

We are halfway through the school year and looking forward to spring! All is well in the halls of GHS. The students are working hard, busy with academics, sports, and organizational activities. It is 2010 - I am lucky to be another year older but I could not be any luckier than to work with these great kids in the Gilmanton School District.

We were able to add a couple new pieces of technology that will enhance our students learning experiences. We acquired a Polycom unit through a CESA 10 consortium grant that is basically a portable distance learning unit. This piece of equipment will allow us to offer simultaneous distance learning opportunities for our students. We are also in the process of placing Smart Boards in three high school classrooms. These are the ultimate chalkboard! They are boards that transmit images and video from the computer to a white board that is able to be wrote on and manipulations can be made on the board just by touch. Hey, for some of us, this is right out of Star Wars! These items were available through funds available from a Microsoft Wisconsin Settlement. More Smart Board technology may be purchased through these same funds if these initial units work out well.

I am sure many of you have heard about the basketball co-op talks with Independence. I would like to make some clarifications and updates concerning these discussions.

We were approached by Independence to consider including basketball in our present co-op agreements. We in fact do have lower numbers in our programs than in the past and the future does not see a great increase. For that reason we felt it wouldn't hurt to discuss the possibility. If and/or when a change is necessary, it made sense to be prepared rather than making spur of the moment decisions. For this same reason we have not taken any serious polling within the school or community because we felt we needed to have a better idea of what we were really talking about. It is very complicated, maybe more so than one can imagine. I am sure everyone has a lot of questions.

I would like to clarify that we are in the preliminary stage of talks and some of the facts include:

This is not a done deal

If and when this ever happens it will not be next year (2010-11) for sure.

The community and student body will be approached for input prior to any decisions

Athlete numbers will roller coaster from very tight to comfortable level over the coming years

The change, if any, must be first School Board approved and then conference and WIAA approved

There are both positive and negative aspects of a co-op in basketball

**There is a question and answer article included with this newsletter (pages 11-13) that might answer many of the obvious questions about a possible basketball co-op between Gilmanton and Independence.**

Please be looking for further communications concerning this topic. We will be getting information out as the process proceeds. A preliminary survey will be available at the home games between Independence and Gilmanton concerning a possible co-op. The survey is also available on the school website. The responses on these surveys will help the committee in future discussions.

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Request to receive your  
newsletter online.

Call the district office at  
946-3158

or

visit the school  
website:  
[www.ghs.k12.wi.us](http://www.ghs.k12.wi.us)

Now that I have you heated up with this topic let me tell you I have had enough of winter – on the lighter side so has Ole -

Ole and Lena were sitting down to their usual cup of morning coffee listening to the weather report coming over the radio. "There will be 3 to 5 inches of snow today and a snow emergency has been declared. You must park your cars on the odd numbered side of the streets." Ole got up from his coffee and replies "Jeez, okay."

Two days later, again they both are sitting down with their cups of morning coffee and the weather forecast is, "There will be 2 to 4 inches of snow today and a snow emergency has been declared. You must park your cars on the even numbered side of the streets." Ole got up from his coffee and replies, "Jeez, okay."

Three days later, again they both are sitting down with their cups of coffee and the weather forecast is, "There will be 6 to 8 inches of snow today and a snow emergency has been declared. You must park your cars on the. . ." and then the power went out and Ole didn't get the rest of the instructions. He says to Lena, "Jeez, what am I going to do now, Lena?"

Lena replies, "Aw, Ole, yust leave the car in the garage."

I can't wait till spring.

Mr. Perry

## Salvation Army

The Gilmanton area collected \$256.40 over the holiday season. The Salvation Army would like to thank the Panther Cafe, Austin Newman, Alexis Severson, Boys Cub Scouts and the Boy Scouts for their wonderful support. Also thanks to the community for your generosity.

Thanks,  
Connie S. Loesel

## Spelling Bee

-Abigail Plank

Congratulations to Jessa Kuba and Amber Clouse. On February 9, Jessa Kuba (8th grade) won first place and Amber Clouse (3rd grade) was the runner-up in the Gilmanton School District Spelling Bee.

