

**SCHOOL DISTRICT  
OF  
RHINELANDER**

**STRATEGIC PLAN  
2012-2014**

**“Secure the Future”**



## SCHOOL DISTRICT OF RHINELANDER

### STRATEGIC PLAN 2012-2014 "Secure the Future"

Schools play a central role in the economic development of a community. Together, we are aggressively responding to significant changes in 21st Century public education. Our economy has fewer and fewer places where students who have not reached their potential can find work at a living wage or acquire the skill-set needed to work for our employers.

The stakes are high and failure is not an option.

The Rhinelander community came together to "**Build the Future**". Now, we must work together to "**Secure the Future**".

**Secure the Future** reflects our passion for continued excellence, our commitment to being a partner in the economic and cultural advancement of our community, our mission to reinvent ourselves by adapting to a dynamic educational climate, and our effort to create excitement and support among Hodag alumni and friends to help us achieve our goals.

**Secure the Future** relies on financial stability through the increased competitiveness of Rhinelander. In order to support a financial framework which provides dynamic programming, high quality facilities and an exceptional faculty and staff, the School District needs to attract students and staff, retain high quality teachers and promote growth through financial efficiencies and securing our revenue stream.

**Secure the Future** focuses on a high level of community involvement and partnerships.

**Secure the Future** identifies an overall plan to become a top-rated school district in the state through successful academics for all students, a respectful working relationship between administrators and teachers, a thriving brand for the school and progress for the community. This, in turn, will make the Rhinelander area a more attractive place to live, raise a family, work and retire.

#### **Assumptions and Beliefs**

We know that effective education must have the learner as its focus;  
We know that students have unique abilities and needs that require variation of instruction;  
We know that a positive learning environment is caring, safe, and assures the dignity of everyone; and,  
We believe in excellence and equity in educating all students for life-long learning.

#### **Mission Statement**

The mission of the School District of Rhinelander (SDR) is to prepare all students to be college or career ready upon graduation.

#### **Belief Statements**

**We Believe** curriculum must be directly correlated to the Wisconsin State Academic Standards and District benchmarks.

Curriculum lays the foundation for implementation of research-based best practices in instruction and assessment.

- Learning styles of students and their multiple intelligences must be addressed in the approaches used to deliver curriculum.

- Curriculum scope and sequence must align and flow within each content area, as well as between grade levels and teachers.
- Curriculum must be engaging, relevant, and rigorous to promote student success.
- Curriculum must be appropriate for the grade level benchmarks.
- Learning objectives and goals must be addressed at the beginning of the lesson and posted in the room to keep the learning focused.

**We Believe** instruction must guide the learning goal and essential questions, thereby serving as the connecting link between curriculum and assessment.

- Lesson design and delivery incorporates differentiated instruction based on students' readiness, ability levels, learning styles, and instructional interests.
- Instruction must prepare students for the 21st Century Learning Standards.

**We Believe** assessment must be directly correlated to learning goals and essential questions, thereby measuring student performance relative to academic standards and benchmarks.

- Formative Assessments will provide feedback for teachers to determine the pace and method in lesson design and delivery, as well as providing feedback for students to measure growth and performance while taking ownership of their learning.
- Multiple and various assessments will provide data for reporting student learning through a variety of methods (performances, projects, rubrics, tests, etc.) to engage, motivate, and celebrate success.

**We Believe** that developing positive relationships with all stakeholders is an essential component of a successful learning community.

- Schools must provide a safe and inviting climate where all stakeholders feel valued and students enjoy learning.
- Staff members must provide a supportive learning environment where students are engaged and take ownership of their own learning.
- Staff members must create an atmosphere where students feel a sense of belonging and are confident that they can succeed.
- Staff members must strive to build and maintain positive relationships with students, parents, administrators, other teachers, and with all stakeholders within the community.

**We Believe** communication is essential for all stakeholders because it is the foundation for building trust.

- Free-flowing and effective communications will be used to facilitate trusting relationships among all stakeholders.
- Communication will be used to promote the district efforts and showcase its successes, and directly acknowledge the areas where it needs to improve.
- District decisions will be informed and will be based on accurate data and research-based best practices, and will be communicated to all parties.

**We Believe** that resource allocation must be consistent with and supportive of the district’s beliefs regarding curriculum, instruction, and assessment.

- Resource allocation must ensure a safe environment where students feel valued.
- Resource allocation must be based on the district’s commitment to closing the achievement gap.
- Resource allocation must ensure curriculum and instruction that is rigorous and relevant.
- Resource allocation must focus scarce resources on the academic core.
- Resource allocation must reflect the courage of the district leadership to make difficult decisions that support the best interests of the students of the district.

**We Believe** that acquiring external financial resources, enhancing public financing, and in-kind partnerships, along with prudently allocating district funds is essential in developing academic innovation and building secure and trusting relationships.

- Secure alternative resources to supplement facilities and programs and to develop economic and career opportunities that support graduates and attract families.
- Secure mutually beneficial community partnerships to support economic development and local prosperity.
- Secure community stability and develop economic and career opportunities that support high school graduates and attract families.

**Secure the Future Goals:**

- **Control Our Destiny Through Effective and Efficient Financial Planning**
- **Provide Competitive Opportunities for All Students to be Successful**
- **Secure a Trusting School/Community Atmosphere Through Effective Communication and Relationships**
- **Brand and Market Rhinelander Schools as a Premier Choice for Education and Achievement**

**CONTROL OUR DESTINY THROUGH EFFECTIVE AND EFFICIENT FINANCIAL PLANNING**

**Objective 1 – Promote Financial Stability of the District**

1. Promote financial stability of the School District of Rhinelander (SDR) versus other districts through bond rating and other efficiencies, and how SDR can become stronger in the future.
  - Action Step: Provide SDR enrollment history (Attachment 1 a), previous budget reductions (Attachment 1 b), and bond rating (Attachment 1 c)
2. Provide easy to read and easily accessible financial overviews on a regular and timely basis to the community
  - Action Step: Review revenue limit (what SDR receives each year from state aid and taxes) (Attachment 2), review all sources of revenue and where derived (Attachment 2 a), review tax levy history showing increases and decreases (Attachment 2 b) Note: Property values have increased but state aid has decreased which leads to less financial support for SDR.
  - Action Step: Compare SDR versus other districts and review revenue limit per student (how much revenue SDR receives per student) and expenditures per student (how much it costs to pay per student) (Attachment 3 a, 3 b), and enrollment projections (Attachment 3 c). Due to the efficiency of

paying for costs to educate, and receiving more grants per the numbers of students added, the SDR's overall revenue will increase with higher enrollment, which will help lead to greater financial stability. Note: Enrollment is starting to stabilize versus the sharp decline the past few years. Therefore, the objective is to increase enrollment in the future.

