

**PUBLIC NOTICE OF A REGULAR SCHOOL BOARD MEETING OF
THE GALE-ETTRICK-TREMPEALEAU SCHOOL DISTRICT**

PUBLIC NOTICE is hereby given to the public and the news media pursuant to Wisconsin State Laws that a **REGULAR** meeting of the School Board of Joint School District No. 1 of the City of Galesville, Villages of Ettrick, and Trempealeau and Towns of Dodge, Caledonia, Ettrick, Gale, and Trempealeau in the County of Trempealeau and Town of North Bend in Jackson County, Wisconsin, will be held on **Monday, February 14, 2022** commencing at **6:30 p.m.** at **G-E-T High School Library** in the City of Galesville, Trempealeau County, Wisconsin and the preliminary agenda for said meeting is as follows:

1. Call Meeting to Order
2. Pledge of Allegiance
3. Roll Call of the Board
4. Proof of Public Notice
5. Mission Statement
6. Approval of Minutes
7. Approval of Financial Reports
8. Public Comments – Board may not take any action
9. Correspondence
10. Administrative Reports
 - A. AGR Report (Terri Fanta, Sam Ruud, Melissa Wilber)
 - B. COVID-19 Safety Updates (Michele Butler)
11. Unfinished Business
 - A. Possible Action on Resignations/Retirements, Employment, and Transfers
 1. Employment
 - a. Coaches
12. New Business
 - A. Review Proposed Revisions to the Board Policies
 1. Review 800's
 2. 223.1 (Rule) – Reporting Administrator Absences from Work
 3. 355 – Academic and Career Planning
 4. 457 – Student Suicide Prevention and Intervention
 5. 830 (Rule) – Use of School Facilities Guidelines
 6. 830.1 (Rule) – Use of Performing Arts Center Guidelines
 7. 830.1 (Exhibit) – Performing Arts Center Fee Schedule
 8. 837 – Lending of District Owned Equipment
 - B. State Education Conference Report
13. Committee Reports
14. Board President Report
15. Review Timelines and Items for Future Board Agendas and Meetings
 - A. Thursday, March 10 – Committee Meetings @ G-E-T Middle School Library
 1. Insurance Committee @ 6:00 p.m.
 2. Finance Committee @ 6:30 p.m.
 3. Building and Grounds Committee following Finance Committee Meeting
 - B. Monday, March 14 – Regular Board Meeting @ 6:30 pm
 - C. Thursday, March 17 – Certified Negotiations Committee Meeting @ 6:30 p.m.
16. Adjournment

PUBLIC NOTICE is further given that any changes in the final agenda will be posted on the bulletin board located in the district office in Galesville not later than 24 hours prior to the meeting.

G-E-T SCHOOL BOARD AGENDA INFORMATION
Regular Board Meeting – February 14, 2022
High School Library

CALL MEETING TO ORDER

PLEDGE OF ALLEGIANCE

ROLL CALL OF THE BOARD

PROOF OF PUBLIC NOTICE

MISSION STATEMENT

The mission of the Gale-Etrick-Trempealeau School District is to provide an education based upon a strong academic foundation in order to equip all students with skills to be productive and responsible citizens.

MEETING MINUTES

Request a motion to approve the minutes from the January 10, 2022 regular board meeting and January 17, 2022 special board meeting. **(Action)**

FINANCIAL REPORTS

If you have any questions about the reports, please call Cary Brommerich, Business Manager, prior to the meeting. Request a motion to approve Payroll Vouchers #101109- #101116 in the amount of \$2,564.05, Payroll Direct Deposit Vouchers #1005568 - #1006086 in the amount of \$693,110.88 Vouchers #105135 - #105320 in the amount of \$844,979.26 and Petty Cash Vouchers #3228 - #3228 in the amount of \$0.00. **(Action)**

PUBLIC COMMENTS - Board may not take an action.

CORRESPONDENCE

ADMINISTRATIVE REPORTS

- A. AGR Report (Terri Fanta, Sam Ruud, Melissa Wilber)**
- B. COVID-19 Safety Updates (Michele Butler)**

UNFINISHED BUSINESS

- A. Possible Action on Resignations/Retirements, Employment, and Transfers**
 - 1. Employment (Action)**
 - a. Extra-curricular Contracts**
Notes: Recommend a motion to approve the 2021-2022 Spring Sports Contracts as presented. **(Action)**

NEW BUSINESS

- A. Review Proposed Revisions to the Board Policies—First Reading**
 - 1. Review 800s
 - 2. 223.1 (Rule) – Reporting Administrator Absences from Work
 - 3. 355 – Academic and Career Planning
 - 4. 457 – Student Suicide Prevention and Intervention
 - 5. 830 (Rule) – Use of School Facilities Guidelines
 - 6. 830.1 (Rule) – Use of Performing Arts Center Guidelines
 - 7. 830.1 (Exhibit) – Performing Arts Center Fee Schedule
 - 8. 837 – Lending of District Owned Equipment
- B. State Education Conference Report**

COMMITTEE REPORTS

BOARD PRESIDENT REPORT

REVIEW TIMELINES AND ITEMS FOR FUTURE BOARD AGENDAS AND MEETINGS

A. Thursday, March 10 – Committee Meetings @ G-E-T Middle School Library

- Insurance Committee @ 6:00 p.m.
- Finance Committee @ 6:30 p.m.
- Building and Grounds Committee following Finance

B. Monday, March 14 – Regular Board Meeting @ 6:30 p.m.

C. Thursday, March 17 – Certified Negotiations Committee Meeting @ 6:30 p.m.

ADJOURNMENT (Action)

Gale-Ettrick-Trempealeau School Board Meeting Minutes
REGULAR SCHOOL BOARD MEETING
January 10, 2022

President Gene Hogden called the meeting to order at 6:30 p.m. at G-E-T High School Library, Board members present: Paul Halderson, Gene Hogden, Paul Kinzer, Mark Kopp, Pat Malone, Kari Marley, Larry Moore, Harold Olson and Todd Roessler. Also present at the meeting: Michele Butler, District Administrator; Cary Brommerich, Business Manager; Terri Fanta, Pete Peterson, Sam Ruud, Troy White and Melissa Wilber, Principals.

PLEDGE OF ALLEGIANCE
ROLL CALL OF THE BOARD

PROOF OF PUBLIC NOTICE

Ms. Butler verbally affirmed that the meeting had been properly posted.

MISSION STATEMENT

Mission statement was read by Ms. Marley, as agreed upon by the Board Members.

PUBLIC HEARING

For the review of the ESSER III (Elementary and Secondary School Emergency Relief Fund) budget.

MEETING MINUTES

Mr. Kopp made a motion to approve the minutes from the December 13th, 2022, regular school board meeting. Mr. Kinzer seconded this motion. Motion carried with an 9-0 voice vote.

FINANCIAL REPORTS

Mr. Olson made a motion to approve Payroll Vouchers #101091- #101108 in the amount of \$5,501.84, Payroll Direct Deposit Vouchers #1005049 - #1005567 in the amount of \$677,155.87, Vouchers #104904 - #105134 in the amount of \$587,168.47 and Petty Cash Vouchers #3226 - #3227 in the amount of \$300.00. Mr. Kopp seconded the motion. Motion carried with an 9-0 voice vote.

PUBLIC COMMENTS - Board may not take any action.

- A. Melissa Ganz shared her concerns about how the schedules at the HS and MS affect the ability of students to take music classes.
- B. Doreen Emerson came to support Mr. White and shared positive aspects about their previous work relationship.
- C. Shannon Burns came to support Mr. White and expressed that she had positive experiences with him while her children went to G-E-T HS.
- D. Brad Malpert read a letter of support for Mr. White that was signed by members of the High School staff.
- E. Deb Lakey expressed that she is concerned about DEI and CRT in the schools.

CORRESPONDENCE

No correspondence.

ADMINISTRATIVE REPORTS

- A. Mental Health Presentation: Ms. Schubert & Ms. Vinzant provided information about the mental health supports, systems, and processes that are in place in our schools.
- B. COVID-19 Safety Plan Status: Ms. Butler summarized COVID case activity and the recent meeting of the COVID-19 Advisory Committee.

UNFINISHED BUSINESS

A. Possible Action on Resignations/Retirements, Employment, and Transfers

1. Resignations/Retirements (Action)

a. Bus Driver

Motion made by Mr. Kopp to approve the resignation of Dana Osborn, Bus Driver. Seconded by Mr. Kinzer. Motion carried with a 9-0 voice vote.

b. Custodian

Motion made by Mr. Kinzer to approve the resignation of Dan Kramer, HS Night Custodian (Part-time). Seconded by Ms. Malone. Motion carried with a 9-0 voice vote.

2. Employment (Action)

a. Custodian

Motion made by Mr. Kopp to approve the hire of Tammy Bisek, HS Night Custodian (Part-time). Seconded by Ms. Malone. Motion carried with a 9-0 voice vote.

b. Middle School Coaches

Motion made by Ms. Malone to approve hire of Michael Purney, MS Wrestling Coach, Bailey Fitzl, ½ time MS Wrestling Coach, Daniel Slattery, ½ MS Wrestling Coach, Danyelle Minor, 7th Grade Girls Basketball Coach. Seconded by Mr. Kinzer. Motion carried with a 9-0 voice vote.

B. Donations (Action)

Motion made by Mr. Kinzer to approve the following donations.

- \$1,000 from WXOW Tools for Schools. Application for this donation was completed by Stephanie Schmidt for the purchase of two white board tables for Ettrick Elementary.
- \$5,000 from Arcade Portables on behalf of two summer employees, Shane Corcoran, and Owen Feyen towards programs of their choice: \$2,500 to G-E-T Baseball and \$2,500 to G-E-T Football.
- \$2,000 from Bluff View Bank to G-E-T Football for new uniforms.

Seconded by Mr. Moore. Motion carried with an 8-0 voice vote: with one abstaining.

NEW BUSINESS

A. Consider Open Enrollment Limits

Motion made by Ms. Malone to approve general open enrollment applications without a class size limitation and to approve special education open enrollment applications based on Policy 423 – Public School Open Enrollment. Seconded by Mr. Olson. Motion carried with a 9-0 voice vote.

B. Diversity, Equity, and Inclusion (DEI) Statements

The DEI statements were tabled per the request of the DEI committee for additional edits to be completed.

COMMITTEE REPORTS

Personnel Committee: Harold Olson reported that the Personnel Committee reviewed a list of potential staff changes, mainly additions, for the 2022-23 school year.

BOARD PRESIDENT REPORT

Gene Hogden gave credit to our schools and principals for keeping our students in school this year. He stated that ethics, integrity, and basic human decency are important personal characteristics and that we should remember the Golden Rule.