Both girls will be traveling to Fall Creek on Thursday, Feb. 18, to compete in the Regional Spelling Bee. Great job to all the participants; you gave them a great battle!

Grace Serum was the winner of the exhibition round with 1st and 2nd graders. The runner-up was Grace Branger.



# FBLA All the Way



The Gilmanston High School FBLA (Future Business Leaders of America) joined 30 other chapters for the Region IV Leadership Conference at Alma Center Lincoln High School on Saturday, February 6. More than 800 students gathered to compete in over 50 different business-related events.

Nine Gilmanston High School students will advance to state competition in Wisconsin Dells in April.

Advancing to state competition in the spring will be:

- 1<sup>st</sup> Place – Larissa Speerstra – Future Business Leader
- 1<sup>st</sup> Place – Molly Serum – Job Interview
- 2<sup>nd</sup> Place – Courtney Bork – Business Math
- 2<sup>nd</sup> Place – Abby Plank, Jady Devine, Paige Cooke – Digital Video Production
- 3<sup>rd</sup> Place – Josh Hallock and Austin Newman – Entrepreneurship
- 4<sup>th</sup> Place – Cheyenne Gray – Business Communication

At the 2010 FBLA State Leadership Conference, Lindsey Laehn will run for the office of state vice president.

# Help for Haiti

- Abigail Plank

January 12th, 2010, an earthquake struck around Haitian capital of Port-au-Prince. The disaster flattened the city and killed thousands of people. It left people homeless and with no family. Gilmanston's Modern World Issues class set up a hat day to help Haiti. The students who donated paid \$1.00 to wear their hats in school to help unfortunate citizens survive. The Modern World Issues class raised a total of \$141.75. Thank you to all who donated.

***"The images from Haiti are heartbreaking. Homes, hospitals and schools destroyed. Families searching for loved ones. Parents trying to feed their children. But we can all do something. We can help the American Red Cross as it delivers the food, water and medicine that can save lives."***

***-First Lady Michelle Obama in a TV Ad.***

***"The images from Haiti are heartbreaking."  
- First Lady Michelle Obama  
In a TV Ad.***



Help Haiti.[Online Image] Available <http://www.chicagonow.com/blogs/frugalista/haiti.jpg>, Feb. 4, 2010



Earthquake in Haiti. [Online Image] Available <http://s71165.gridserver.com>, Feb. 2, 2010

# Thank You

Again, I find myself writing another heartfelt thank you to the elementary staff and the wonderful students at the grade school for their great Christmas presents!

My 50-pound bag of sunflower seeds keeps the squirrels and birds happy. They keep busy chasing each other away from the feeder. Doug and I still enjoy our morning coffee (specialty coffee, another gift) by the living room window watching our feeders.

I also received a \$50 Cenex gift card, which filled my car with gas to go watch my grandsons play basketball.

Another special gift was a Willow Tree sculpture titled, "Grateful", which you may be able to see in my window facing the highway. A beautiful heart-shaped necklace, Christmas socks (my first pair ever!), a homemade snowman can filled with candy canes (Doug's favorite), and a table runner that has smily snowmen faces that remind me of kids – I love it!

I am truly blessed to be able to volunteer at school. I feel like I should be giving each of you a personal gift for all the pleasure I get just being around your smiling and caring faces.

Thank you so much!

Betty

I really enjoyed all the homemade Christmas cards from the 4<sup>th</sup> and 5<sup>th</sup> grade class. There is no card more special than a homemade card! I want to share a few with you. They were all wonderful cards and I will cherish them all.



Betty, I appreciate all you do. You copy papers, you clean up messes, and you help the littler kids, and help with the lunch, and help with recess duty. Have a Very Merry Christmas.