- Action Step: Explain future revenue and expenses, budget surplus or shortfalls, and options for solutions. (Attachment 4)
  - In summary, as long as property values increase and state aid decreases, and enrollment is flat to down, the budget cuts will continue. Solutions include: Continued cut backs; referenda to maintain current education and operational standards; and/or, increase enrollment to receive more revenue per student and maximize the efficiency of SDR's costs per students from grants and remaining state aid.
3. Create a short-term strategy to address budget deficit and solutions, as well as investment priorities in the District. – *Strategic Plan today 2012-2014.*
  4. Create a long-term strategic plan which sets measurable goals to sustain financial stability through a long-term budget, school assets and configuration overview and operating efficiencies.
    - Action Step: School Board will work with Administration to implement a long-term plan by 2015 for building configuration, budget priorities, larger investment in grant writing, and, if needed, referenda.
    - Action Step: Work to strengthen Oneida/Vilas County School Board coalition to create better representation in Madison.

#### **Objective 2 – Create Enrollment Strategy**

1. Based on the facts that long-term enrollment trends will stabilize and may slightly increase, and Rhinelander benefits financially with higher enrollment: Create an enrollment strategy to help in financial stability and community.
  - Action Step: Show background of open enrollment and set target to increase open enrollment from other districts and how enrollment benefits SDR. Note: If SDR promotes the teachers, staff, technology, facilities and options accordingly, SDR should gain more students than it loses. (Attachment 5)
  - Action Step: Show background of virtual schools and online districts, and set target to increase enrollment and retain SDR students through increased participation in our own virtual program and how enrollment benefits the District.
  - Action Step: Show background of graduation rates and set objectives to increase graduation rates and how enrollment benefits District. (Attachment 6)
  - Action Step: Show background of home-schooled rates and openly communicate with home-schooled families to enrich home-school experiences. (Attachment 7)
  - Action Step: Show partnerships with local schools and how enrollment can benefit the schools and community.

### **PROVIDE 'COMPETITIVE' OPPORTUNITIES FOR ALL STUDENTS TO BE SUCCESSFUL**

#### **Objective 1 – Increase student involvement and show measurable data for progress**

- Action Step: Maintain 95% daily student attendance.
- Action Step: Increase student involvement in co-curricular activities.
- Action Step: Monitor education indices as compared to other districts to be able to rank SDR as one of the leaders in the area.

#### **Objective 2 – Provide innovative educational opportunities to ensure that academic success is attainable for all students.**

- Action Step: Differentiate instructional opportunities to meet the needs of all students through targets and how they are accomplished.
- Action Step: Develop the Career Pathways concept.

- Action Step: Provide staff development that focuses on a variety of instructional methods and require monitoring and reporting.
- Action Step: Recognize innovative teachers/support staff/administrators. Involve students in the process of celebrating innovation.

**Objective 3 – Create a school culture in which students are motivated to learn.**

- Action Step:
  - Check and Connect (K-12)
  - PBIS (Positive Behavior Interventions and Supports)
  - SEL (Social and Emotional Learning)
  - Peaceful Playground
  - Peaceful Bus
  - Atti-dudes Program
  - Advisories
  - Discipline Plan (K-8)
  - RtI (Response to Intervention)

**Objective 4 – Increase parent involvement in their child’s educational experience.**

- Action Step:
  - Increase family involvement opportunities
  - Increase content on the District’s website
  - Alert Now messages
  - PowerSchool information
  - Flexibility in scheduling
  - Conferences

**Objective 5 – Increase the number of students who come to school prepared to learn.**

- Action Step: Introduce parents to community resources through parent/teacher conferences and a variety of meetings that will be held at the schools.
- Action Step: Distribute to all parents “10 Qualities of Children Who Do Well in School.”

**Objective 6 – Combine community and school resources to strengthen the educational environment.**

- Action Step: Maintain and grow relationships with SDR partners, i.e. Partners in Education (PIE), Workforce Readiness Committee, etc.
- Action Step: Survey/inventory community to determine community needs and resources available.
- Action Step: Develop promotional/marketing materials to distribute and to present to future community members, focusing on the strengths of our schools and our community.
- Action Step: Establish Senior/Community days at schools to promote intergenerational relationships.

**GOAL: SECURE A TRUSTING SCHOOL/COMMUNITY ‘ATMOSPHERE’ THROUGH EFFECTIVE COMMUNICATION AND RELATIONSHIPS**

**Objective 1 – Improve the ‘Atmosphere’ between the School District administration, staff, and community schools**

- Action Step: Improve communications by sending out weekly emails to all district employees from Superintendent/Administration to update upcoming events and progress at SDR. Currently, there are three board or board committee agenda packets and three meeting summaries per month posted on the website for all employees.
- Action Step: Meet monthly with Administration and Teacher leaders to discuss internal issues in the district and how to improve for all schools.
- Action Step: Establish intranet for internal communications.
- Action Step: Promote an environment of trust and inclusion which embody the following:
  - a. accurate, free-flowing information;
  - b. opportunities for dialogue;

- c. clear understanding of roles; and,
- d. mutual respect
- Action Step: Improve the distribution of information and board highlights, and similar documents reflecting decisions made by the management team, to all staff in a timely matter.
- Action Step: Promote first-hand communication between and among staff and district management.
- Action Step: Hold regular staff meetings.

**Objective 2 – Create opportunities for inclusion in decision-making.**

- Action Step: Host focus groups and public forums to collect ideas from constituents on relevant policy issues. Expand ability to participate online.
- Action Step: Improve communication for issues as they arise - while there is still time to take action.
- Action Step: Provide background material that will support discussions prior to decision-making sessions.
- Action Step: Provide non-threatening opportunities for staff to give input and express concerns.
- Action Step: Report outcomes of requests for suggestions and/or feedback.
- Action Step: Provide opportunities for staff to develop agenda items for staff meetings.

**Objective 3 – Establish a central location to serve as the "clearing house" for general information and to direct specific inquiries to appropriate persons.**

- Action Step: Communicate chain of command.
- Action Step: Share with all staff and make information easily available.

**Objective 4 – Maintain a pro-active communications relationship with the local media and community.**

- Action Step: Create a central communications contact for media.
- Action Step: Distribute press releases and media coverage updates to all staff.
- Action Step: Promote participation at school board committee meetings and school board meetings, when appropriate.
- Action Step: Convey Board of Education meeting content in a timely and comprehensive manner to the community.

**Objective 5 – Provide an on-going means for measuring effectiveness of communications strategies.**

- Action Step: Provide opportunity for feedback on communications materials and methods through a reply device or similar call to action.
- Action Step: Involve end-users in development and evaluation of new communications.

**Objective 6 – Grow the Community Education Program and community involvement with schools.**

- Action Step: Define goals of the Community Education Program.
- Action Step: Define role of the Community Education Program within the District.