REVIEW TIMELINES AND ITEMS FOR FUTURE BOARD AGENDAS AND MEETINGS

- A. Wednesday, January 19 through Friday, January 21 – State Education Convention**
- B. Thursday, February 10 – Committee Meetings @ G-E-T High School**
 - o Policy Committee @ 6:00 p.m.
 - o Finance Committee @ 6:30 p.m.
- B. Monday, February 14 – Regular Board Meeting @ 6:30 p.m.**
- C. Tuesday, February 15 – Spring Primary Election (Town of Gale)**
- D. Thursday, February 24 – Compensation Committee Meeting @ 5:30 p.m.**

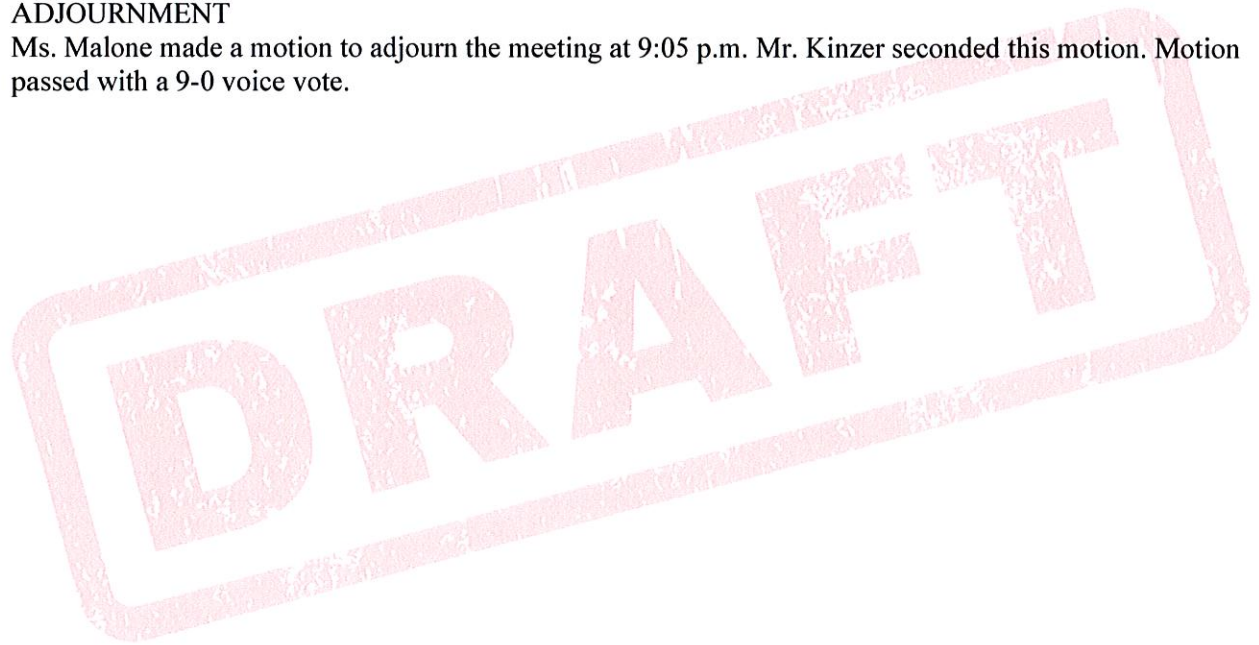
CLOSED SESSION

- A. Consider Convening in Closed Session Under State Statute Section 19.85 (1)(c) for the Purpose of Evaluation of the Superintendent.**
- B. Consider Convening in Closed Session Under State Statute Section 19.85 (1)(c) for the Purpose of Discussion of Contract Extensions for Administrators.**

Motion was made by Mr. Malone to come out of closed session.

ADJOURNMENT

Ms. Malone made a motion to adjourn the meeting at 9:05 p.m. Mr. Kinzer seconded this motion. Motion passed with a 9-0 voice vote.





Gale-Ettrick-Trempealeau School Board Meeting Minutes
SPECIAL MEETING MINUTES
January 17, 2022

Gene Hogden called the meeting to order at 6:00 p.m. at G-E-T High School Library. Board member present were Gene Hodgen, Paul Halderson, Paul Kinzer, Mark Kopp, Pat Malone, Kari Marley, Larry Moore, Harold Olson, and Todd Roessler. Michele Butler, District Administrator was also present.

ROLL CALL OF THE BOARD

PROOF OF PUBLIC NOTICE

Mrs. Buter verbally affirmed that the meeting had been properly posted.

NEW BUSINESS

A. Consider Resolution to Combine Polling Location of the Town of North Bend with the Town of Gale

Motion by Mrs. Malone to approve the resolution as presented. Motion seconded by Mr. Halderson. Motion passed with a 9-0 voice vote.

ADJOURNMENT

Mr. Kinzer made a motion to adjourn the meeting at 6:05 p.m. Mr. Kopp seconded this motion. Motion carried with a unanimous voice vote-9-0.

Metals 1 with Mr. Walker

The Metals 1 class attended a career and job shadow tour at Fastenal and learned about real world applications within manufacturing. The students were very grateful to get the experience and found it very helpful to understand the trade much better. Currently, senior Will Thompson is thinking about the Fastenal Sponsorship Program.



Anat & Phys UWL Cadaver Lab Field Trip

Students in Ms. Stetzer's Anat. & Phys class spent Monday morning at UWL's Prairie Spring Science Center in the gross anatomy lab observing cadavers and specimens. They were able to use knowledge learned in class, ask questions about their own bodies, compare diseased and normal organ structure and ask about college level course work. The students represented the G-E-T community very well!!!



FCCLA

Congratulations

to our FCCLA members! 24 students competed at Regionals today at Western Technical College. 17 Students will move on to state in April!

FBLA

This past Saturday the Future Business Leaders of America club participated in the Regional Leadership Conference at La Crosse Central High School. Each participant took first place in their respective event. Congratulations to the following students:

- Rylie Tourtellott - 1st in Graphic Design
- Abby Braunreiter - 1st in Personal Finance
- Kasey Teske and Sarah Burken - 1st in Business Plan

Each group has advanced to the state competition that will be held in Madison at the end of March.



FFA

On Thursday February 3rd, the G-E-T FFA Chapter traveled to Cashton to compete in the Wisconsin FFA District 8 Leadership Development Event. We had five members competing in contests. David Peplinski and Katie Stevens competed in the Employment Skills Contest. Jescey Thompson in Prepared Public Speaking and Extemporaneous Speaking. Kayliegh Konkell and Kinley Andersen competed in the FFA Creed Speaking. We have two participants moving on to the sectional LDE. Kayliegh Konkell will be moving on in the FFA Creed Speaking and Jescey Thompson will be moving on in Prepared Public Speaking and Extemporaneous Public Speaking.



Donations

Bluff View Bank made a donation for football uniforms and Feyen's Arcade Pumping Service LLC also donated to baseball and football. Thank you so much!



Forensics

The high school forensics team competed in the Sub-District competition on February 8th at Mel-Min high school. Eight team members competed in six different public speaking categories throughout the night. All eight members scored high enough to move on to the District competition on March 19th in West Salem.



Athletics

Congratulations to our dance team on competing in the state tournament this past weekend and taking 6th place.

Congratulations to the Titans wrestling team on taking second at the coulee conference tournament Saturday. We had a number of individuals making it to the championship round. Below are our conference champions and runner-up!

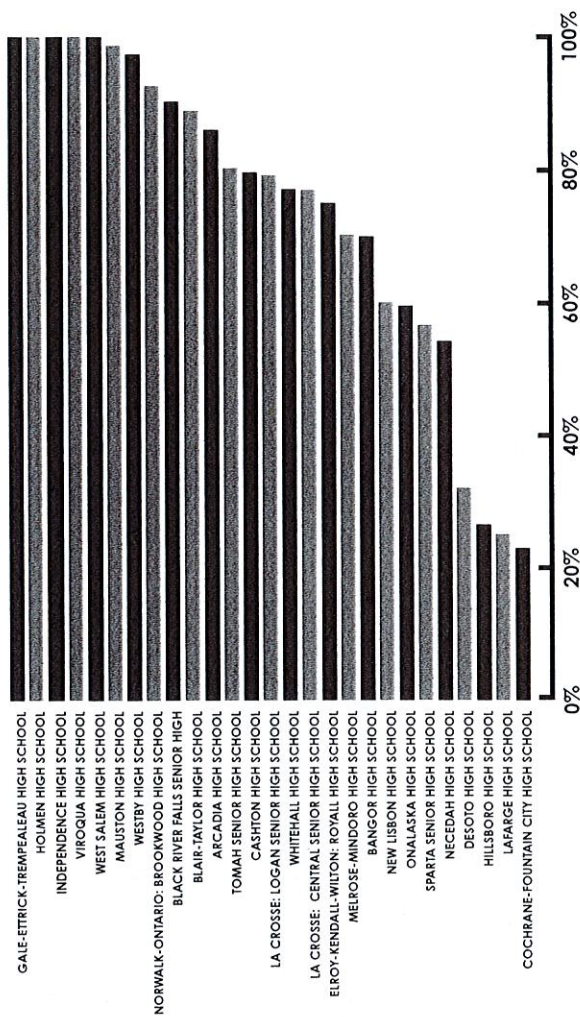
Conference Champions

- Jackson Blaken-126
- Tanner Andersen-132
- Karson Koss-145
- justice Vaaler-195
- Braydon Lockington-220

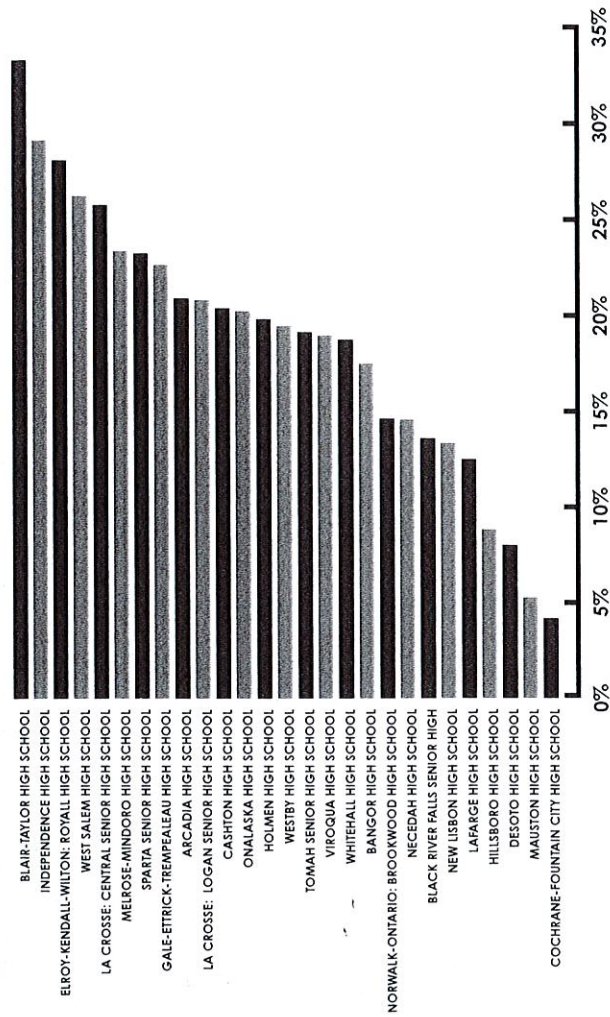
Runner-Up

- Alex Wieczorek-170

2020 GRADUATES - EARNING DUAL CREDIT (START COLLEGE NOW / TRANSCRIPTED CREDIT / ACADEMY)



2020 GRADUATES - 1 YEAR OUT ENROLLMENT - WESTERN



Western

DUAL CREDIT ENROLLMENT

NUMBER OF STUDENTS EARNING CREDIT

243 212 141 184 168

1374

2020
2021
TRANSCRIPTED
CREDIT
BY COURSE

412

334

222

1080

TOP
10
ENROLLED
WESTERN COURSES

- Personal Money Management and Loans
- Personal Investing
- Personal Insurance, Tax, Estate Planning
- Software Appl For Business
- Introduction to Business
- Professionalism and Success
- Introductory Plant Science
- Animal Science
- Marketing Principles
- ECE: Child Development