Austin Johnson 



# Gilmanton High School 2nd Quarter Honor Roll

## MIDDLE SCHOOL

### High Honors (3.75 and higher)

Taylor Bloom  
Julia Branger  
Weston Gumbert  
Rachel Hovey  
Brittany Laehn  
Nick Urness  
Kendra Weinrich

### Honors (3.5-3.74)

Cameron Bauer  
Callie Rae Long  
Dylan Reidt  
Whitney Rud  
Derek Thompson

### Honorable Mention (3.25-3.49)

Morgan Bork  
Cody Lay  
Devin Oesau  
Alexis Severson

## SENIOR HIGH SCHOOL

### High Honors (3.75 and higher)

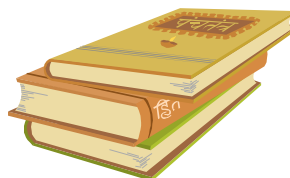
Courtney Bork  
Paige Cooke  
Erin Davis  
Cheyenne Gray  
Angela Hakes  
Alyssa Herbenson  
Lindsey Laehn  
Michelle Lisowski  
Dustin Oesau  
Kelly Reidt  
Kelsey Rudsinski  
Larissa Speerstra  
Kelsey Thompson  
Josh Urness  
Ashley Weiss

### Honors (3.5-3.74)

Devon Bauer  
Joshua Hallock  
Kelli Klevgard  
Brandon Olson  
Mariah Peterson  
Tairen Przybelski-Lisowski  
Molly Serum  
Zack Urness

### Honorable Mention (3.25-3.49)

Kelsey Burr  
Ben Guenther  
Danica Long  
Nathan Middleton  
Abigail Plank  
Jordan Reidt



## For Parents

### SCHOOL DISTRICT OF GILMANTON CONFIDENTIALITY OF PERSONALLY IDENTIFIABLE INFORMATION OBTAINED THROUGH CHILD FIND ACTIVITIES

The School District of Gilmanton is required to locate, identify, and evaluate all children, with disabilities, including children with disabilities attending private schools in the school district, and homeless children. The process of locating, identifying, and evaluating children with disabilities is known as child find. This agency conducts the following child find activity each year: **Child Development Day**. This notice informs parents of the records the school district will develop and maintain as part of its child find activities. This notice also informs parents of their rights regarding any records developed.

The school district gathers personally identifiable information on any child who participates in child find activities. Parents, teachers, and other professionals provide information to the school related to the child's academic performance, behavior, and health. This information is used to determine whether the child needs special education services. Personally identifiable information directly related to a child and maintained by the school is a pupil record. Pupil records include records maintained in any way including, but not limited to, computer storage media, video and audiotape, film, microfilm, and microfiche. Records maintained for personal use by a teacher and not available to others and records available only to persons involved in the psychological treatment of a child are **not** pupil records.

#### **The school district maintains several classes of pupil records.**

"Progress records" include grades, courses the child has taken, the child's attendance record, immunization records, required lead screening records, and records of school extra-curricular activities. Progress records must be maintained for at least five years after the child ceases to be enrolled.



**The school district maintains several classes of pupil records.**

- ""Behavioral records" include such records as psychological tests, personality evaluations, records of conversations, written statements relating specifically to the pupil's behavior, tests relating specifically to achievement or measurement of ability, physical health records other than immunization and lead screening records, law enforcement officers' records, and other pupil records that are not "progress records." Law enforcement officers' records are maintained separately from other pupil records. Behavioral records may be maintained for no longer than one year after the child graduates or otherwise ceases to be enrolled, unless the parent specifies in writing that the records may be maintained for a longer period of time. The school district informs parents when pupil records are no longer needed to provide special education. At the request of the child's parents, the school district destroys the information that is no longer needed.

- "Directory data" includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received, and the name of the school most recently previously attended by the student.

**"Pupil physical health records" include basic health information about a pupil, including the pupil's immunization records, an emergency medical card, a log of first aid and medicine administered to the pupil, an athletic permit card, a record concerning the pupil's ability to participate in an education program, any required lead screening records, the results of any routine screening test, such as for hearing, vision or scoliosis, and any follow-up to the test, and any other basic health information, as determined by the state superintendent. Any pupil record relating to a pupil's physical health that is not a pupil physical health record is treated as a patient health care record under sections 146.81 to 146.84, Wisconsin Statutes. Any pupil record concerning HIV testing is treated as provided under section 252.15, Wisconsin Statutes.**

**The Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), and section 118.125, Wisconsin Statutes, afford parents and students over 18 years of age ("eligible students") the following rights with respect to education records:**