**Objective 7 - Make appropriate use of current technologies to advance communications.**

- Action Step: Continue to explore effective and innovative methods of communication.
- Action Step: Ensure adequate technological support for communication systems.
- Action Step: Dedicate computer services support to maintain and address hardware problems.
- Action Step: Provide staff training in use of new technology.
- Action Step: Maintain a dynamic, accurate, and user-friendly district website that expands on highlights presented in district newsletters.
- Action Step: Post detailed information that addresses pertinent issues, decisions, and activities, and recognizes students, staff, and community.
- Action Step: Assure that the SDR website is kept current and up-to-date with a user-friendly format.

**Objective 8: Ensure open, honest, timely and direct school-home-community communication.**

- Action Step: Offer training opportunities to all employees on effective communication techniques and relationship-building.

- Action Step: Briefly cover meeting protocol procedures at the beginning of every Board of Education meeting.
- Action Step: Provide formal and informal opportunities throughout the year for parents to learn about district programs.
- Action Step: Ensure timely delivery of home-school communications.
- Action Step: Acknowledge parent questions and requests in a prompt and professional manner.

**BRAND AND MARKET THE SCHOOL DISTRICT OF RHINELANDER  
AS A PREMIER CHOICE FOR EDUCATION AND ACHIEVEMENT**

**Objective 1 – Develop a unique brand to differentiate SDR from other districts**

- Action Step: Identify the strengths of SDR and community and have one unified voice through the “Brand” of the district.
- Action Step: Differentiate SDR and community versus other districts through its brand.
- Action Step: Produce all materials internally and externally with this messaging to help in communication, pride and atmosphere, and share the unified goal through the brand.

**Objective 2 – Improve competitiveness of SDR to become one of the top-rated in the region**

- Action Step: Show measurable data on how Rhinelander schools are different and better versus surrounding districts. (Examples: Curricular options, specialized staff, co-curricular opportunities, differentiated instruction to meet student needs at all levels, advanced placement courses).
- Action Step: Publish comparisons of test scores – how SDR is improving versus Great Northern Conference, CESA, and State. (Attachment #12) - School Facts & WI Taxpayers Alliance publications

**Objective 3 - Promote SDR as the school district of choice.**

- Action Step: Promote specialized learning options, i.e. online classes and virtual classes.
- Action Step: Continue to build upon Hodag Pride e-newsletter promoting SDR and supporting the community. (Example: Links on the Chamber of Commerce site and other sites in an effort to support SDR.)
- Action Step: Send targeted specific messages as to why the community and SDR are best to educate children, grow families, locate businesses, retire, and partner together.
- Action Step: Work with PI (Partners in Education), Rhinelander realtors, Rhinelander Area Chamber of Commerce, and local businesses to have brochures, handouts and branded materials on why Rhinelander schools are the choice of the state.



Attachments  
School District of Rhineland  
2012-2014 Strategic Plan



# MISSION STATEMENT

The Mission of the  
School District of Rhineland  
is that all Students will be  
College or Career Ready  
Upon Graduation

# Enrollment

The WI Department of Public Instruction (DPI), requires that all schools in Wisconsin report two student counts per year. One count on the 3<sup>rd</sup> Friday in September and the second one is on the 2<sup>nd</sup> Friday in January. The 3<sup>rd</sup> Friday count is used to determine the revenue limit\*.

- \* Revenue Limit = The maximum amount of money that a district can receive from property taxes and state aid.

# 3<sup>rd</sup> Friday Counts

## (3<sup>rd</sup> Friday in September)

1998	<u>EC</u>	<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>	
Cassian		16	12	13	18	17	19								95
Central		34	39	36	35	33	44								221
Crescent			35	43	40	43	45								206
Newbold			28	16	20	18	30	19							131
Pelican			32	37	34	44	31	51							229
Pine Lake			32	50	48	35	41	42							248
South Park	31	38													69
West		42	38	41	38	42	45								246
JWJHS								272	288	280					840
RHS											332	291	272	256	1151
<b>TOTAL</b>															<b>3436</b>
1999	<u>EC</u>	<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>	
Cassian		11	16	12	13	15	19								86
Central		37	39	47	42	42	37								244
Crescent			39	33	45	46	48								211
Newbold		20	26	17	19	20	31								133
Pelican		44	31	40	34	42	33								224
Pine Lake		32	38	48	43	33	44								238
South Park	25	41													66
West		31	40	39	42	38	47								237
JWJHS								279	257	284					820
RHS											331	323	260	246	1160
<b>TOTAL</b>															<b>3419</b>

# 3<sup>rd</sup> Friday Counts

2000	<u>EC</u>	<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>	
Cassian		14	14	15	15	11	16								85
Central		38	31	36	37	40	43								225
Crescent			38	33	35	45	44								195
Newbold		21	23	29	21	21	23								138
Pelican		29	39	31	38	32	38								207
Pine Lake		48	34	34	46	41	39								242
South Park	21	45													66
West		23	25	41	41	38	35								203
JWJHS								263	270	271					804
RHS											355	342	285	233	1215
<b>TOTAL</b>															<b>3380</b>
2001	<u>EC</u>	<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>	
Cassian		10	13	11	16	13	12								75
Central		31	30	35	34	38	43								211
Crescent			50	37	32	34	44								197
Newbold		22	18	25	30	21	21								137
Pelican		30	28	41	29	34	31								193
Pine Lake		40	47	31	34	44	41								237
South Park	21	31													52
West		32	19	31	37	42	39								200
JWJHS								248	260	270					778
RHS											306	349	296	237	1188
<b>TOTAL</b>															<b>3268</b>

# 3<sup>rd</sup> Friday Counts

2002	<u>EC</u>	<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>	
Cassian		8	10	10	8	17	15								68
Central		28	31	36	31	34	36								196
Crescent			30	47	38	43	35								193
Newbold		17	27	20	27	30	24								145
Pelican		24	33	29	40	35	44								205
Pine Lake		28	45	47	36	39	48								243
South Park	31	32													63
West		28	31	24	34	32	34								183
JWJHS								236	248	256					740
RHS											326	304	301	260	1191
<b>TOTAL</b>															<b>3227</b>
2003	<u>EC</u>	<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>	
Cassian		4	9	11	9	7	15								55
Central		40	34	29	34	35	38								210
Crescent			33	27	51	40	42								193
Newbold		27	13	24	18	24	29								135
Pelican		18	23	31	34	39	35								180
Pine Lake		37	27	40	41	33	33								211
South Park	30	31													61
West		22	31	32	26	36	33								180
JWJHS								240	243	262					745
RHS											319	321	277	254	1171
<b>TOTAL</b>															<b>3141</b>