3,611 STUDENTS EARNED
12,622 CREDITS
SAVING DISTRICTS

\$1,800,000

Western Technical College

DUAL CREDIT

CLASSES AT YOUR HIGH SCHOOL | 2021 - 2022

Arcadia

Agriculture
Introductory Soils (2)
Plant Science (3)
Business
Software Apps for Business (3)
Finance
Accounting Principles (4)
Transportation
Intro to Auto Technology (3)
Welding-Transportation (1)

Bangor

Business
Introduction to Business (3)
Software Apps for Business (3)
Finance
Accounting Principles (4)
Personal ITE Planning (1)
Personal Investing (1)
Personal Money Management (1)
Transportation
Welding-Transportation (1)

Black River Falls

Agriculture
Animal Science (3)
Plant Science (3)
Architecture & Construction
Fundamentals of Woodworking (2)
Business
Introduction to Business (3)
Software Apps for Business (3)
Education
Child Development (3)
Infant & Toddler Development (3)
Finance
Accounting Principles (4)
Personal ITE Planning (1)
Personal Investing (1)
Personal Money Management (1)
Hospitality and Tourism
Dining Room Theory (1)
Manufacturing
Welding-Oxy Fuel Metals (1)
Transportation
Intro to Auto Technology (3)

Blair-Taylor

Agriculture
Animal Science (3)
Plant Science (3)
Business
Introduction to Business (3)
Software Apps for Business (3)
Finance
Accounting Principles (4)
Personal ITE Planning (1)
Personal Investing (1)
Personal Money Management (1)

Brookwood High School

Agriculture
Animal Science (3)
Business
Software Apps for Business (3)

Finance

Accounting Principles (4)
Personal ITE Planning (1)
Personal Investing (1)
Personal Money Management (1)
Transportation
Welding-Transportation (1)

Cashton

Agriculture
Animal Science (3)
Plant Science (3)
Architecture & Construction
Framing 1 (2)
Fundamentals of Woodworking (2)
General Studies
General Anatomy & Physiology (4)
Health Sciences
Medical Terminology (3)
Marketing
Professionalism and Success (3)
Quality Customer Service (3)

Central High School

Architecture & Construction
Framing 1 (2)
Fundamentals of Woodworking (2)
Business
Introduction to Business (3)
Software Apps for Business (3)
Education
Child Development (3)
Infant & Toddler Development (3)
Finance
Accounting Principles (4)
Personal ITE Planning (1)
Personal Investing (1)
Personal Money Management (1)
Manufacturing
Intro to Robotic Programming (2)
Welding-Oxy Fuel Metals (1)
Marketing
Marketing Principles (3)
STEM
AutoCAD Level 1 (2)
Transportation
Welding-Transportation (1)

Cochrane-Fountain City

Agriculture
Animal Science (3)
General Studies
Intro to Sociology (3)

De Soto

Agriculture
Animal Science (3)
Introductory Soils (2)
Plant Science (3)
General Studies
Manufacturing Math (1)
Health Sciences
Medical Terminology (3)

Gale-Etrick-Trempealeau

Architecture & Construction
Framing 1 (2)
Fundamentals of Woodworking (2)
Arts
Drawing (3)
Business
Introduction to Business (3)
Software Apps for Business (3)
Education
Infant & Toddler Development (3)
Finance
Accounting Principles (4)
Personal ITE Planning (1)
Personal Investing (1)
Personal Money Management (1)
Hospitality and Tourism
Baking Fundamentals 1 (1)
Culinary Fundamentals 1 (1)
Dining Room Theory (1)
Manufacturing
Fundamentals of Machining (1)
Transportation
Basic Maintenance (3)
Intro to Auto Technology (3)

Hillsboro

General Studies
English Composition (3)

Holmen

Agriculture
Animal Science (3)
Plant Science (3)
Architecture & Construction
Fundamentals of Woodworking (2)
Arts
Digital Photography (3)
Photoshop (3)
Business
Software Apps for Business (3)
Education
Child Development (3)
EDU: Practicum 1 (3)
Introduction to Education (3)
Finance
Accounting Principles (4)
Personal ITE Planning (1)
Personal Investing (1)
Personal Money Management (1)
General Studies
Psychology (3)
Marketing
Marketing Principles (3)
Professionalism and Success (3)
Quality Customer Service (3)
Selling Principles (3)
Manufacturing
Welding-Oxy Fuel Metals (1)
Transportation
Basic Maintenance (3)
Intro to Auto Technology (3)
Welding-Transportation (1)

Independence

Business
Software Apps for Business (3)
Finance
Personal Money Management (1)
General Studies
Intro to Sociology (3)
Health Sciences
Medical Terminology (3)
Transportation
Welding-Transportation (1)

La Farge

Education
Infant & Toddler Development (3)

Logan High School

Architecture & Construction
Framing 1 (2)
Fundamentals of Woodworking (2)
Business
Introduction to Business (3)
Education
Infant & Toddler Development (3)
Finance
Accounting Principles (4)
Personal ITE Planning (1)
Personal Investing (1)
Personal Money Management (1)
Information Technology
Cisco 1: Networking Fund (3)

Mauston

Agriculture
Animal Science (3)
Plant Science (3)
Architecture & Construction
Fundamentals of Woodworking (2)
Business
Software Apps for Business (3)
Education
Child Development (3)
Finance
Accounting Principles (4)
Personal Money Management (1)
Hospitality and Tourism
Culinary Fundamentals (1)
Manufacturing
Welding-Oxy Fuel Metals (1)
Marketing
Marketing Principles (3)
Professionalism and Success (3)
Quality Customer Service (3)
Transportation
Basic Maintenance (3)
Intro to Auto Technology (3)

Melrose-Mindoro

Architecture & Construction
Fundamentals of Woodworking (2)
Education
Child Development (3)
Finance
Accounting Principles (4)
Personal ITE Planning (1)

* Number behind each course represents the number of credits earned.



17511 North Main ★ Galesville, WI 54630 ★ p: (608) 582-4657 ★ f: (608) 582-4961 ★ www.getsd.org

School Board Report
Pete Peterson, Principal
Gale-Ettrick-Trempealeau Middle School
Month of: January

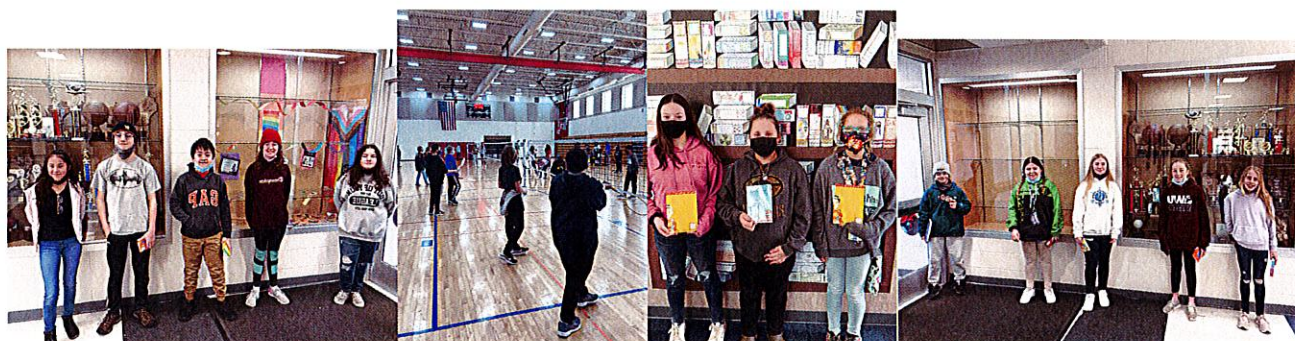
Middle School Building update

What is something to discuss:

- We are planning for in-person parent-teacher conferences. This could be the first time we have held in-person conferences since the Fall of 2020. As of now, we are planning a night of in person conferences and one night of virtual for those that prefer that method.
- The school counselor, Ms. Weibel, and school psychologist, Ms. Vogelsberg have been presenting in classes over the last few weeks to discuss coping strategies and how to deal with stress.
- We were able to take our midyear STAR assessments. Core teachers are using this data to look at their SLO's and discuss student growth.

What is something to celebrate:

- We have had a few days with zero students and staff out due to Covid-19.
- Girls basketball and wrestling have started. They have had several events already this season.
- For the first time since Spring of 2019, we are offering a school play. This year we are fortunate to have Samuel Ruud IV as our play director. Auditions will start next week.





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School Board Report
Terri Fanta, Ettrick Elementary Principal, Curriculum, and Reading Specialist
February Report

Ettrick Elementary Building Update

- Report cards went live on Friday, January 28, via PowerSchool.
- Ettrick Elementary celebrated World Read Aloud Day on February 2. Mrs. Fanta shared several books from both Fanta Family Favorites and those with a message of kindness and acceptance.
- Each week students going Above and Beyond our PBIS expectations are recognized. Focusing on positive behaviors is a strong belief of our PBIS team and our staff.
- Plans are in full swing to celebrate Valentine's Day on February 14. It always amazes me how students absolutely 'love' this special event.
- On February 22, we will give our Winter Fun Day another shot. We had planned to go to Whitetail Ridge Ski Area on January 28, but the cold temperatures prompted the postponement.
- Teachers have prepared plans to provide virtual learning in the event that we have advance warning of an inclement weather day.

Curriculum/Reading Specialist Update

- I look forward to sharing our district's AGR reports and Winter assessment data summaries, K-8, at Monday's board meeting.
- Mr. Ruud and I are working on the curriculum budget for the 2022-23 school year. We have new consumable resources to replenish as well as resources that need updating, particularly in the areas of science and social studies based on new standards. We are also in the process of ensuring that previously budgeted items no longer in use are being eliminated.
- The February 21 Professional Development Day plan was sent out to staff on Wednesday, February 9. The professional staff has the opportunity to select sessions geared to their needs. Some of the offerings include the following topics: eduCLIMBER, self-care, Nearpod, science teaching-best practices, Cricut creations, 403B and retirement planning, and ACT proctor training.



School Board Report
Melissa Wilber
Galesville Elementary Principal

Feb. 14, 2022

Galesville Elementary Building Update

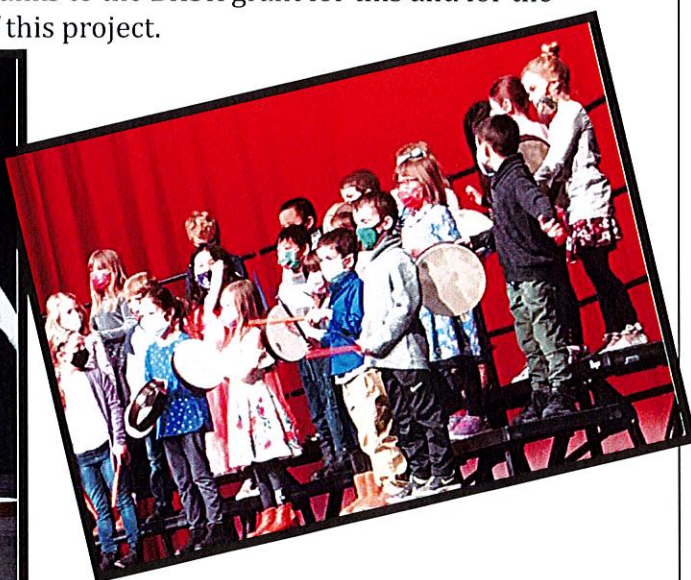
Jan. 14 - Inservice: Opportunity to support our paraprofessionals at the district and building level. Teachers greatly appreciated the uninterrupted time to meet with their team members and dig into data to determine how to best support all learners in their classrooms.