- **The right to inspect and review the student's education records within 45 days of receipt of the request. Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. The school district will comply with the request without unnecessary delay and before any meeting about an individualized education program, or any due process hearing, and in no case more than 45 days after the request has been made. If any record includes information on more than one child, the parents of those children have the right to inspect and review only the information about their child or to be informed of that specific information. Upon request, the school district will give a parent or eligible student a copy of the progress records and a copy of the behavioral records. Upon request, the school district will give the parent or eligible student a list of the types and locations of education records collected, maintained, or used by the district for special education. The school district will respond to reasonable requests for explanations and interpretations of the records. A representative of the parent may inspect and review the records.**

The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask [Name of] School District

- to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record, the district will notify the parent or eligible student of the decision and the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- **The right to consent to disclosures of personally identifiable information in the student's education records, except to the extent that federal and state law authorize disclosure without consent.** The exceptions are stated in 34 CFR 99.31, Family Educational Rights and Privacy Act regulations; Sec. 9528, PL107-110, No Child Left Behind Act of 2001; and section 118.125(2)(a) to (m) and sub. (2m), Wisconsin Statutes. One exception that permits disclosure without consent is disclosures to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Also the district discloses "directory data" without consent, unless the parent notifies the district that it may not be released without prior parental consent.

**The right to file a complaint with the U. S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.** The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605.

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# CHILDREN AT RISK POLICY

SCHOOL DISTRICT OF GILMANTON

CHILDREN AT RISK POLICY AND PROCEDURES

ADOPTED BY THE BOARD OF EDUCATION ON

OCTOBER 17, 1988

REVISED ON NOVEMBER 6, 1991

REVISED JUNE 1994

REVISED JULY 2000

## CHILDREN AT RISK INTRODUCTION

Accounts of juvenile crime, suicide, child abuse, alcohol and other drug problems and teenage pregnancy are frequently found in the news media.

In Wisconsin, many children who are affected by these problems attend public schools. These children are expected to be attentive, to complete assignments, to learn in traditional classroom settings, to earn credits needed to graduate from high school, and hopefully, enter the work force and society in general, as well prepared as their peers who have not experienced similar problems. Some children are capable of coping with these problems and do succeed; however, others do not.

If these troubled children are to succeed, our schools must improve their capability to instruct these children who are more difficult to reach, who likely demonstrate little or no interest in learning and achieving, who are truant, and are likely to leave school before graduation. THESE CHILDREN ARE AT RISK. At risk implies not being able to fully benefit from the educational process, not earning a high school diploma, or attaining self-sufficiency, not capable of fulfilling civic responsibilities as a productive member of society.

Children at risk come from all segments of society. They may be rural or urban; they may be affluent or poor. These children are burdened with problems, which result in their exhibiting behaviors or attitudes, which likely will jeopardize their education and eventual graduation from high school.

## PROBLEM DEFINITION

Many school children have personal, social, health, or educational problems, which seriously interfere with their learning, school attendance, achievement, progress toward graduation, or preparation for employment. They lag behind their classmates in almost all phases of learning, are truant, manifest inappropriate behavior, face suspension or expulsion, and likely will drop out of school before they receive a diploma. If they are not helped, many are doomed to a lifetime of failure and both they and society will pay an enormous cost for that failure.

## POLICY

In following the School District of Gilmanton philosophy of meeting the educational needs of all students the District recognizes that some students are "at risk" of not completing their public school educational program.

Children at risk means pupils in grades 9-12 who are one or more years behind their age group in the number of credits attained or in grades 5-12 who are two or more years behind their age group in basic skill levels AND WHO ARE ALSO ONE OR MORE OF THE FOLLOWING: 9-12 who are absent in any school semester for more than 14 days or grades 5-8 who are absent in any school semester for more than 9 days; dropouts; parents; or adjudicated delinquents.

The School District will make a concerted effort to identify these students at the earliest possible time and establish a written plan of intervention to prevent premature exit from school in accordance with Wisconsin State Statute 118.153.