# 3<sup>rd</sup> Friday Counts

2004	<u>EC</u>	<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>			
Cassian		14	7	16	21	20	18									96	
Central		25	33	36	27	40	33									194	
Crescent	16	62	31	33	34	23	46	36								281	
Newbold		18	28	13	24	19	25									127	
Pelican		33	22	23	33	39	33									183	
Pine Lake		32	37	20	42	37	32									200	
NCSS								28	17	19	12	14	10	10		110	
West		16	23	24	26	24	33									146	
JWJHS								229	208	209						646	
RHS											278	299	300	252		1129	
<b>TOTAL</b>																<b>3112</b>	
2005	<u>EC</u>	<u>4K</u>	<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>		
NCES			21	18	13	15	21	24									112
Central							168	197									365
Crescent	20	81	77	63	82	68											391
Pelican			69	74	75	77											295
NCSS									15	23	17	11	9	11	6		92
JWJHS									193	211	212						616
RHS												283	288	285	307		1163
<b>TOTAL</b>																	<b>3034</b>

# 3<sup>rd</sup> Friday Counts

2006	<u>EC</u>	<u>4K</u>	<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>	<u>Foreign Exchange</u>	
NCES			15	19	17	12	20	25									108
Central							147	163									310
Crescent	28	66	88	68	60	79											389
Pelican		38	69	70	78	76											331
NCSS									21	20	22	16	14	8	13		114
JWJHS									196	187	226						609
RHS												233	264	285	290	20	1092
<b>TOTAL</b>																	<b>2953</b>
2007	<u>EC</u>	<u>4K</u>	<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>		
NCES			20	17	18	18	21	16									110
Central							151	151									302
Crescent	22	96	68	72	68	65											391
Pelican		40	57	65	64	70											296
NCSS									22	22	16	16	10	8	2		96
JWJHS									174	193	182						549
RESA										7	9						16
RHS												258	238	266	283		1045
<b>TOTAL</b>																	<b>2805</b>



# 3<sup>rd</sup> Friday Counts

2008	<u>EC</u>	<u>4K</u>	<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>	
NCES			20	17	17	17	20	16								107
Central							147	151								298
Crescent	21	96	67	72	66	64										386
Pelican		39	56	63	64	69										291
NCSS									22	22	16	16	10	9	2	97
JWMS									174	189	182					545
RESA										7	9					16
RHS												255	236	263	279	1033
<b>TOTAL</b>																<b>2773</b>
2009	<u>EC</u>	<u>4K</u>	<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>	
NCES			18	22	18	17	19	18								112
Central							131	148								279
Crescent	6	88	88	68	67	59										376
Pelican		36	63	59	67	69										294
NCSS									15	21	16	11	14	8	5	90
JWMS									157	171	193					521
RESA										7	12					19
RHS												240	263	243	270	1016
<b>TOTAL</b>																<b>2707</b>

# 3<sup>rd</sup> Friday Counts

2010	<u>EC</u>	<u>4K</u>	<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>	
NCES			16	18	18	16	16	20								104
Central								135	133							268
Crescent	18	96	60	87	60	69										390
Pelican		46	67	59	63	62										297
NCSS									12	16	20	10	10	13	10	91
JWMS									156	147	170					473
RESA										7	8					15
RHS												229	237	249	240	955
<b>TOTAL</b>																<b>2593</b>
2011	<u>EC</u>	<u>4K</u>	<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>	
NCES			21	14	19	18	18	19								109
Central							132	134								266
Crescent	9	100	87	64	88	57										405
Pelican		38	63	72	66	61										300
NCSS									12	8	13	21	12	8	13	87
JWMS									141	164	161					466
RESA										7	3					10
RHS												207	223	238	256	924
<b>TOTAL</b>																<b>2567</b>

# 3<sup>rd</sup> Friday Counts

2012	<u>EC</u>	<u>4K</u>	<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>	
NCES			12	14	15	14	18	16								89
Central							118	138								256
Crescent	10	93	76	86	72	89										426
Pelican		52	62	60	65	68										307
NCSS									9	12	10	9	19	11	10	80
JWMS									149	142	164					455
RESA																
RHS												193	209	217	237	856
<b>TOTAL</b>																<b>2469</b>

# Board-Approved Budget Cuts in 2002-2003

• 20% Building Budgets Cuts	\$345,782
• Technology Budget Over \$600,000.00	\$ 41,169
• Overtime	\$ 25,000
• Wellness	\$ 5,300
• Comprehensive Arts	\$ 2,000
• District's "All Staff Holiday Get-Together"	\$ 2,426
• Maintenance Reduction	\$172,618
• Non-Renewals - 5.2 Full-Time Equivalent (FTE)	\$ 63,752
• Attrition	\$251,030
• Maintenance Reduction	<u>\$ 20,000</u>
<b>Total</b>	<b>\$929,077</b>

# Board-Approved Budget Cuts 2003-2004

• Administrative Drawdowns	\$100,000
• Title I* Staffing Changes	\$ 15,000
• Instructional Budgets	\$ 80,000
• Postpone Maintenance Projects	\$ 40,000
• Out-of-District Travel	\$ 27,800
• Land and Lumbering Plan for the Cedric A. Vig Outdoor Classroom (CAVOC)	\$ 15,000
• Attrition and Cuts	\$300,000
• Food Service - Staffing Changes	\$ 20,000
• Maintenance Personnel	\$ 37,000
• Refinance Lease	\$ 6,000
• Special Education Transportation	\$ 23,000
• Savings on Paraprofessional Transfers	\$ 26,500
• 5-Day Drawdown (DPI approved a 175-day rather than a 180-day school year)	\$ 49,000
• Paraprofessional Staff Drawdown	\$ 508,810
• Add-Back 2.0 FTE	-\$ 90,000
• Busing Pilot Project	<u>\$ 40,000</u>
<b>Total</b>	<b>\$1,198,110</b>

\* Title I = A program for students who are educationally disadvantaged or at risk of failing to meet state standards.

# Board-Approved Budget Cuts in 2004-2005

• 50% Reduction in Instructional Materials	\$406,032
• Driver's Education Program Moved to Fund 80*	\$ 70,000
• Textbook Spending – 1 Year	\$ 86,000
• Board Budget - Legal Fees	\$ 22,000
• Drawdown Administration	\$ 29,775
• Drawdown Balance of High School Bookkeepers	\$ 10,000
• Attrition (did not rehire for retired/resigned staff)	\$ 62,000
• Transportation - 1 Bus Route	\$ 28,000
• Move Elementary Activities to Fund 80	\$ 32,000
• Administrative Savings	\$200,000
• Gifted and Talented Materials/Teacher	\$ 58,000
• Move Some Middle School Activities to Fund 80	\$ 10,665
• Drawdown Middle School Activities Budget (Fund 80)	\$ 23,600
• Reduce 6.00 FTE	<u>\$210,000</u>
• <b>Total</b>	<b>\$1,248,072</b>