Jan. 24 - K,1 Concert: GE held our first in-person concert in 2 years at the Performing Arts Center. It was beautiful and well composed thanks to Kyra Walker. Students took ownership in the song choice and performance order and excelled.

Feb.3 - Elementary PBIS: Our elementaries gathered together with equal representation to share ideas and brainstorm collaborations in regards to our Positive Behavioral Interventions and Supports system.

Feb.7 - 100th Day: Classrooms celebrated achieving our 100th day of school this year in a variety of ways. This was also the 1,000th day of school for our 5th graders.

Library Update - Our doors have been installed and our final bookshelf has been placed so our library is officially complete. Many thanks to the BK5K grant for this and for the district's support in the structural side of this project.





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School Board Report
Sam Ruud, Trempealeau Elementary Principal
February Report

Trempealeau Elementary Building Update

Updates

-We have had an unusual number of days where the temperature has been below zero, forcing us to stay inside for recess. Staff has been extremely creative in ways to ensure students get some movement and an opportunity to burn off some energy including using the gym on days we don't have PE here.

- F and P and STAR assessments have been completed. We saw some excellent growth across the board and will use the data from these assessments to guide and focus our works in the coming months.

- As the January Act of Kindness Trempealeau students collected hats, mittens, socks, scarves, and gloves that will be donated to area organizations. For the month of February students made valentines for the VFW Auxiliary to send in packages to service members that are overseas as well as cards for residents of Marinuka Manor. Each month the PBIS team sponsors an Act of Kindness to help teach community service.

-Trempealeau Staff has been engaged in the work of defining what our purpose is and how we know if we are meeting that purpose through work on our mission, vision, and collective commitments. This is part of our larger efforts to improve student growth in our building.

Things We Are Working On

-Coverage when staff is out continues to be our challenge. Our staff has done a great job of helping cover for others as a short term solution on days we cannot secure the needed subs.

ACHIEVEMENT GAP REDUCTION (AGR) DATA ETTRICK ELEMENTARY 2021-2022

The table below will help you draft your responses for the contract application and collect information required for program evaluations and reports to your school board. Make sure your performance objectives for each grade relate to reducing achievement gaps in math and reading. They must be specific, measurable, and achievable.

- [AGR Five-Year Achievement Guarantee Contract Application](#)
- [AGR Reporting Portal](#)
- [AGR Dropbox](#)
- [AGR website](#)
- [Important dates](#)
- AGR legislation: [Wis. Stat. § 118.44\(4\)](#)

Use these columns to draft responses for the AGR contract application:							At the end of the semester, describe your progress for school board reporting:		
Grade	Subject	Baseline Performance Level	Performance Objective - (expected student growth)	Assessment Methods (formative & summative assessments)	AGR Strategy (class size reduction, instructional coaching, or one-to-one tutoring)	Rationale (Describe how the implemented strategy will help achieve the performance objective)	Fall Semester Progress Toward the Objective (include the number of identified students meeting the objective)	Spring Semester Progress Toward the Objective (provide any performance data from the time before schools closed)	Response to COVID-19 (describe your school's overall experience with the COVID-19 crisis, and how it affected your school this year).
K	Reading	Entry Benchmark: Letter Sounds Baseline: 1/14 7% Mid-year goal: 50% End-of-year goal: 100% Letter ID: Baseline: 4/14 29% Mid-year goal: 50% End-of-year goal: 100%	By the end of the K year, all students will be able to identify all letter sounds and all letters	The district has created assessments that are used across the district. Teachers also have their own formative assessments to gauge student growth.	Reduced class size. 1-1 Tutoring.	Smaller class sizes at the elementary level allow for more individualized attention. Doing this early in a student's time with us should lessen achievement gaps, so that later intervention is not needed.	Mid-year goal: 50% Letter Sounds Met the goal: 9/14 (64%) Letter ID Met the goal: 14/14 (100%)	End-of-year goal: Letter Sounds Met the goal: Letter ID Met the goal:	The greatest effect Covid-19 had on our school year was the ability obtain qualified subs for classroom teachers and the need to use our staff designated as AGR supports in classrooms when subs were not available. Several times this was the only option to keep our doors open. Student absences due to Covid-19 were an issue. Students, on average, are missing more days of school than in a typical school year.
K	Math	Entry Benchmark: Counting Assessment Baseline: 4/14 (29%) Mid-year goal:	By the end of the K year, all students will be able to count to 100 and	The district has created assessments that are used across the district.	Reduced class size.	Smaller class sizes at the elementary level allow for more individualized attention. Doing this early in a student's	Mid-year goal: 50% Counting Assessment Met the goal: 9/14 (64%) Number ID Met the goal: 12/14 (86%)	End-of-year goal: Counting Assessment Met the goal: Number ID: Met the goal:	

		50% End-of-year goal: 100% Number ID (1-10) Baseline: 8/14 (57%) Mid-year goal: 50% End-of-year goal: 100%	identify the numbers 1-10	Teachers also have their own formative assessments to gauge student growth.		time with us should lessen achievement gaps, so that later intervention is not needed.			
1	Reading	Entry Benchmark: F&P Level Baseline: NA Mid-year goal: E End-of-year goal: H	All 1st grade students will read at a letter H on F&P assessment by the end of the school year.	The district utilizes both STAR and F&P assessments, as well as district formative assessments.	Reduced class size.	Smaller class sizes at the elementary level allow for more individualized attention. Doing this early in a student's time with us should lessen achievement gaps, so that later intervention is not needed.	F&P Mid-year goal: E Met the goal: 15/17 (88%)	F&P End-of-year goal: H	
1	Math	Entry Benchmark: STAR Math Baseline: NA Mid-year goal: 302 End-of-year goal: 367	All 1st grade students will score at or above a 357 on the STAR assessment by the end of the school year.	The district utilizes both STAR and Math Expressions assessments, as well as district formative assessments.	Reduced class size.	Smaller class sizes at the elementary level allow for more individualized attention. Doing this early in a student's time with us should lessen achievement gaps, so that later intervention is not needed.	STAR Math Mid-year goal: 302 Met the goal: 16/17 (94%)	STAR Math End-of-year goal: 367	
2	Reading	Entry Benchmark: F&P Level H Baseline: 6/16 (38%) Mid-year goal: J End-of-year goal: L	All 2nd grade students will read at a level L on the F&P assessment and score a 291 or better on the STAR	The district utilizes both STAR and F&P assessments, as well as district formative assessments.	Reduced class size and 1-1 tutoring.	Smaller class sizes at the elementary level allow for more individualized attention. Doing this early in a student's time with us should lessen achievement gaps, so that later	F&P Mid-year goal: J Met the goal: 6/16 (38%) STAR Mid-year goal: 239 Met the goal: 7/16 (44%)	F&P End-of-year goal: L STAR End-of-year goal: 291	

		Entry Benchmark: STAR Reading 189 Baseline: 4/16 (25%) Mid-year goal: 239 End-of-year goal: 291	reading assessment by the end of the school year.			intervention is not needed. 1-1 tutoring provides instruction based on student need.			
2	Math	Entry Benchmark: STAR Math 394 Baseline: 5//16 (31%) Mid-year goal: 438 End-of-year goal: 482	All 2nd grade students will score at or above a 482 on the STAR assessment by the end of the school year.	The district utilizes both STAR and Math Expressions assessments, as well as district formative assessments.	Reduced class size.	Smaller class sizes at the elementary level allow for more individualized attention. Doing this early in a student's time with us should lessen achievement gaps, so that later intervention is not needed.	STAR Math Mid-year goal: 438 Met the goal: 8/16 (50%)	STAR Math End-of-year goal: 482	
3	Reading	Entry Benchmark: F&P Level L Baseline: 15/17 (88%) Mid-year goal: N End-of-year goal: O Entry Benchmark: STAR Reading 319 Baseline: 10/17 (59%) Mid-year goal: 357 End-of-year goal: 393	All 3rd grade students will read at a level O on the F&P assessment and score a 393 or better on the STAR reading assessment by the end of the school year.	The district utilizes both STAR and F&P assessments, as well as district formative assessments.	Reduced class size.	Smaller class sizes at the elementary level allow for more individualized attention. Doing this early in a student's time with us should lessen achievement gaps, so that later intervention is not needed.	F&P Mid-year goal: N Met the goal: 14/17 (82%) STAR Mid-year goal: 357 Met the goal: 13/17 (81%)	F&P End-of-year goal: O STAR End-of-year goal: 393	
3	Math	Entry Benchmark: STAR Math	All 3rd grade students will	The district utilizes both	Reduced class size.	Smaller class sizes at the elementary level	STAR Math Mid-year goal: 525 Met the goal: 14/17 (82%)	STAR Math End-of-year goal: 571	

		479 Baseline: 12/17 (71%) Mid-year goal: 525 End-of-year goal: 571	score at or above a 571 on the STAR assessment by the end of the school year.	STAR and Math Expressions assessments, as well as district formative assessments.		allow for more individualized attention. Doing this early in a student's time with us should lessen achievement gaps, so that later intervention is not needed.			
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Source: [Wis. Stat. § 118.44\(4\)](#)

ACHIEVEMENT GAP REDUCTION (AGR) DATA-KEEPING TEMPLATE

to support application and reporting

The table below will help you draft your responses for the contract application and collect information required for program evaluations and reports to your school board. Make sure your performance objectives for each grade relate to reducing achievement gaps in math and reading. They must be specific, measurable, and achievable.

- [AGR Five-Year Achievement Guarantee Contract Application](#)
- [AGR Reporting Portal](#)
- [AGR Dropbox](#)
- [AGR website](#)
- [Important dates](#)
- AGR legislation: [Wis. Stat. § 118.44\(4\)](#)