Legal references:

WI Statute 118.153

WI Statute 121.02 (I) (N)

PI 25

## STAFF RESPONSIBILITIES

The School District of Gilmanton appoints the Guidance Counselor as the At-Risk Coordinator to coordinate and develop a plan to serve students who are at risk. The coordinator is responsible for district planning, reporting, coordinating, and monitoring the At-Risk Program along with evaluating the program's effectiveness.

The School District of Gilmanton At-Risk Advisory Committee is comprised of the following personnel: The Principal, the Elementary Building Coordinators, the Guidance Counselor, a District Employed EEN Teacher, the School Nurse, and the CESA #10 At-Risk Coordinator.

The building Principal/Coordinator is responsible for coordinating the building at-risk program, assisting in the screening and referral process to identify at-risk children, coordinating student assessment, coordinating building-level meetings regarding the student programs, monitoring student progress, assisting in staff development regarding at risk programming, and providing input to the District At-Risk Coordinator.

## Children at Risk

18.153 Wisconsin Statutes

As Amended by 1999 Wisconsin Act 123

Title

Children at risk of not graduating from high school.

Definition

Pupils in grades 5-12 who are at risk of not graduating from high school because they failed the high school graduation test under 118.30(1m)(d), are dropouts, or are two or more of the following:

- \*One or more years behind their age group in the number of credits attained,
- \*two or more years behind their age group in basic skill levels,
- \*habitual truants, as defined in 118.16(1)(a)
- \*parents,
- \*adjudicated delinquents,
- \*8<sup>th</sup> grade pupils whose score in each subject area on the examination administered under

118.30(1m)(am)1. was below the basic level, 8<sup>th</sup> grade pupils who failed the examination under 118.30(1m)(am)2. and 8<sup>th</sup> grade pupils who failed to be promoted to the 9<sup>th</sup> grade.

## INITIAL SCREENING AND REFERRAL FOR AT-RISK STUDENTS

The designated at-risk staff person within each building:

- coordinates the academic review of student records, encompassing grades, delinquent credits, and standardized test scores, for example, one or more failures in required math or reading courses or scoring in the last quartile on a standardized math or reading test. (see Appendix B)
- completes or receives Non-EEN referral form (Appendix B) and fill out at-risk student profile (Appendix D)
- completes parent notification form (Appendix C)
- conducts the team conference with parents/guardian to review the at-risk student profile (Appendix D).
- develops an individualized plan with parents, the student (if desired), and building team. The plan shall specify how the student's needs will be met through curricular modification, alternative programs, remedial instruction, parental involvement, and other district/community resources (Appendix E).
- implements the plan in accordance with the time-lines determined at the meeting and will designate a case manager to monitor student progress.

Case manager- K-6 Classroom Teacher

7-12 Designated Teacher or Counselor

monitors student progress and conducts follow-up meetings with the parents and student as needed, related to their satisfactory/unsatisfactory progress toward promotion to the next grade or graduation.

## CURRICULUM MODIFICATIONS, ALTERNATIVE PROGRAMS REMEDIAL INSTRUCTION

Providing for children at risk in terms of the School District of Gilmanton curriculum may necessitate modifications in the existing curriculum. Accommodating the learning style of students at risk only serves to reaffirm our educational commitment to meet the individual needs of all students. (Appendix F).

A host of opportunities exist for planning remedial instruction, including but not limited to chapter I services, EEN resources, peer tutoring, individualized instruction, and specialized training programs.



#### COMMUNITY SUPPORT SERVICE PROVIDERS

A wide array of community support services exists to assist in planning for children at risk. Appendix G lists several resources that exist in our community for various grade-levels.

#### COORDINATION WITH EXISTING PROGRAMS/SERVICES

The School District of Gilmanton has already provided a host of programs and services, which may enable children, which would be considered at risk, to succeed. Appendix H is one example of the range of opportunity afforded most youth. The planning process for children at risk affords us the unique opportunity to communicate and coordinate in an interdisciplinary fashion. This resulting communication should insure a more effective learning environment for all students.