\* Fund 80 = Community Service Fund

## Board-Approved Budget Cuts in 2005-2006

- Library Media Staff (summer only) \$ 8,660
- Funds from Fund Balance to Balance Budget \$ 663,202
- **Total** **\$671,862**

# Board-Approved Budget Cuts in 2007-2008

• Security Health Insurance from WEA Insurance for Administration	\$ 36,000
• Reduction in Maintenance (closing of 5 buildings)	\$250,000
• Teacher Full-Time Equivalency (FTE) and 1 Administrative FTE (Attrition)	\$400,000
• Substitute Teacher Reduction	\$100,000
• Allocate Funds to Fund 50* & Fund 80	\$100,000
• Change Telephone System to Voice Over Internet Protocol (VOIP)	\$ <u>50,000</u>
<b>Total</b>	<b>\$936,000</b>

\*Fund 50 = Food Service Fund



# Board-Approved Budget Cuts in 2008-2009

• Energy Education	\$ 50,000
• Reduced Maintenance	\$ 65,000
• Buildings/Individual Budget Cuts	\$ 50,000
• Draw Down Sub Caller/Maintenance Secretary	\$ 40,000
• Switching Insurance Carrier	\$150,000
• Moving Activities/Sports to Community Fund (Fund 80)	\$ 50,000
• Reduction of Athletic Equipment Manager	\$ 20,000
• 1.0 FTE - High School Library (Paraprofessional/Support)	\$ 50,000
• Rhinelander High School Administration (1.0 FTE)	\$ 80,000
• Approximate Student Achievement Guarantee in Education (SAGE)	\$ 70,000
• Draw Down 6.5 FTE Professional Staff	\$490,000
• Draw Down 1.0 FTE Pupil Services	\$ 50,000
• Outsource Maintenance	\$ 75,000
• Draw Down Music, Art, & Physical Education (MAPE)	<u>\$300,000</u>
<b>TOTAL</b>	<b>\$1,540,000</b>

# Board-Approved Budget Cuts in 2009-2010

• Relocate Learning Lab South to High School	\$ 28,000
• Reduce 1.0 FTE Administration	\$ 91,750
• Busing Savings	\$ 86,102
• Reduce .6 FTE Clerical at Administration Center	\$ 37,647
• Reduce Paraprofessionals (Retirements)	\$124,571
• Eliminate Forensics Program	\$ 4,230
• Eliminate "B" Teams & Sophomore Basketball	\$ 22,000
• Teacher Layoffs (8.82 FTE) and Retirements	<u>\$630,095</u>
• <b>TOTAL</b>	<b>\$1,024,395</b>

## Board-Approved Budget Cuts in 2010-2011

- No drawdowns were considered due to the passing of a referendum
- Reduced certified staff by 3.24 FTE and support staff by 1.7 FTE through attrition due to declining enrollment

# Board-Approved Budget Cuts in 2011-2012

• Health Insurance Cost Savings	\$664,541
• WI Retirement System Savings	\$743,435
• Move to All Day Four-Year-Old Kindergarten (4K) Program	\$ 85,000
• Outsource Custodial Services	\$ 44,322
• Savings of 2 Support Staff Positions	\$ 26,361
• Savings in Maintenance – Contract with Johnson Controls	\$100,000
• Reduction in Staff	<u>\$210,000</u>
• <b>TOTAL</b>	<b>\$1,873,659</b>

# Board-Approved Cuts in 2012-2013

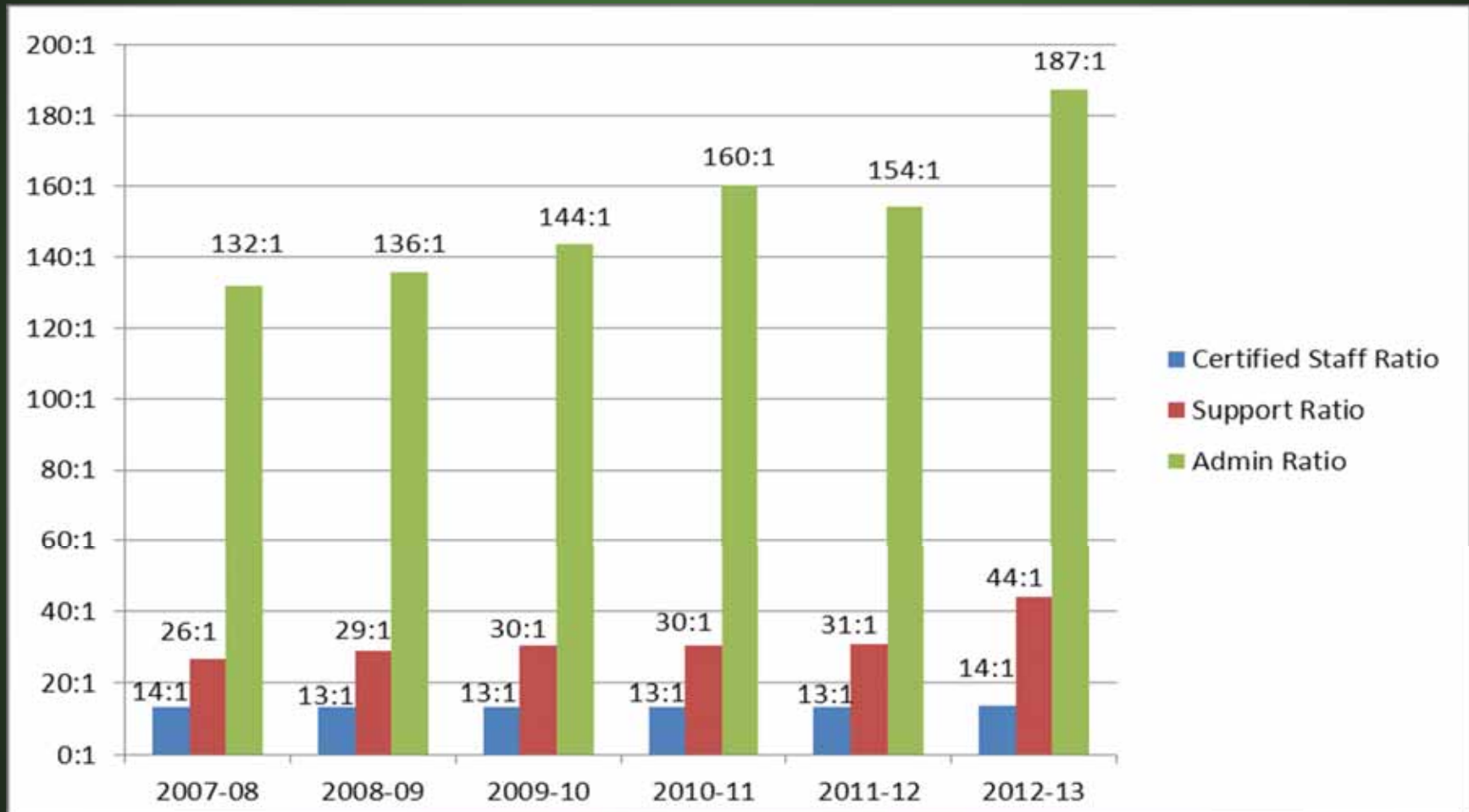
• Reduction in Staff	\$325,000
• Eliminate Kindergarten- Grade 3 (K-3) Bus Routes (make all bus routes K-12)	\$ 90,000
• Move Northwoods Community Secondary School (NCSS) & Close the South Park Building	\$170,000
• Reduce Maintenance Projects	\$200,000
• Reduce Activities	\$ 50,000
• Decrease Regular Education Paraprofessionals	\$ 40,000
• Reduce Each School Building Budget by 10%	\$ 50,000
• Outsource All Custodians	\$225,000
• Apply Savings in Insurance Costs	\$300,000
• Use Cost Savings of School Psychologists	\$ 20,000
• Every-Other-Day Cleaning at All Schools	\$ 75,000
• Hybrid Assignment Program to RHS Staff Reduction of Maximum 4.0 FTE	<u>\$320,000</u>
<b>TOTAL</b>	<b>\$1,865,000</b>