Use these columns to draft responses for the AGR contract application:							At the end of the semester, describe your progress for school board reporting:		
Grade	Subject	Baseline Performance Level	Performance Objective – (expected student growth)	Assessment Methods (formative & summative assessments)	AGR Strategy (class size reduction, instructional coaching, or one-to-one tutoring)	Rationale (Describe how the implemented strategy will help achieve the performance objective)	Fall Semester Progress Toward the Objective (include the number of identified students meeting the objective)	Spring Semester Progress Toward the Objective (provide any performance data from the time before schools closed)	Response to COVID-19 (describe your school's overall experience with the COVID-19 crisis, and how it affected your school this year).
K	Reading	Letter Recognition: 3/28 11% Sounds Recognition: 6/28 21%	Spring Benchmark: Letter Recognition 100% Sounds Recognition 100%	District assessments -letter recognition & sounds recognition	Class size reduction, one to one tutoring	Reduction of class size to 18:1 allows for differentiation and small group/individual instruction within the universal curriculum.	Letter Recognition: 21/27 78% Sounds Recognition: 20/27 74%	Letter Recognition Sounds Recognition	This school year, we have been able to stay in person the entire time. We have been affected by many student and staff absences due to illness and quarantine. This challenges instruction to provide consistent, targeted supports. We are also still trying to maintain space between students so small group and one-on-one in depth tutoring has had to be adjusted to maintain quarantine time restraints and to keep all as healthy and in school as possible.
K	Math	<u>District Assessment</u> Ability to count to 100 Baseline: 8/28 29% # ID 1-10: 17/28 61%	Spring Benchmark Count to 100: 100% Number ID: 100%	District Assessment	Class size reduction, one to one tutoring	Reduction of class size to 18:1 allows for differentiation and small group/individual instruction within the universal curriculum.	Count to 100: 15/27 56% # ID: 24/27 89%	Spring Benchmark:	
1	Reading	<u>F&P:</u> Fall Benchmark: na Winter Benchmark: E	Spring Benchmark: H	Fountas and Pinnell Benchmark Assessment	Instructional coaching, 1 to 1 tutoring	Instructional coaching enhances instruction and allows for modeling and growth, 1 to 1 tutoring provides in-depth instruction based on	<u>F&P:</u> Winter Benchmark: E Baseline: 15/36 42%	<u>F&P:</u> Spring Benchmark: H	

						the need of the individual		
1	Math	STAR Math: Fall Benchmark: 238. NA Winter Benchmark: 302	Spring Benchmark: 367	STAR Math Assessment	Instructional coaching, 1 to 1 tutoring	Instructional coaching enhances instruction and allows for modeling and growth, 1 to 1 tutoring provides in-depth instruction based on the need of the individual	STAR Math: Winter Benchmark: 302 25/32 78%	STAR Math: Spring Benchmark: 357
2	Reading	F&P: Fall Benchmark: H Baseline: 55% 21/38 Winter Benchmark: J STAR Reading: Fall Benchmark: 189 Baseline: 6/36 17% Winter Benchmark: 239	Spring Benchmark: M Spring Benchmark: 291	Fountas and Pinnell Benchmark Assessment, STAR Reading Assessment	Instructional coaching, 1 to 1 tutoring	Instructional coaching enhances instruction and allows for modeling and growth, 1 to 1 tutoring provides in-depth instruction based on the need of the individual	F&P: Winter Benchmark: J 18/35 51% STAR Reading: Winter Benchmark: 239 9/37 24%	F&P: Spring Benchmark: L STAR Reading: Spring Benchmark: 279
2	Math	STAR Math: Fall Benchmark: 394 Baseline: 12/38 32% Winter Benchmark: 438	Spring Benchmark: 482	STAR Math Assessment	Instructional coaching, 1 to 1 tutoring	Instructional coaching enhances instruction and allows for modeling and growth, 1 to 1 tutoring provides in-depth instruction based on the need of the individual	STAR Math: Winter Benchmark: 438 19/37 51%	STAR Math: Spring Benchmark: 476

3	Reading	F&P: Fall Benchmark: L Baseline: 24/41 59% Winter Benchmark: N STAR Reading: Fall Benchmark: 319 Baseline: 10/40 25% Winter Benchmark: 357	Spring Benchmark: O Spring Benchmark: 393	Fountas and Pinnell Benchmark Assessment, STAR Reading Assessment	Instructional coaching, 1 to 1 tutoring	Instructional coaching enhances instruction and allows for modeling and growth, 1 to 1 tutoring provides in-depth instruction based on the need of the individual	F&P: Winter Benchmark: N 24/41 59% STAR Reading: Winter Benchmark: 357 16/41 39%	F&P: Spring Benchmark: O STAR Reading: Spring Benchmark: 392
3	Math	STAR Math: Fall Benchmark Baseline: 17/40 43% Winter Benchmark: 525	Spring Benchmark: 571	STAR Math Assessment	Instructional coaching, 1 to 1 tutoring	Instructional coaching enhances instruction and allows for modeling and growth, 1 to 1 tutoring provides in-depth instruction based on the need of the individual	STAR Math: Winter Benchmark: 525 17/42 41%	STAR Math: Spring Benchmark: 565

Source: [Wis. Stat. § 118.44\(4\)](#)

ACHIEVEMENT GAP REDUCTION (AGR) DATA TREMPEALEAU ELEMENTARY 2021-2022

The table below will help you draft your responses for the contract application and collect information required for program evaluations and reports to your school board. Make sure your performance objectives for each grade relate to reducing achievement gaps in math and reading. They must be specific, measurable, and achievable.

- [AGR Five-Year Achievement Guarantee Contract Application](#)
- [AGR Reporting Portal](#)
- [AGR Dropbox](#)
- [AGR website](#)
- [Important dates](#)
- AGR legislation: [Wis. Stat. § 118.44\(4\)](#)

Use these columns to draft responses for the AGR contract application:							At the end of the semester, describe your progress for school board reporting:		
Grade	Subject	Baseline Performance Level	Performance Objective – (expected student growth)	Assessment Methods (formative & summative assessments)	AGR Strategy (class size reduction, instructional coaching, or one-to-one tutoring)	Rationale (Describe how the implemented strategy will help achieve the performance objective)	Fall Semester Progress Toward the Objective (include the number of identified students meeting the objective)	Spring Semester Progress Toward the Objective (provide any performance data from the time before schools closed)	Response to COVID-19 (describe your school's overall experience with the COVID-19 crisis, and how it affected your school this year).
K	Reading	Entry Benchmark: Letter Sounds Baseline: 0/45 0% Mid-year goal: 50% End-of-year goal: 100% Letter Identification Baseline: 3/45 (6%) Mid-year goal: 50% End-of-year goal: 100%	By the end of their kindergarten year, all students will be able to identify all letter sounds and identify all letters.	The district has created assessments that are used across the district. Teachers also have their own formative assessments they use to gauge student growth.	Reduced Class Size	Smaller class sizes at the elementary level allow for more small group and individualized attention. Doing this early in student's time with us should help create less of needing to catch students up later.	Mid-year goal: 50% Letter Sounds Met the goal: 25/45 (55%) Letter Identification Met the goal: 32/45 (71%)	End of year goal: Letter Sounds Met the goal: Letter Identification Met the goal:	The greatest effect Covid-19 had on our school year was the ability obtain qualified subs for classroom teachers and the need to use our staff designated as AGR supports in classrooms when subs were not available. Several times this was the only option to keep our doors open.
K	Math	Counting Assessment Baseline: 3/45 (6%) Mid-year goal: 50% End-of-year goal: 100% Number Identification	By the end of their kindergarten year, all students will be able to identify all numbers to 100 and be	The district has created assessments that are used across the district. Teachers also have their own formative assessments they use to gauge student growth.	Reduced Class Size	Smaller class sizes at the elementary level allow for more small group and individualized attention. Doing this early in student's time with us should help create less of needing	Mid-year goal: Counting Assessment Met the goal: 20/45 (44.4%) Number Identification Met the goal: 35/45 (77.7%)	End of year goal: Counting Assessment Met the goal: Number Identification Met the goal:	

		Baseline: 16/45 (35%) Mid-year goal: 50% End-of-year goal: 100%	able to count to 100.			to catch students up later.		
1	Reading	Entry benchmark: F&P Level Baseline: No test due to Covid Mid-year goal: E End-of-year goal: H	All 1 st grade students will read at a letter H on the F and P assessment by the end of the school year.	The district utilizes both STAR and F and P assessments, as well as district formative assessments.	Reduced Class Size	Smaller class sizes at the elementary level allow for smaller group and individualized attention. Doing this early in student's time with us should help create less of needing to catch students up later.	F&P Mid-year goal: E Met the goal: 34/46 (74%)	F&P End of year goal: H Met the goal:
1	Math	Entry benchmark: STAR Math 238 Baseline: No test due to Covid Mid-year goal: 302 End-of-year goal: 367	All 1 st grade students will score at or above a 357 on the STAR assessment by the end of the school year.	The district utilizes both STAR and Math Expressions assessments, as well as district formative assessments.	Reduced Class Size	Smaller class sizes at the elementary level allow for smaller group and individualized attention. Doing this early in student's time with us should help create less of needing to catch students up later.	STAR Mid-year goal: 302 Met the goal: 36/46 (78.3%)	STAR End of year goal: 357 Met the goal:
2	Reading	F&P Entry benchmark: H Baseline: 27/40 (67.5%) Mid-year goal: J End-of-year goal: L STAR Entry Benchmark: 189	All 2 nd grade students will read at a level L on the F and P assessment and score a 279 or better on the STAR reading assessment by the end	The district utilizes both F and P and STAR assessments, as well as district formative and summative assessments.	AGR teachers work with small groups on their reading and writing skills as well as supporting in the large group setting	Having another adult with expertise in ELA in the room helps target students who need additional supports without removing students from the classroom. These experts also assist teachers in growing their skills in teaching the subject.	F&P Mid-year goal: J Met the goal: 27/40 (67.5%) STAR Mid-year goal: 239 Met the goal: 21/39 (57.5%)	F&P End of year goal: L Met the goal: STAR End of year goal: 279 Met the goal:

		Baseline: 15/37 (40.5%) Mid-year goal: 239 End-of-year goal: 291	of the school year.					
2	Math	STAR Entry Benchmark: 394 Baseline: 14/39 (35.9%) Mid-year goal: 438 End-of-year goal: 482	All 2 nd grade students will score a 476 or better on the STAR math assessment by the end of the school year.	The district utilizes both STAR and Math Expressions assessments, as well as district formative assessments.	Math is not a central focus of our ARG support, but when available, the work with classroom teachers to provide a workshop model approach to the math lessons.	We have found students have success in the workshop model for ELA, so we have tried to duplicate some of that work when teaching and learning math.	STAR Mid-year goal: 438 Met the goal: 23/40 (57.5%)	STAR End of year goal: 476 Met the goal:
3	Reading	F&P Entry benchmark: L Baseline: 32/38 (84.2%) Mid-year goal: N End-of-year goal: O STAR Entry Benchmark: 319 Baseline: 18/45 (40%) Mid-year goal: 357 End-of-year goal: 393	All 3rd grade students will read at a level O on the F and P assessment and score a 392 or better on the STAR reading assessment by the end of the school year.	The district utilizes both F and P and STAR assessments, as well as district formative and summative assessments.	Reduced Class Size	Smaller class sizes at the elementary level allow for smaller group and individualized attention.	F&P Mid-year goal: N Met the goal: 36/38 (94.7%) STAR Mid-year goal: 357 Met the goal: 24/37(64.9%)	F&P End of year goal: O Met the goal: STAR End of year goal: 392 Met the goal:

3	Math	STAR Entry Benchmark: 479 Baseline: 28/37 (75.7%) Mid-year goal: End-of-year goal: 571	All 3rd grade students will score a 565 or better on the STAR math assessment by the end of the school year.	The district utilizes both STAR and Math Expressions assessments, as well as district formative assessments.	Reduced Class Size	Smaller class sizes at the elementary level allow for smaller group and individualized attention.	STAR Mid-year goal: 525 Met the goal: 28/36 (77.8%)	STAR End of year goal: 565 Met the goal:	
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Source: [Wis. Stat. § 118.44\(4\)](#)

Gale-Ettrick-Trempealeau School District
COVID-19 Safety Precaution Plan - Updated January 2022

