a plan based on your results with the help of our team and partner consultants. \*

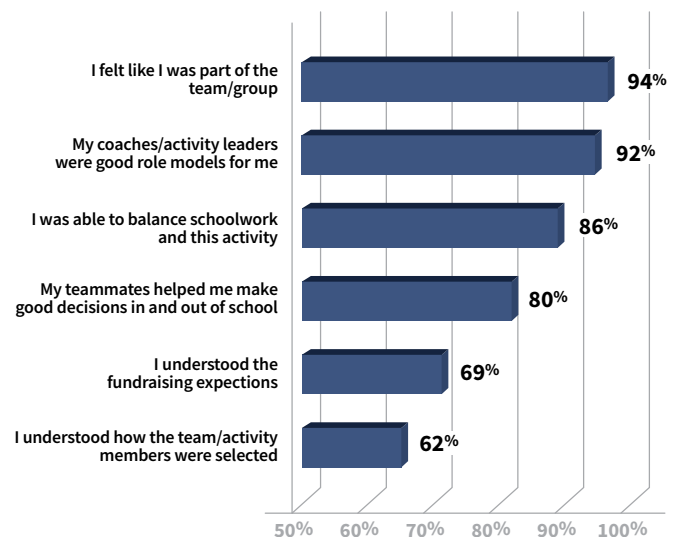
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### Your Activity Season (% Definitely)



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## THE RESEARCH

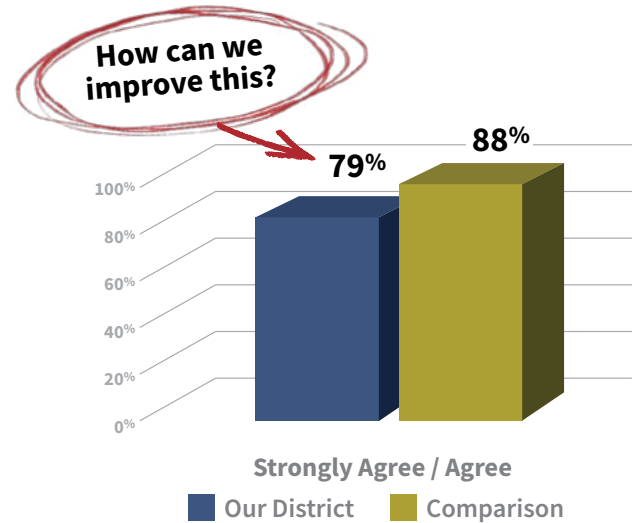
School engagement is vital for students. It makes students **feel more connected to their school and makes them feel like they belong there**. Engaged students feel more competent, autonomous, and invested in and related to the school than less engaged students. Despite being outside of school hours, extracurricular settings help students maintain contact with the school environment and promote classroom participation and attendance.

- Students involved in school activities develop skills and are recognized for accomplishments in areas other than academic achievement. For some students, **extracurricular success might be the only school-related context in which success is felt or experienced**.
- Receiving recognition further strengthens adolescents' perceptions of their abilities, which also improves extracurricular commitment. However, **the activities must be challenging in a developmentally appropriate way**.
- Successful extracurricular programming **must include social support from both adults and peer students**, inclusive social networks, strong and clear social norms, rules-guided engagement, sustained and active attention, intentional learning experiences, scaffolding, clear feedback, and opportunities to experience leadership.
- Positive benefits also compound. **Participation in activities in early adolescence increases the likelihood students will participate in later adolescence**.

For more information on our extracurricular activity research, please contact [research@schoolperceptions.com](mailto:research@schoolperceptions.com).

Participation in clubs and activities, such as plays, robotics, forensics, and music, can **bridge improved communication** between parents and their children.

My child was able to balance schoolwork and this activity.