# Bond Rating

## Rated from Highest to Lowest

- School District of Rhinelander AA
- Three Lakes AA
- Lakeland AA-
- Northland Pines AA-
- Antigo A+
- Merrill A+
- Edgar A

# Student to Staff Ratios



NOTE: Certified staff ratios are based on all certified staff (which includes library media certified staff, some guidance certified staff, etc. - not just “teachers”). Classes in the mid-twenties to low-thirties are common in grades 4-12.



# Bond Rating

- Despite the budget cuts, we increased our bond rating in 2010. This was due to a combination of being fiscally responsible over the years and a successful referendum.
- The higher the bond rating, the lower the interest rate, which means less cost to the taxpayers.
- The School District of Rhineland applied for and received a zero interest loan on \$10.415 million from a \$13.7 million referendum, which saved the taxpayers approximately \$5 million in interest costs.



## Revenue Limit

Wisconsin Act 16 implemented *revenue limits* beginning with the 1993-1994 school year. A district's revenue limit is the maximum amount of revenue that may be raised through state general aid and property tax for the federal, non-referendum debt.

## 1992-1993

In 1992-1993, the Board of Education voted to return \$1,000,000 to the taxpayers. The following year, the state's revenue limit was implemented based on the prior year's spending. This has forever had an impact on how much money our district can receive.

# 2012-2013 Revenue Limit Per Student

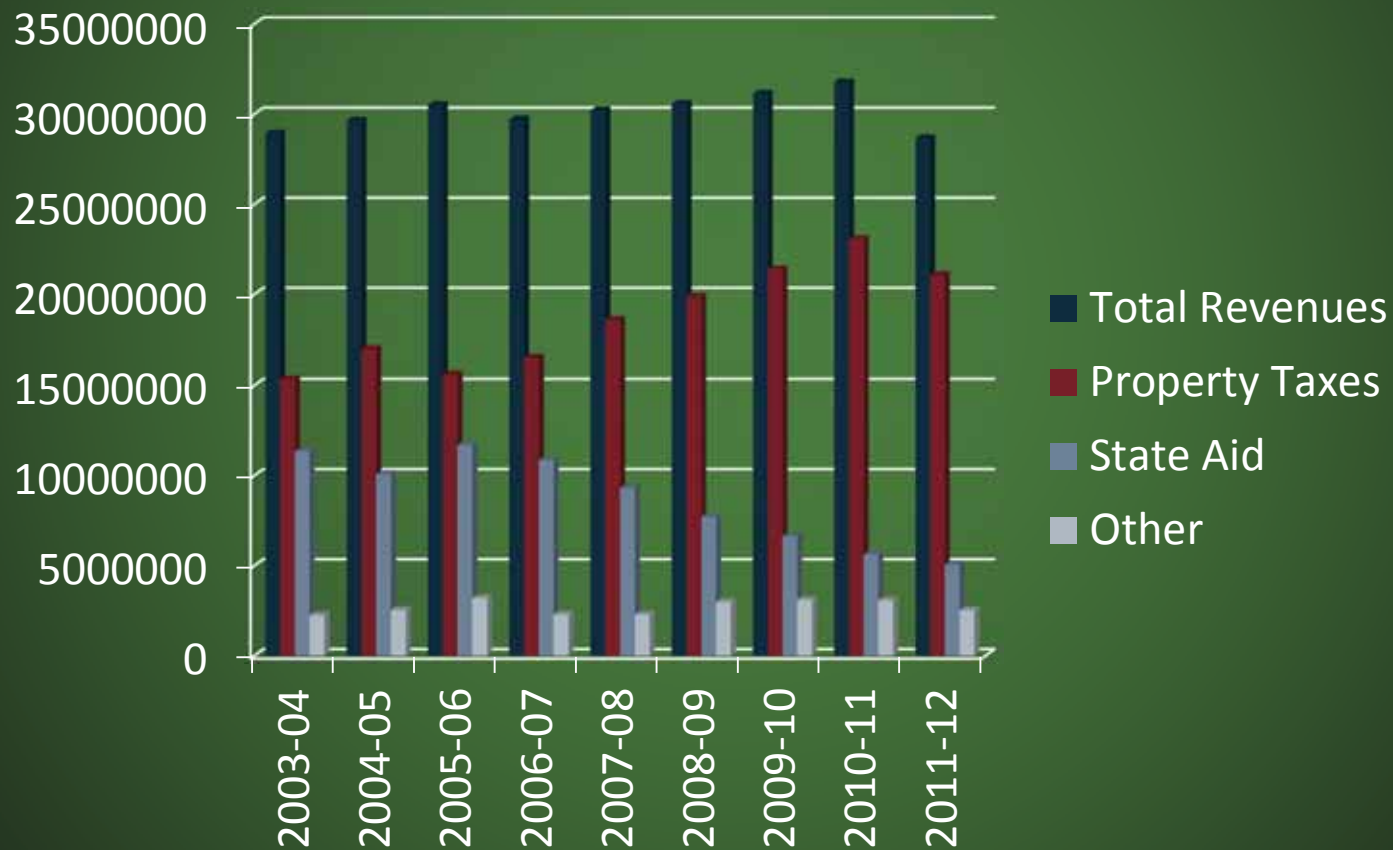
• Antigo	\$ 9,124
• Crandon	\$ 9,405
• Lakeland UHS	\$12,563
• Three Lakes	\$ 9,627
• North Lakeland	\$17,733
• Northland Pines	\$ 9,985
<b>Rhineland</b>	<b>\$ 9,202</b>
<b>Average</b>	<b>\$ 11,091</b>