	High Risk	Substantial Risk	Moderate Risk	Low Risk	Post-Pandemic
7-Day Running Positive Student & Staff Numbers	1.5% or Higher	1.01% to 1.49%	0.51% to 1.00%	0.50% or Lower	N/A
Use of School Facilities by Outside Groups	May limit use of indoor facilities by outside groups. Full use of outdoor facilities based on availability				Full use of indoor and outdoor facilities based on availability.
Outside Visitors/Groups	Limit outside visitors for educational purposes only.				Outside visitors/groups allowed.
Employees and Students Stay Home When Ill	Required			Required	
Prior to Building Entry	Staff and students self-report/passive screening (using checklists provided); Sanitize hand upon entering building Any symptomatic staff or students sent home				N/A
PPE for Staff*	Face mask are required in indoor settings unless working in a room alone regardless of vaccination status.	Face masks highly recommended in indoor settings for all individuals regardless of vaccination status.	Face masks recommended in indoor settings for all individuals regardless of vaccination status.	Face mask optional in indoor settings for all individuals. Masks are encouraged in indoor settings for everyone who is unvaccinated.	N/A
PPE for Students*	Face mask are required in indoor settings regardless of vaccination status.	Face masks highly recommended in indoor settings for all individuals regardless of vaccination status.	Face masks recommended in indoor settings for all individuals regardless of vaccination status.	Face mask optional in indoor settings for all individuals. Masks are encouraged in indoor settings for everyone who is unvaccinated.	N/A
Learning Platforms	Option 1 - In-Person Learning & Option 2 - Virtual Learning Continue to be provided as in lower risk categories. Option 3 - Virtual Learning for ALL Will be provided if staffing shortages or high levels of transmission require.	Option 1 - In-Person Learning. All students will attend school in-person, Monday through Friday. Student in quarantine will be provided Distance Learning opportunities by District Staff. Option 2 - Virtual Learning Virtual Learning will be provided for students who require an off-site learning option for medical purposes as recommended by a medical professional. The Virtual Learning platform will be provided by a contracted vendor.			All students attending school Monday through Friday.
Cohort Model - MS & Elem Only	Students stay with grade-level or homeroom-level cohort as much as possible.	Students stay with grade-level or homeroom-level cohort as much as possible. Some mixing across classrooms within a grade level can occur.	All students attending school Monday through Friday. Some cohort limitations may apply.		All students attending school Monday through Friday.
Meals	In designated areas if available and/or lunchroom with spaced seating identified. MS & Elementary in designated cohorts or assigned seating.		Eat in lunchroom in designated cohorts or assigned seating if possible.		Eat in lunchroom as normal.
Recess - MS & Elem Only	Cohort limitations may be implemented.	Recess as normal.			
Within Classroom	Students sanitize in/out. Attempt to maintain distancing of ~3 ft. Minimize sharing of materials. Frequent disinfecting of surfaces.				Back to normal small group/individual instruction as appropriate. Encourage frequent cleaning and distancing when appropriate.
Bathrooms/ Fountains	Hand wash after use. Hand sanitizer used when reentering room. Encourage individual water bottles.				
Field Trips/Assemblies / Programs	Assemblies allowed where adequate spacing is available; large group activities and performances may limit attendees; field trips limited on basis of educational value and safety procedure plan.				As usual.
Bus/Transport	Sanitizing guidelines in place. Facemasks required by federal mandate.				As usual.
Attendance	Attendance policies will remain in effect for face-to-face students. Virtual students must participate in their learning through virtual classes, submit coursework, access email, and utilizing the student learning platform. We will monitor students who are not attending or participating regularly and will work with the county and department of instruction on potential reporting, consequences, and remedies.				Regular attendance policies in effect.
Athletics and Activities	Athletes will follow WIAA safety guidelines. Events may have limited participants and limited spectators. Students involved in activities may participate in practices and meetings following school safety guidelines. Events must be approved by administration.				Athletic and activity programs fully implement practices and events without additional COVID-19 safety requirements. Spectators allowed to attend events.

*Changes to safety requirements will be reviewed regularly and may be updated or changed if mandated by State or County Health Officials.

G-E-T Pandemic Metrics Guide - January 2022

	High Risk	Substantial Risk	Moderate Risk	Low Risk
7-Day Running Positive Student & Staff Numbers	1.5% or Higher	1.01% to 1.49%	.051% to 1.00%	.05% or Lower
Ettrick Elementary Population 137	≥ 3	2	1	≤ 0
Galesville Elementary Population 282	≥ 4	3	2	≤ 1
Trempealeau Elementary Population 351	≥ 5	3 to 4	2	≤ 1
G-E-T Middle School Population 335	≥ 4	3	2	≤ 1
G-E-T High School Population 472	≥ 7	5 to 6	3 to 4	≤ 2
District Total Population 1611	≥ 24	16 to 23	8 to 15	≤ 7



Date: February 14, 2022

To: Board of Education

From: Administrative Team and Athletic Director

Re: Recommendations for 2021-2022 Athletic Contracts

HIGH SCHOOL

Head Baseball Coach – Scott Hovell	\$3,519.00
Assistant Baseball Coach JV – Kalen Hagen	\$2,040.00
Assistant Golf Coach JV – Bob Schultz	\$1,836.00
Head Softball Coach – Dan Stuhr	\$3,519.00
Assistant Softball Coach JV – Parker Chladek	\$2,040.00
Co-Head Coach Track – Ryan Mendez	\$3,738.00
Co-Head Coach Track – Paula Gold	\$3,738.00
Assistant Track Coach – Don Foley	\$2,244.00
Assistant Track Coach – Justin Waldvogel	\$2,244.00
Trap Coach – Ernie Komperud	\$ 808.00

Total: \$25,726.00

MIDDLE SCHOOL

Golf Coach – John Bergum	\$1,836.00
Track Coach – Doyle Schmidt	\$1,836.00

Total: \$ 3,672.00

Grand Total: \$29,398.00



Board of Education Policy

Gale-Ettrick-Trempealeau School District

REPORTING ADMINISTRATOR ABSENCES FROM WORK

Policy 223.1 – Rule

Administrators will submit requests for leave to the District Administrator through Employee Access for approval. In the event of an emergency, the administrators will contact the District Office, or the District Administrator at home if necessary.

Legal Reference:	Sections	Wisconsin Statutes
Approved:	07/12/04	
Amended:	02/09/09, 01/10/11	
Reviewed:	01/23/06, 02/12/07, 02/11/08, 10/12/15, 08/10/17, 12/10/19	



Board of Education Policy

Gale-Ettrick-Trempealeau School District

COMMUNITY SERVICE ACADEMIC & CAREER PLANNING

Policy 355

Students may earn community service hours in a variety of ways. These would include, but are not limited to, activities involving assistance to youth or personnel in the school district, volunteer work for non-profit organizations (recycling centers, nursing homes, hospitals, community or civic organizations, churches), summer youth activities, etc. The service may not result in money earned as payment for the student. The high school Youth Serving Youth Program will qualify with administrator approval.

Students must complete a Community Service Form for each project performed. This form is available in the Guidance Office. Each project should be pre-approved by the building administrator or a Guidance Counselor. Final approval of any project rests with the building administrator. Students must complete "follow-up" portion of the Community Service Form following the activity, including actual hours served and supervisor's signature. In the "follow-up" portion of the form, each student must briefly describe the benefits of his/her service to the community, as well as the benefits the student received personally. Completed forms must be turned in to the Guidance Office.

All Gale-Ettrick-Trempealeau High School students will be required to earn .5 credit of Community Service. This credit requirement will be satisfied with an approved project or projects totaling 60 hours. Upon completion of 60 approved hours, .5 credit will be placed on the high school student's transcript, and the Community Service Form(s) will be filed in the student's portfolio. This course will be pass/fail (not graded), but will count toward graduation requirements. Failure to complete this project will result in no diploma issued to the student. The Community Service credit requirement will be waived for students who transfer to the Gale-Ettrick-Trempealeau High School for their senior year.

Academic and Career Planning (ACP) is intended to equip students and their families with the tools necessary to make more informed choices about postsecondary education, training, careers for life after high school. It is part of DPI's overall vision for every student to graduate high school academically, socially, emotionally, and life ready.

Components

Academic Readiness

- Relevant academics
- Connected sequence of courses
- College credit rigor

College & Career Readiness

- Grade point average (G.P.A.)
- AP/CAPP course enrollment and scoring a 3 or better on exam
- Postsecondary credits earned
- ACT benchmark scores
- Attendance

Social & Emotional Readiness

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Decision making
- Character Development

- Co-curricular activities
- Dual credit career pathway course
- Industry recognized credentials earned

All Gale-Ettrick-Trempealeau High School students will be required to earn 0.25 credits a year, for a total of 1.0 credits towards graduation. This credit requirement will be satisfied with students being enrolled in an ACP advisory class that will meet weekly throughout the school year. This course will be graded pass/fail (not graded) but will count toward graduation requirements. The activities, assignments, and experiences will provide a school-wide culture of support for student transition to adulthood. Failure to complete this course, including the community service, will result in no diploma being issued to the student. The ACP credit requirement may be waived or adjusted for students who transfer to the Gale-Ettrick-Trempealeau High School.

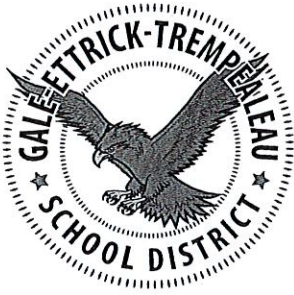
The middle school will promote, emphasize, and coordinate community service opportunities.

Legal Reference: **Section** **118.33(1)(c)** **Wisconsin Statutes**

Approved: **07/12/04**

Amended: **06/08/09, 06/09/14, 3/8/21**

Reviewed: **01/23/06, 06/11/07, 06/09/08, 01/11/16, 11/09/17**



Board of Education Policy

Gale-Ettrick-Trempealeau School District

SUICIDE PREVENTION/INTERVENTION/POSTVENTION STUDENT SUICIDE PREVENTION AND INTERVENTION

Policy 457

The Board of Education of the Gale Ettrick Trempealeau School District recognizes that suicide is a major mental health and social problem in contemporary America, and is particularly acute for its youth. The Board also recognizes that suicide prevention, intervention and postvention is a community issue that necessitates coordination with public and private services available to the District and public education.

With these recognitions in mind, the District establishes the following plan of action:

1. **Prevention:** The establishment of faculty awareness on the warning signs of suicide and the establishment of suicidal prevention programming for students as an integral part of the curriculum. Specific goals are to:
 - a. Educate faculty to the dimensions of suicide and ways of recognizing and responding to suicidal students. The professional staff shall be informed annually of the suicide prevention resources available from the Wisconsin Department of Public Instruction as required by state law.
 - b. Help students identify and "normalize" feelings, provide general knowledge and assist students in identifying an appropriate system of response.
2. **Intervention:** The establishment of a uniform protocol by the District to respond to a potentially suicidal student. The goal is to insure more effective assessment and referral of potentially suicidal students to the appropriate agency. To achieve such an end, community agencies need to be identified, so that communication occurs effectively when the need is apparent.
 - Treat suicide attempt as Medical Emergency.
 - Take all threats seriously and report.
 - If person is an immediate threat; **DO NOT LEAVE PERSON**

Level I: Threat is a rumor or hearsay

- Immediate interview by a member of the Pupil Services Staff (i.e. nurse, school counselor, school psychologist)
- Consult with another member of Pupil Services for decision making as appropriate
- Report incident to Building Administrator
- Contact parent/guardian to discuss impressions, recommendations, and referral source as appropriate

Level II: Person is in need of psychological consultation within a reasonable amount of time.