#### COORDINATION WITH EXISTING PROGRAMS USING THE WI DEVELOPMENTAL GUIDANCE MODEL FOR CHILDREN AT RISK PLANNING

The state of WI DPI has developed a guidance model, Comprehensive Developmental School Guidance Programming K-12, -A WI Model (WDGM). The WDGM was evolved from beliefs that the learning needs, the personal/social needs, and career development needs of students can be more effectively met through a k-12 guidance program that systematically and comprehensively stress developmental stages which pupils experience as they progress through the educational system.

Schools in general, and guidance programs, specifically, must be structured to anticipate the personal/social, career and educational needs of students, especially those of at risk children, and ensure that those needs are met. Such an approach stresses the prevention of problems by providing students with age and grade appropriate skills and information through classroom instruction, group interaction, and individual counseling.

#### MONITORING STUDENTS' PROGRESS

The effectiveness of any plan lies in the evaluation of its outcome. Several means exist for monitoring the on going success of individual at risk plans at various levels, but the "bottom line" criteria must be considered for success; i.e. improved attendance, passing grades, fewer disciplinary referrals, etc. all of these factors point to positive progress for the at risk student. (Appendix I)

#### REPORTING FOR COMPLIANCE

School districts which qualify for children at risk funding are required to file their at risk plan with the DPI. To assist us in our district plan, the DPI has a checklist of components. (Appendix J)

#### EXPANDED DEFINITIONS

The School District of Gilmanton expanded the children-at-risk definition to meet local district needs. The definition was adopted by the Board of Education on November 6, 1991. The expanded definition of children-at-risk includes students whom:

- Are under court and/or Human Services supervision.
- Have been or are involved in an AODA or other extended treatment program.
- Have two or more deficiencies in a quarter or one or more failures in a semester.
- Are experiencing family trauma.

## FAMILIES AND STUDENTS IN TRANSITION

Do you know a student or family that may be in need of assistance? Many families in Wisconsin have found themselves to be families in transition without a place to call home. Our school district is committed to assisting all homeless students receive the best education possible. The McKinney-Vento Act defines homeless children and youth (twenty-one years of age and younger) as:

- Children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are:
  - sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as double-up);
  - living in motels, hotels, trailer parks, or camping grounds due to lack of alternative, adequate accommodations;
  - living in emergency or transitional shelters;
  - abandoned in hospitals; or
  - awaiting foster care placement.

- Children and youth who have a primary nighttime residence that is a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children who qualify as homeless because they are living in circumstances described above.

If you are personally aware of or are acquainted with any children who may qualify according to the above criteria,

Please contact William D. Perry, Homeless Liaison for the Gilmanton School District for additional information about the educational rights of homeless students. Mr. Perry can be reached at 715/946-3158.

**All information will be kept confidential.**

## **DISTRICT PROCEDURES FOR ENROLLING AND EDUCATING HOMELESS YOUTH**

The School District of Gilmanton will ensure that homeless children and youth are provided with equal access to educational programs, have an opportunity to meet the challenging state academic standards, and are not segregated on the basis of their homeless status. They shall be provided services comparable to services offered other children in the district including transportation services, education services for which the student meet the same eligibility criteria (e.g., special education, Title I, gifted and talented), career and technical education programs, and school nutrition programs. No homeless student shall be required to attend a separate school or program for homeless children. Furthermore, it is the intent of the district to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

The district will:

- Designate a homeless liaison.
- Identify and immediately enroll any homeless child or youth (preschool to grade 12), even without academic or medical records.
- Continue children or youth in their "school of origin" for the duration of their homelessness.
- Inform parents/guardians of the educational rights of their children.
- Provide transportation, at the request of the parent, to the school of origin.
- Ensure no barriers exist (for example, residency requirements, lack of transportation or school fees) for full educational participation.
- Develop partnerships with community agencies to identify and assist with basic services for homeless families, children, and youth.
- Ensure homeless students are not segregated or stigmatized.

The McKinney-Vento Act defines homeless children and youth (twenty-one years of age and younger) as:

- Children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are:
  - sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as double-up);
  - living in motels, hotels, trailer parks, or camping grounds due to lack of alternative, adequate accommodations;
  - living in emergency or transitional shelters;
  - abandoned in hospitals; or
  - awaiting foster care placement.
- Children and youth who have a primary nighttime residence that is a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children who qualify as homeless because they are living in circumstances described above.