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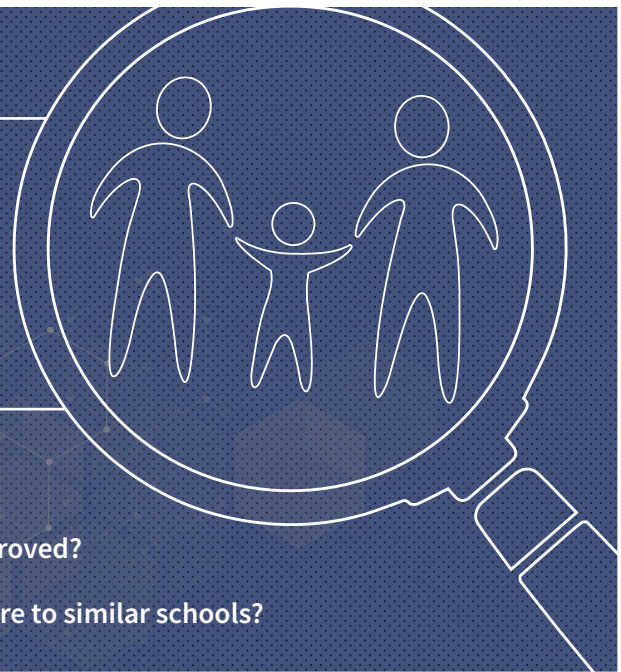
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Designed to meet the needs of all schools

# KEY MEASUREMENTS SYSTEM

## Parent Athletics Survey



- ✔ What do parents believe was the most valuable part of their child's athletic experience?
- ✔ How do parents believe the athletic experience could be improved?
- ✔ How do parents' beliefs about your athletic programs compare to similar schools?

Students who participate in sports have a better attitude toward school, but sometimes their parents can get in the way. By comparing your parents' feedback with similar schools, you can understand what, if any, problems exist.

## HOW IT WORKS

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- \* Additional fees may apply

### How would you rate our facilities:

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

Item	% Great/Good	Average
Small gym	100%	3.50
Field house	100%	3.50
Fitness center	100%	3.50
Track	94%	3.44
Weight room	90%	3.40
Tennis courts	89%	3.33
Game fields	87%	3.25
Practice fields	84%	3.20
Training room	75%	3.00
Swimming pool	71%	2.75

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## THE RESEARCH

There is a **positive relationship between participation in athletics and academic achievement**, which includes:

- ✓ Higher grade point averages (GPAs) and test scores.
- ✓ Better math and English grades.
- ✓ Increased desire to attend college, college enrollment, and years of education/educational attainment.
- ✓ Superior attendance rates.
- ✓ Reduced likelihood of dropping out and higher rates of high school completion, especially for historically underprivileged populations.

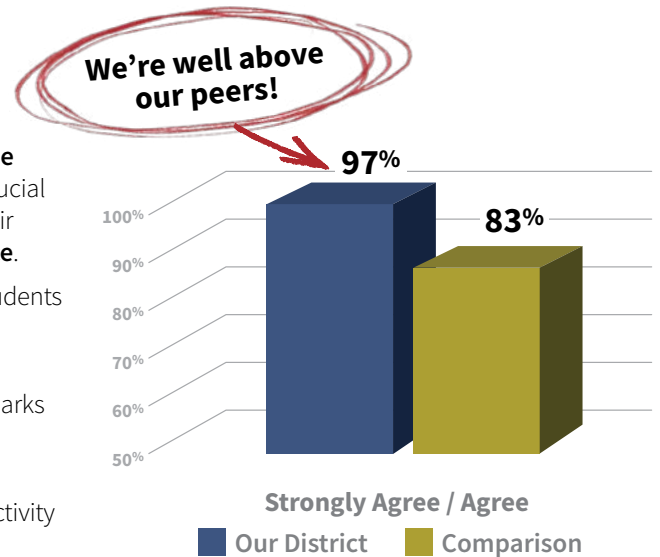
Socially, **sports introduce students to a diverse group of students who may be unlike themselves**. Association in group extracurricular settings, in general, is crucial for adolescents to understand themselves and, in turn, observe and interpret their behavior relative to others. **A few of these benefits are of particular importance.**

- The potential for postsecondary/tertiary education success is amplified for students who initially have relatively low test scores and educational aspirations, which suggests a compensatory factor embedded in athletics participation.
- Students from underserved backgrounds who met reading and math benchmarks were more likely to be involved in extracurricular activities than students from underserved backgrounds who did not meet the benchmarks.
- These effects are additive and remunerating: involvement in more than one activity can compensate for weaknesses in others.

For more information on our athletics research, please contact [research@schoolperceptions.com](mailto:research@schoolperceptions.com).

Athletics can **build a bridge toward improved communication** between parents and their children.

My child improved their skills this season.



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