- See above steps
- Call Social Services to report incident (715/538-2311 ext 290)
- Call 911 if necessary
- Request immediate involvement with parent/guardian
- Support parent/guardian in decision making and/or documentation of counseling plan
- Inform the Building Administrator

Level III: Death/Suicide on school property

IMMEDIATELY REPORT INCIDENT TO BUILDING ADMINISTRATOR

- Assess situation for safety issues
- Notify office to call 911
- Secure area, remove and isolate witnesses with a staff member
- Secure scene and protect evidence, cooperate and facilitate investigations by the proper authorities
- Notify District Office
- Initiate Crisis Response Team by contacting Pupil Services Office
- File incident report; send copy to District Office

3. **Postvention:** The establishment of a uniform plan of response to disseminate facts, allow for structured expression of grieving within the daily activity of the school. The goal is to insure a factual, sensitive response, without glorifying the tragic event of suicide so that students can share and express, and work through their feelings in a structured environment. (See School-Based Crisis Response Plan)

Crisis Response Team

Recognizing that various crises or traumas may impact students and staff, the School District of Gale-Etrick-Trempealeau has identified the K-12 Guidance Counselors, School Psychologist, AODA Coordinator, and Pupil Service Coordinator as the G-E-T School District's Crisis Intervention Team that will provide leadership in dealing with these crises as they occur. This district team, in conjunction with appropriate building level administrators and staff, will respond to reported crises or trauma by developing and implementing a plan. The implementation of this plan will be facilitated and insured through checklists and forms. Inservice will be provided to all staff regarding these procedures. Records will be maintained of all crisis team response plans. These plans will be reviewed, and revisions in policy and procedures implemented as indicated by data collected.

Wis. Stat. 118.295 states: Any school board, private school, county children with disabilities education board or cooperative educational service agency, and any officer, employee or volunteer thereof, who in good faith attempt to prevent suicide by a pupil is immune from civil liability for his/her acts or omissions in respect to the suicide or attempted suicide. The civil liability immunity provided in this section is in addition to and not in lieu of that provided under s. 895.48(1).

With the goals of promoting students' well-being, intervening with students who may be identified as struggling or in crisis, reducing actual or attempted incidents of youth suicide and other forms of self-endangerment, and responding appropriately to any such incident that has a connection to the District, the School Board directs the administration to address youth suicide prevention and intervention through a multi-faceted approach that includes at least the following components:

1. Initiatives to increase staff awareness of issues related to youth suicide, including, at a minimum and as required under state law, providing annual notice to the District's licensed staff of the suicide prevention resources and services that are available through the Department of Public Instruction.
2. Additional periodic professional development opportunities for appropriate staff, as determined by the administration, that relate to youth suicide prevention and intervention. Such opportunities may be voluntary or required and may be provided internally or through external sources.
3. Age-appropriate instructional programming for students in the area of personal development that, as required under state law, is designed to address matters such as:
 - a. The promotion of students' positive social and emotional development;

- b. The promotion of positive psychological, emotional, and problem-solving responses among students;
 - c. Skills that help students cope with social change; and
 - d. At appropriate developmental levels, instruction that addresses the causes and signs of suicidal ideation/tendencies or other forms of self-harm, knowledge of the relationship between youth suicide and the use of alcohol and controlled substances, and knowledge of youth suicide prevention and intervention services that are available in the community.
4. The incorporation of services and resources that address student mental health needs, positive social and emotional development, and suicide prevention and intervention within the District's approach to providing guidance and counseling programs and services for students.
 5. The incorporation of suicide intervention and response components within the District's crisis intervention and response procedures, including appropriate communication of such procedures to staff.
 6. The identification of and, where feasible, the engagement of cooperative efforts with relevant agencies, community organizations, and other experts. This may include identifying qualified agencies or organizations that:
 - a. Offer consultative services to school professionals related to youth suicide prevention, intervention, and response; or
 - b. Serve as emergency and non-emergency points of contact for youth who may be experiencing a suicidal crisis or other form of emotional distress and/or for students or families who may have related concerns regarding themselves or others.

Assignment of Responsibility

The Pupil Services Director shall have primary administrative responsibility and accountability to the Board for overseeing and coordinating the District's approach to youth suicide prevention and intervention in a manner that is consistent with the above-identified general framework and the specific mandates found in state law.

State Civil Liability Exemption

The State of Wisconsin encourages attempts to intervene in and prevent youth suicide by providing that the School Board and any District officer, employee, or volunteer who in good faith attempts to prevent suicide by a student is immune from civil liability under state law for his or her acts or omissions in respect to the suicide or attempted suicide.

Legal Reference:	Wisconsin Statutes: Section 49.49 (30c) Licensed treatment professionals Section 115.365 DPI suicide prevention resources and assistance to school; annual notice to professional staff required Section 118.01(2)(d) Required personal development curriculum Section 118.295 Liability exemption for suicide intervention
Cross Reference:	School-Based Crisis Response Plan

Approved:	06/08/09
Reviewed:	07/11/11, 04/11/16, 11/08/18



Board of Education Policy

Gale-Ettrick-Trempealeau School District

USE OF SCHOOL FACILITIES GUIDELINES

830-Rule

The Board of Education of the Gale-Ettrick-Trempealeau School District believes that our school facilities should be available for use by all members of our community. The District Administrator shall approve (or disapprove) requests for facility use, without prejudice or discrimination, based on the guidelines outlined below.

1. Application For Use

- A. All requests for the use of the building should be directed to the Activities Director. The Activities Director reserves the right to deny the use of the building to any organization or activity, which in his/her opinion would not be in the best interest of the school district. Acceptable uses are, but are not limited to, the following:
 - 1) recreational sports programs
 - 2) fitness programs
 - 3) community group meetings
 - 4) funeral of community member
- B. Non-school organization functions shall be limited to times when school is not in session and when school groups are not using the facilities. For example, weekends or after 5:00 p.m. on weekdays.
- C. Any person or group interested in school facility usage must complete an electronic facility request at least 7 days prior to the start of the activity, and no sooner than one year prior. Exceptions to this 7-day rule may be made at the discretion of the District Administrator.
- D. All expenses incurred for the use of the facilities shall be paid by the user in accordance with the fee schedule and notations in the electronic facility request. Any cost for damages are also the user's responsibility.
- E. The Board reserves the right to adjust or suspend the rate schedule when mitigating circumstances of individual applicants indicate such modification is in order.
- F. The District Administrator reserves the right to revoke a facilities use permit at any time, with proper justification.
- G. If any organization is scheduled to use the building and a school group needs it, permission previously granted to the non-school organization will be revoked.
- H. The Board reserves the right to request proof of insurance by the users.

2. Supervision

- A. Designated adult supervision must be provided at all times when school-aged children are using school buildings or facilities.
- B. Adults using school facilities who bring minor children with them to the activity are responsible for the supervision of those children.
- C. In the event of emergency situations such as fire, civil defense or other, the adult in charge shall direct all personnel at his/her discretion.
- D. A school custodian will be required at the renter's expense when a custodian is not on duty.

- E. Depending on the activity, security personnel may be required at the renter's expense.

3. Custodial Staffing Guidelines

- A. Custodians will be present when facilities are being used for activities in order to:
- respond to emergencies that arise.
 - open and close facilities.
 - maintain restrooms and common areas.
 - coordinate set-up and returning facilities to same condition.
 - secure facilities.
- B. Exemptions to custodial staffing will occur when:
- the activity has limited participation (less than 25 people) and a district staff member is an active member of the organization (opening and closing may be required).
 - limited or confined space, such as a classroom, is being used, no more than 25 participants, and a district staff member is an active member of the organization.
 - a custodian is regularly scheduled.

4. Facilities And Equipment Use Rules

- A. Activities should cease at the scheduled time as stated on the electronic facility request
- B. Groups must confine their activities to the areas requested.
- C. The custodians will not open any rooms except those specifically approved on the facility request or by permission of the Building Administrator.
- D. Exterior doors must remain locked until the adult leader of the activity or committee in charge arrives.
- E. No decorations or scenery shall be put up, or pianos or other furniture moved, unless special permission has been granted.
- F. The use of any equipment which may damage the floor or building is prohibited.
- G. Wax or any special floor dressing shall not be used by any group using the gymnasium ~~or auditorium~~.
- H. Permission to use candles or any open flame must be obtained from the Building Administrator.
- I. Conduct by facility users:
- 1) Use of, or the sale of, alcohol, drugs, or other controlled substances will not be permitted on school grounds at any time or under any circumstances. Users who violate this rule shall run the risk of having applications for facilities usage denied, and face possible legal intervention.
 - 2) Smoking or use of smokeless tobacco will not be allowed on school property.
 - 3) Food and non-alcoholic beverages may be consumed only in specific areas, as approved by the Building Administrator.
 - 4) Nothing shall be sold, given, exhibited or displayed in school facilities without permission.
 - 5) When district gymnasiums are to be used for physical activities, only persons with approved rubber-soled shoes are allowed on the gym floors. Failure to comply with this stipulation could obligate the user to pay all costs incurred for returning the floor condition to its proper state.

5. Kitchen Regulation And Supervision

- A. A qualified food service worker shall be on duty to the extent necessary to preserve the health, safety, and well-being of the facility user and school children. The qualified food service worker shall act as supervisor of the space or stand and its equipment and shall lend all possible assistance to the facility user.

- B. It is the responsibility of the group to clean the facilities and equipment used as instructed by the food service worker.
- C. Compensation paid to cooks or custodians will be at the rate their current contract dictates and as outlined in the approved Facility Request Form.

6. Fee Schedule

- A. Level 1 - School Groups and Civic Users. Level 1 users will receive a 100% discount. School Groups are groups directly associated with and approved of by the District and are made up of only District students. Civic users are governmental and non-profit charitable entities who use the school for public meetings, voting, and as emergency shelters. Examples include: FFA, DECA, Drama Club, City of Galesville, or the Red Cross.
- B. Level 2 - Program Partners. Level 2 users will receive a 75% discount. Program partners are non-profit civic, charitable, service, education, or governmental groups whose members are primarily composed of District residents and whose purpose and activities have a direct connection with District programs or its students and who are not charging participants for the event. Examples include: G-E-T Athletic Booster Club, G-E-T Girl Scouts, or youth sports made up solely of G-E-T School District residents.
 - a. A 100% discount will be given to Level 2 users for events with the following criteria:
 - i. Fewer than 25 participants are expected to attend,
 - ii. There is no charge to participants, and
 - iii. A custodian is already present.
 - b. Examples include: G-E-T Booster Club meetings, G-E-T Girl Scout meetings, or youth sports practices.
- C. Level 3 - Community Users. Level 3 users will receive a 50% discount. Community users are non-profit civic, charitable, governmental or service group whose members are primarily residents and whose purpose and activities serve the greater good of the community and/or school district and who are not charging participants. Level 3 also includes other public schools and universities unless noted otherwise. Examples include: Galesville Lions Club or the Chambers of Commerce.
- D. Level 4 - Private Users. Level 4 users will pay the full cost of facility use. Private users are individuals, groups or organizations who use the facility for personal use, financial gain or to further the interest of their group. These are for-profit groups who may or may not be associated with the school and who may or may not be charging participants. Examples include: businesses, individuals, or corporations.
- E. Individuals and groups who use the Ettrick Community Center for less than six hours and who are not making a profit, realizing a financial gain or exchanging money will receive a 100% discount.

7. Fee Schedule

Athletic Complex (bleachers and field): Includes field, bleachers, PA system, lights, one custodian for 4 hours (additional time is \$20 per hour), ticket booth, bathrooms, parking, benches, chains. The concession stand is not available unless approved separately (or group is given permission to bring in separate table to set up).