When a homeless student enrolls, the following procedures shall be followed:

1. The student and/or guardian shall be informed of their choice of schools. The student shall be allowed to continue his/her education in the school of origin for the duration of the homelessness or placed in the school that other children living in the same attendance area attend.
2. The student shall be enrolled immediately, even if records normally required for enrollment are not available.
3. The student shall be placed in an appropriate grade level using the same procedures that are used to place other children. Educational programming and services shall be provided for the student consistent with legal requirements and established district policies and procedures.
4. Once enrolled, homeless students shall have the same rights and privileges as non-homeless students and shall be subject to the same school rules and regulations.

If a dispute arises over school selection or enrollment, the following procedures shall be followed:

1. The homeless student and/or guardian shall be referred to the district's Homeless Liaison who will carry out the dispute resolution process outlined by the Department of Public Instruction.
2. The student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute.

The School District of Gilmanton is committed to providing the best education possible for every student in the district.



# Proposed Basketball Co-op Between Gilmanton and Independence



As many of you may have heard, talks have begun between Gilmanton and Independence schools about a proposed co-op between their boys' and girls' basketball programs. There are many issues that must be resolved before this could happen, but a joint committee has been formed and is discussing the issue. Members representing the Gilmanton School District are district administrator Bill Perry, school board member Tammi Olson, school board member Daren Bauer, athletic director Tony Perry, head girls' coach Jamey Davis, and head boys' coach Kory Rud. Independence committee members include district administrator Dave Laehn, school board member Lori Glauert, athletic director Barry Schmitt, head girls' coach John Zilla, and head boys' coach Darin Gray. The goal of the committee is to have a tentative plan in place by April 1<sup>st</sup> of this year. At that time, the committee would like to host open meetings where members of both communities would have the opportunity to voice their opinions and concerns. Obviously, there are various questions that have arisen from both communities. To avoid any confusion and aid in quality communication, some of the most common questions and short answers from the to each are listed below. All of the information is the product of discussions among the co-op committee members.

## **Common Questions Concerning the Proposed Basketball Co-op**

### 1. Why is there a need for a basketball co-op at this time?

The co-op is being considered to counteract the effects of low numbers in the programs and to increase the overall competitiveness of both the Gilmanton and Independence programs. Although the number of basketball participants from both schools may fluctuate from year to year, the future projections show a fairly steady decline in the number of overall participants from both schools. By combining both programs, the overall competitiveness of each program will increase and will ensure the future viability of the basketball programs of both schools. More importantly, the players will be given the opportunity to play at their proper levels. Whether it is at varsity, junior varsity, or C-team, the players will get to compete against other players that match their age and/or ability.

### 2. When would the proposed co-op go into effect?

It is the consensus of the committee that there are too many details to work out in order for the co-op to go into effect next year. If it were to go into effect, the committee is looking at the 2011-2012 school year.

### 3. Where will the games be played?

Both the girls' and boys' home games would be shared between the Gilmanton and Independence gyms.

### 4. What will be our identity?

It is the goal of the committee to try and maintain a sense of identity for both school districts. Several options have been discussed. These options range from creating a new mascot to sharing our existing uniforms. For the latter option, a method of sharing the purple and red colors for away games would have to be worked out.

### 5. What would be the practice guidelines?

The consensus of the committee is to have the boys and girls practicing at the same time by utilizing both gyms. There are obvious transportation issues to work out, but the practices that can go as late as 7:30 would be eliminated.

### 6. What is the criteria for a co-op athletic program?

Any co-op requires a minimum of a two-year commitment. For this co-op to go into effect, it must be accepted by both school boards. It must then be approved by the Dairyland Conference Principals. Finally, the application must be filed with the WIAA by April 1<sup>st</sup>. In terms of our conference and WIAA divisional placement, our enrollment would be the sum of both school's individual enrollments.

7. How would this co-op differ from the already existing co-op sports programs between IHS and GHS?

This co-op would be more of a true, shared program with both schools hosting games and practices. In the other co-op athletic programs, 100% of the games and practices are hosted by only one of the schools.