# 2012-2013 Revenue Limit Per Student Schools Comparable to Our District's Size

• Cedarburg	\$ 9,628
• Fort Atkinson	\$ 9,422
• Greenfield	\$ 9,422
• Monona Grove	\$10,455
• Monroe	\$ 9,801
• Pewaukee	\$10,235
• Port Washington	\$ 9,894
• Reedsburg	\$ 9,308
• Rice Lake	\$ 9,639
• Sauk Prairie	\$ 9,639
• Whitefish Bay	\$10,992
<b>Rhineland</b>	<b>\$ 9,202</b>
<b>Average</b>	<b>\$ 9,803</b>

# Property Taxes and State Aid

(General Fund and Non-Referendum Debt - Excludes Referendum Debt Fund and Community Education Fund)



# Property Taxes and State Aid

<b>Year</b>	<b>Total Revenue Limit</b>	<b>Property Taxes</b>	<b>Percentage of Property Taxes</b>	<b>State Aid</b>	<b>Percentage of State Aid</b>
2000-01	\$ 25,284,736	\$ 12,035,267	48%	\$ 13,249,469	52%
2001-02	\$ 25,848,349	\$ 13,460,627	52%	\$ 12,387,722	48%
2002-03	\$ 26,269,657	\$ 14,124,546	48%	\$ 12,145,111	46%
2003-04	\$ 26,689,149	\$ 15,351,872	58%	\$ 11,337,277	42%
2004-05	\$ 27,101,253	\$ 17,012,020	63%	\$ 10,089,233	37%
2005-06	\$ 27,307,195	\$ 15,613,885	57%	\$ 11,693,310	43%
2006-07	\$ 27,420,167	\$ 16,560,823	60%	\$ 10,859,344	40%
2007-08	\$ 27,914,896	\$ 18,600,885	67%	\$ 9,314,011	33%
2008-09	\$ 27,597,076	\$ 19,875,455	72%	\$ 7,721,621	28%
2009-10	\$ 28,041,214	\$ 21,412,770	76%	\$ 6,628,444	24%
2010-11	\$ 28,695,570	\$ 23,074,295	80%	\$ 5,621,275	20%
2011-12	\$ 26,147,462	\$ 21,087,157	81%	\$ 5,060,305	19%

# Property Taxes and State Aid

- Due to high property values, the state is shifting the support to local taxpayers. State aid will go down and property taxes will increase.

## Tax Mill Rate

Definition: The amount of tax to be raised, divided by the value of property to be taxed. (Often expressed in mills of the tax per dollar of property value; hence, the term "mill rate.")

For example: If the current mill rate is \$9.24 per \$1,000 and the equalized value of a home is \$100,000, the total taxes paid to the school district will be \$924.



# Tax Mill Rate

- 1993-1994 \$18.82
- 1994-1995 \$18.54
- 1995-1996 \$15.40
- 1996-1997 \$14.27
- 1997-1998 \$10.92
- 1998-1999 \$10.72
- 1999-2000 \$10.98
- 2000-2001 \$10.52
- 2001-2002 \$ 9.90
- 2002-2003 \$ 9.90

# Tax Mill Rate

- 2003-2004 \$ 9.49
- 2004-2005 \$10.11
- 2005-2006 \$ 8.36
- 2006-2007 \$ 8.17
- 2007-2008 \$ 8.32
- 2008-2009 \$ 7.61
- 2009-2010 \$ 8.60
- 2010-2011 \$ 9.67
- 2011-2012 \$ 9.12
- 2012-2013 \$ 9.24

# Expenditures Per Student

- 2003-2004 \$ 9,209
- 2004-2005 \$ 9,171
- 2005-2006 \$ 9,339
- 2006-2007 \$10,043
- 2007-2008 \$10,268
- 2008-2009 \$11,092
- 2009-2010 \$11,782
- 2010-2011 \$11,766
- 2011-2012 \$11,762
  
- Source: General fund expenditures from annual report

# Inflation Since 2003

- 2003 2.27%
- 2004 2.68%
- 2005 3.39%
- 2006 3.24%
- 2007 2.85%
- 2008 3.85%
- 2009 -.034%
- 2010 1.64%
- 2011 3.16%

- Source: CPI (Consumer Price Index)

- Note: Prices of food and gas had higher increases than the CPI.

# Enrollment Projections

- 2013-2014 2,403
- 2014-2015 2,366
- 2015-2016 2,330
- 2016-2017 2,325
- 2017-2018 2,311
- 2018-2019 2,330
- 2019-2020 2,331
- 2020-2021 2,329

# Enrollment

The more students enrolled in the district, the more money it will receive from revenue limits - this will help the budget. Certain expenses like salaries and benefits will increase if the district hires more staff. Other expenses such as utilities, cleaning, and maintenance of the buildings will remain fixed regardless of how many students are enrolled.

# 2013-2014 Budget

- The District will have a deficit in excess of \$3 million if the state budget only allows \$100 per student increase. (Approximately 1% when the current consumer price index is over 3%.)
- The 2012-2013 school year is the last year of a \$1.5 million per year referendum to exceed the levy for operational purposes. Since this referendum expires in 2013-2014, the District's budget is going to be \$1.5 million less, without taking into consideration any other factors such as declining enrollment.

# 2013-2014 Budget Assumptions

Enrollment will decline to 2,403  
(66 students less than in 2012-2013)

## Revenues:

- State aid will decrease due to high property values
- No increase in student fees
- No increase in investment income
- No increase in library aid
- A slight increase in open enrollment revenues
- Federal funding will remain the same
- Overall revenues will decrease by 5.76%



# 2013-2014 Budget Assumptions

## Expenditures:

- Slight increase in salaries
- No change in summer school pay
- Health insurance will increase by 12%
- Dental insurance will increase by 3%
- No increase in life and disability insurance
- Purchased services will increase by 2%
- Utilities will increase by 10%
- Liability and workers compensation insurance will increase by 2%
- Fuel cost will increase by 10%
- Transfer to Fund 27\* will Increase by 5%

\*Fund 27 = Special Education Program

# Open Enrollment Into and Out of the School District of Rhineland

## What is Open Enrollment?

Open enrollment allows parents to apply for their children to attend school districts other than the one in which they reside. The resident district counts the student on the count date and is reimbursed by the non-resident district in the amount of \$6,867 per student (2011-2012 amount).

The more students that enroll into the School District of Rhineland, the more money the district will have.

# Open Enrollment

- 2004-2005 - 49 open enrolled out / 22 open enrolled in
- 2005-2006 - 56 open enrolled out / 31 open enrolled in
- 2006-2007 - 48 open enrolled out / 25 open enrolled in
- 2007-2008 - 71 open enrolled out / 38 open enrolled in
- 2008-2009 - 70 open enrolled out / 35 open enrolled in
- 2009-2010 - 92 open enrolled out / 33 open enrolled in
- 2010-2011 - 88 open enrolled out / 36 open enrolled in
- 2011-2012 - 87 open enrolled out / 35 open enrolled in
  
- Target: In the next 3 years, close the gap of students enrolled in and enrolled out by 39.