- Fee is \$1200 (with \$100 as a returnable deposit after the event).
- Another school or non-profit group (Level 3) using our complex would be charged \$600 (with \$100 as a returnable deposit after the event)

Turf field: If only the field is needed for a practice, the fee will be similar to the gym rental fee. Extended use by a group may be eligible for a discount as approved by administration.

PAC: ~~Base is \$400 (with a \$100 returnable deposit after the event). Added workers and needs will be determined and added on.~~ See 830.1 Exhibit – Performing Arts Center Fee Schedule.

No fee for parking lot use.

Classroom rental would be \$20. Level 4 pays \$20, Level 2 pays \$5 (with possible exemptions).

Gym, Kitchen, Cafeteria would be \$100. Level 4 pays \$100, Level 2 pays \$25 (with possible exemptions).

Legal Reference: None

Approved: 02/11/91, 3/13/17

Amended: 08/10/98, 03/01/04, 08/08/05, 06/08/09, 06/14/10, 07/11/11, 07/09/12, 04/14/14,
10/13/14, 03/12/18, 12/10/19, 3/8/21

Reviewed: 08/14/06, 12/10/07, 11/10/08, 11/08/10



Board of Education Policy

Gale-Etrick-Trempealeau School District

USE OF PERFORMING ART CENTER GUIDELINES

~~Policy~~ 830.1-Rule

The Board of Education of the Gale-Etrick-Trempealeau School District believes that our Performing Arts Center (PAC) should be available for use by all members of our community. The District Administrator shall approve (or disapprove) requests for facility use, without prejudice or discrimination, based on the guidelines outlined below.

1. Application For Use

- A. All requests for the use of the building should be directed to the PAC House Manager. The PAC House Manager reserves the right to deny the use of the building to any organization or activity, which in his/her opinion would not be in the best interest of the school district. Acceptable uses are, but are not limited to, the following:
 - 1) community group meetings or performances
 - 2) regional college or university performances
 - 3) funeral of community member
- B. Non-school organization functions shall be limited to times when school is not in session and when school groups are not using the facilities. For example, weekends or after 5:00 p.m. on weekdays.
- C. Any person or group interested in school facility usage must complete an electronic facility request at least 7 days prior to the start of the activity, and no sooner than one year prior. Exceptions to this 7-day rule may be made at the discretion of the District Administrator.
- D. All expenses incurred for the use of the facilities shall be paid by the user in accordance with the fee schedule and notations in the electronic facility request. Any cost for damages are also the user's responsibility.
- E. The Board reserves the right to adjust or suspend the rate schedule when mitigating circumstances of individual applicants indicate such modification is in order.
- F. The District Administrator reserves the right to revoke a facilities use permit at any time, with proper justification.
- G. If any organization is scheduled to use the building and a school group needs it, permission previously granted to the non-school organization will be revoked.
- H. The Board reserves the right to request proof of insurance by the users.

2. Supervision

- A. The PAC House Manager is responsible for the supervision and overseeing the protection of the PAC. The PAC House Manager shall use sound judgement and authority exercising this responsibility.
- B. Designated adult supervision must be provided at all times when school-aged children are using the PAC.
- C. Adults using the PAC who bring minor children with them to the activity are responsible for the supervision of those children.

- D. In the event of emergency situations such as fire, civil defense or other, the adult in charge shall direct all personnel at his/her discretion.
- E. A school custodian will be required at the renter's expense when a custodian is not on duty.
- F. Depending on the activity, security personnel may be required at the renter's expense.

3. Custodial Staffing Guidelines

- A. Custodians will be present when the PAC is being used for activities in order to:
 - respond to emergencies that arise.
 - open and close facilities.
 - maintain restrooms and common areas.
 - coordinate set-up and returning facilities to same condition.
 - secure facilities.
- B. Exemptions to custodial staffing will occur when:
 - the activity has limited participation (less than 25 people) and a district staff member is an active member of the organization (opening and closing may be required).
 - limited or confined space, such as a classroom, is being used, no more than 25 participants, and a district staff member is an active member of the organization.
 - a custodian is regularly scheduled.

4. Performing Arts Center And Equipment Use Rules

- A. Activities should cease at the scheduled time as stated on the electronic facility request form.
- B. Groups must confine their activities to the areas requested.
- C. The custodians will not open any rooms except those specifically approved on the PAC request form.
- D. Exterior doors must remain locked until the adult leader of the activity or committee in charge arrives.
- E. The PAC House Manager must give prior approval to any group for installation of any decorations that require the use of nails, screws, bolts, etc. Tape, wax or glue shall not be used on any drywall, block construction, walls or wood floors. Nothing shall be attached to curtains.
- F. The use of any equipment which may damage the floor or building is prohibited.
- G. No glitter shall be used inside the PAC theater.
- H. Permission to use candles or any open flame must be obtained from the PAC House Manager.
- I. Property of non-school groups or organizations may not be stored in the District facilities or premises without prior approval of the PAC House Manager. The District is not responsible for lost, stolen or damaged property stored in District facilities or on District premises.
- J. Users will be responsible for any special set-up required. Special set-up that is performed by District personnel will be charged directly to the individual or group/organization using the facility.
- K. Refreshments/food may be served only in designated areas (as identified by the PAC House Manager).
- L. The PAC House Manager and/or Technical Director must be present at all times of occupancy (unless exempt by the PAC House Manager).
- M. Renter shall leave the facility as it was presented to them. Includes removal of decorations.
- N. Conduct by facility users:
 - 1) Use of, or the sale of, alcohol, drugs, or other controlled substances will not be permitted on school grounds at any time or under any circumstances. Users who

- violate this rule shall run the risk of having applications for facilities usage denied, and face possible legal intervention.
- 2) Smoking or use of smokeless tobacco will not be allowed on school property.
 - 3) Food and non-alcoholic beverages may be consumed only in specific areas, as approved by the Building Administrator.
 - 4) Nothing shall be sold, given, exhibited or displayed in school facilities without permission.

5. Fee Schedule

- A. Level 1 - School Groups and Civic Users. Level 1 users will receive a 100% discount. School Groups are groups directly associated with and approved of by the District and are made up of only District students. Civic users are governmental and non-profit charitable entities who use the PAC for public meetings, voting, and as emergency shelters. Examples include: FFA, DECA, Drama Club, City of Galesville, or the Red Cross.
- B. Level 2 - Program Partners. Level 2 users will receive a 75% discount. Program partners are non-profit civic, charitable, service, education, or governmental groups whose members are primarily composed of District residents and whose purpose and activities have a direct connection with District programs or its students and who are not charging participants for the event. Examples include: G-E-T Girl/Boy Scouts, or youth programs/clubs made up solely of G-E-T School District residents.
 - a. A 100% discount will be given to Level 2 users for events with the following criteria:
 - i. Fewer than 25 participants are expected to attend,
 - ii. There is no charge to participants, and
 - iii. A custodian is already present.
- C. Level 3 - Community Users. Level 3 users will receive a 50% discount. Community users are non-profit civic, charitable, governmental or service group whose members are primarily residents and whose purpose and activities serve the greater good of the community and/or school district and who are not charging participants. Level 3 also includes other public schools and universities unless noted otherwise. Examples include: Galesville Lions Club or the Chambers of Commerce.
- D. Level 4 - Private Users. Level 4 users will pay the full cost of facility use. Private users are individuals, groups or organizations who use the facility for personal use, financial gain or to further the interest of their group. These are for-profit groups who may or may not be associated with the school and who may or may not be charging participants. Examples include: businesses, individuals, or corporations.
- E. GET PAC will secure a deposit of 50% of the estimated invoice amount, in advance, for all non-GET resident entities or organizations that are first time GET PAC users and reserves the right to secure a deposit of up to \$1,000 in advance for all users. Deposits will be applied to final invoice.
- F. All cancellations or changes must be made through the GET PAC House Manager at least three (3) business days prior to the scheduled usage or the user may be billed for the entire facility use fee or the actual costs incurred by the District. Facility users will, however, be invoiced for costs related to moving of furniture or equipment that was required for the activity or event.
- G. See 830.1 Exhibit – Performing Arts Center Fee Schedule for additional fee details.

Legal Reference: **None**

Approved:

Amended:

Reviewed:



Board of Education Policy

Gale-Ettrick-Trempealeau School District

PERFORMING ARTS CENTER FEE SCHEDULE

830.1-EXHIBIT

Space	Level 1 - School Groups & Civic Users	Level 2 - Program Partners, non-profit civic, charitable, service, education or governmental groups	Level 3 - Community Users	Level 4 - Private Users
PAC Theater (First Day)		\$150	\$300	\$600
PAC Theater (Additional Days)		\$50/day	\$50/day	\$200/day
PAC Lobby (First Day)		\$100 (free w/theater)	\$150 (free w/theater)	\$200 (free w/theater)
PAC Lobby (Additional Days)			\$75/day (free w/theater)	\$100/day (free w/theater)
Dressing Rooms - 2		Free w/theater	Free w/theater	\$50/day (free w/theater)
Ticket Proceeds (If using our ticket system)			\$.50 per ticket	\$.75 per ticket
Staff				
House Manager (Required)		Included	\$20/hour	\$20/hour
Technical Director (Required based on event specifics)		Included	\$36/hour	\$36/hour
Additional Lighting/Sound Technician		\$15/hour	\$15/hour	\$15/hour
Backstage Technicians		\$15/hour	\$15/hour	\$15/hour
Spotlight Operator - 2		\$15/hour	\$15/hour	\$15/hour
Ushers - 3		\$15/hour	\$15/hour	\$15/hour
Custodian - Additional custodial charges/clean up/trash disposal/at current labor rate		\$36/hour	\$36/hour	\$36/hour
General Equipment				
Projector / Projector Screen	# Available			
	1		\$5/hour	\$10/hour
Tables for Ticket Booth/Concessions/Props				
Lectern with microphone	1			
Shell set up and take down		\$25	\$45	\$90
Orchestra Pit (8 hours total take down and set up)		\$125	\$250	\$500
Chairs	100			
Music Stands	60			
Choir Risers	9			
Upright Piano - Yamaha				
Piano Tuning			\$90	\$90
Sound/Lighting Equipment				
Clear-Com Headset/Beltpacks	6			
Wireless Handheld Microphones	4			
Microphone Boom Stand	8			
Choir Microphones (Condensors)	4			
Wireless Lav Mics	20			\$10 each/day (capped at \$50/day)
Wireless Instrumental Mics	20			
Stage Monitors	4			
Basic Stage Lighting				
Advanced Stage Lighting (Multiple Scenes)				
Follow Spot	2			



Board of Education Policy

Gale-Ettrick-Trempealeau School District

LENDING OF DISTRICT OWNED EQUIPMENT

Policy 837

The Board of Education believes that District-owned equipment is a valuable resource, which may be loaned for community use under certain conditions, only provided that such use does not infringe on the original and necessary purpose of the equipment or interfere with the educational program of the District.

The user of District-owned equipment shall be fully liable for any damage or loss occurring to the equipment during the period of its use, and shall be responsible for its safe return or replacement.

School-owned equipment should not be used for personal projects.

Staff and community members may request to use school-owned equipment which will be reviewed for approval by the district administrator, the ~~direct of support services~~ business manager, or a designee. This person will also inspect equipment upon return. The district will only consider lending items that are not likely to break, are not dangerous, and do not have a value of over \$2000 unless exempted for special reason by the district administrator.

Approved: 09/09/13
Amended: 12/10/19
Reviewed: 03/13/17, 12/10/19