8. What grade levels would this affect?

The committee is looking only at a high school commitment at this time.

9. What would be the financial impacts to each district?

Obviously, more research has to be done to determine the exact financial impacts to each district; however, the shared cost of a cooperative program is normally less than the cost of a stand-alone program.

10. How can someone offer feedback to the committee?

The committee is offering three options: 1) Post your comments on the school’s home page. 2) The e-mail addresses of most of the committee members can be found on their respective school home page. 3) A drop box will be set up on February 12<sup>th</sup> when the Gilmanton boys visit Independence and on February 19<sup>th</sup> when the Independence girls visit Gilmanton. In the drop boxes, interested community members can place written questions, comments, or suggestions for the committee to consider at future meetings.

# Gilmanton Basketball Participation

## Numbers and Projections

(13 Boys and 17 girls 2009-10– this year)

Boys				
	2010-11	2011-12	2012-13	2013-14
12	3	5	3	4
11	5	3	4	7
10	3	4	7	3
9	4	7	3	1
Total	15	19	17	15

Girls				
	2010-11	2011-12	2012-13	2013-14
12	5	4	4	3
11	4	4	3	2
10	4	3	2	5
9	3	2	5	10
Total	16	13	14	20

Total number of boys and girls in each grade 2009-10 (#) actually participating in BB this year		
Grade s	Boys	Girls
8	6 (4)	5 (3)
7	8 (7)	2 (2)
6	6 (3)	7 (5)
5	4 (1)	12 (10)
4	5	5
3	9	7
2	2	11
1	10	5
K	3	12

# School Board Election Tuesday, April 6, 2010

**SCHOOL DISTRICT OF GILMANTON**

**OFFICIAL  
SCHOOL BOARD BALLOT**

NOTICE TO ELECTORS: This ballot may be invalid unless initialed by two (2) election inspectors. If cast as an absentee ballot, the ballot must bear the initials of the municipal clerk or deputy clerk.

To vote for a candidate whose name is printed on the ballot, mark a cross (X) in the square at the RIGHT of the name of the candidate for whom you desire to vote. To vote for a person, whose name does not appear on the ballot, write the name in the blank space provided for the purpose and mark a cross (X) in the square at the RIGHT of the name of the candidate.

School Board Member at Large Vote for not more than (2) two

- Martin Hallock.....
- Daren Bauer.....
- .....
- .....

-SAMPLE-

School District of Gilmanton  
Official School Board Ballot  
For

Town of \_\_\_\_\_

Tuesday, April 6, 2010

Ballot issued by

\_\_\_\_\_  
Initials of Ballot Inspector

\_\_\_\_\_  
Initials of Ballot Inspector

Absent Elector's Ballot issued by

\_\_\_\_\_  
Initials of Town Clerk or Deputy Clerk

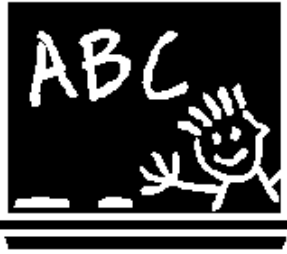
Certification of Elector Assistance

I certify that the within ballot was marked by me for Elector, who is authorized under the law to have assistance upon request, and as directed by the elector.

\_\_\_\_\_  
Signature of Assisting Individual

# CHILD DEVELOPMENT DAY

Tuesday,  
March 30<sup>th</sup>  
at



Gilmanton  
Elementary  
School

2:00 – 6:00 p.m.

For all 2, 3 & 4 year old Gilmanton  
School District Residents & Their Parents

### Western Dairyland Head Start

Will Conduct Vision & Hearing Screening  
**Buffalo County Birth - 3**  
Information Will Be Available

By appointment only - please call 946-3158  
to schedule or for more information.

## Co-Op Basketball Survey

Go to the school website

*www.ghs.k12.wi.us*

to complete the co-op  
basketball survey.



School District of Gilmanton  
S889 Larson Rd, P.O. Box 28  
Gilmanton, WI 54743-0028

Address Service Requested

Non-Profit Organization  
U.S. Postage Paid  
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Gilmanton, WI 54743

Boxholder  
Gilmanton, WI 54743