# Graduation Data

2000-2001	88.2%
2001-2002	88.6%
2002-2003	82.6%
2003-2004	90.8%
2004-2005	91.7%
2005-2006	82.7%
2006-2007	82.9%
2007-2008	82.3%
2008-2009	85.8%
2009-2010	87.3%
2010-2011	88.9%
2011-2012	89.9%

The district's goal is to increase the graduation rate, as it will help our students with employment opportunities and will be a benefit to our community.

# Graduation

## Beginning Stages to Improve Graduation Rates:

- Implemented Advisories
- Implemented Check and Connect to Improve Attendance and Reduce Tardiness
- Implemented the 0-4 Grading Scale in Core Areas at 9<sup>th</sup> and 10<sup>th</sup> Grades
- Beginning Implementation of Response to Intervention/Instructions (RtI) and Positive Behavioral Intervention Services (PBIS)

# HOME SCHOOL STUDENTS 2002-2013

Year	Number of Home-Schooled Students
2002-2003	179
2003-2004	139
2004-2005	122
2005-2006	137
2006-2007	137
2007-2008	115
2008-2009	104
2009-2010	86
2010-2011	103
2011-2012	96
2012-2013	79

*In 2012-2013, the School District of Rhinelander received \$9,200 from the State for each student who enrolls in and attends the district. No aid is received for students of those families who choose to home-school.*

# Scholarships Awarded to SDR students

- 2008 \$270,500  
(a total of 85 students received scholarships in 2008)
- 2009 \$319,285  
(a total of 86 students received scholarships in 2009)
- 2010 \$324,785  
(a total of 74 students received scholarships in 2010)
- 2011 \$215,400  
(a total of 76 students received scholarships in 2011)
- 2012 \$322,700  
(a total of 67 students received scholarships in 2012)



# What Does the School District of Rhineland Offer?

- CHAMPS (Community Helping Afterschool to Mold Positive Students) - *Provided to students to increase academic performance through tutoring, physical activity, and enrichment activities that are designed to connect and expand on the school day. Goal: Reduce negative behavior incidents, increase school performance, and increase motivation towards school. All students grades 4-8 are welcome to participate. There is no cost to participate, and late buses provide transportation home.*
- Life After School - *A series of after-school programs open to all students grades 4-12. There is no cost to participate. Snacks and beverages are provided. Late Bus transportation is offered.*
- Caring School Community/HODAGS (Helping Others Develop Assets to Grow and Succeed) - *A program provided to students to build classroom and school-wide community, focusing on strengthening students' connectedness to school for increasing academic motivation and achievement.*
- Positive Behavioral Intervention and Supports (PBIS) – *A systemic approach to proactive, school-wide behavior, which applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture.*



## What Does the School District of Rhinelander Offer? (cont.)

- Mentoring Oneida County Kids (MOCK) - *A school-community partnership that matches caring adults with School District of Rhinelander students to provide support and encouragement so that the youth of today become the leaders of tomorrow.*
- Hodag High Five Program – *Students are presented with a “high five” slip when they are following the behavior expectations of the school. At the end of the week, students turn in all of their high fives and any student who turns in two or more high fives earns a small treat. Throughout the school year, drawing assemblies are held and students can earn prizes for their good behavior.*
- Jumpstart Program – *Offers breakfast to students upon arriving to school - a healthy start to the school day. Studies found that children who eat a healthy breakfast have fewer absences, better grades, and fewer incidences of physical and emotional concerns.*
- JWMS Student Planner – *The first line of communication between school and home. Students are required to list their assignments and note important information, and parents are encouraged to check the Student Planner daily, and to share any questions or concerns by writing a note to the teacher, allowing teachers to respond in a timely manner and keeping the lines of communication open.*

# What Does the School District of Rhineland Offer? (cont.)

- Family/Community Events - *Back-to-School School Family Night/Open House, choral and band concerts, co-curricular activity events, Grandparent's Day, school/community fundraisers, field trips, CAVOC Fall Festival, parent/teacher conferences, talent shows, homecoming/prom events, community education programs/classes, Board of Education and Charter School Governing Council meetings, etc.*
- Looping – *An educational practice in which a single graded class of children stays with a teacher for two or more years or grade levels. The children and the teacher remain together as the class is promoted, and at the end of the second (or third) year in the pattern, the children move on to a new teacher while the looping teacher returns to the lower grade level to receive a new group of students.*
- Peaceful Playground Program – *Introduces children and school staff to the many choices of activities available on playgrounds and field areas.*
- Multi-Age Classrooms – *Classrooms created due to there being too many students for one class - but not enough to form two classes of the same grade level, or as an educational choice by the school.*

# Educational Opportunities

- Youth Options - Provides students with the opportunity to take post secondary courses not offered in their school district. Youth Options provides greater learning opportunities for qualified high school juniors and seniors that meet the admissions criteria of the post secondary institution. Students who are considering a technical career, wishing to begin college course work early, or wanting to prepare to enter the workforce immediately after high school graduation may be interested in Youth Options.
- School-to-Work - Offers opportunities for all students to participate in a performance-based education and training program that enables students to earn portable credentials, prepares them employment, and increase their opportunities for further education, including education in a 4-year college or university.
- School Health Services Program - Promotes health and safety; intervenes with and acts on potential health problems; provides case management services; and, actively collaborates with others to build student and family capacity for adaptation, self management, self advocacy and learning.

# Educational Opportunities cont.

- Medical Service Academy (MSA) – Available to Juniors and Seniors, the MSA is made possible for students through a partnership with St. Mary's Hospital and Ministry Medical Group. MSA is a focused clinical observation experience that introduces students to medicine through exposure to a wide variety of medical professions.
- Hodag Tracks – A virtual program that gives students in Kindergarten through Grade 12 the opportunity for flexible schedules along with curriculum choices – for students who are self motivated, can manage their time wisely, and are able to work independently.
- Ripco Credit Union Student Branch – A full service, student run credit union branch at Rhinelander High School. This cooperative effort offers a way to provide convenient financial services at the high school location and also serves to improve the financial literacy of students and provide real world life experience for the student tellers.



# Educational Opportunities cont.

- Advanced Placement (AP) Classes at RHS - *College-level math courses that students can take if they have completed the other high school courses available in the math subject. The courses are more rigorous than high school courses since they are, in fact, college courses. Students may receive college credit for taking the courses.*
- Charter Schools Northwoods Community Elementary School (NCES) , Northwoods Community Secondary School (NCSS), and the Rhinelander Environmental Stewardship Academy (RESA) (RESA is not currently operating as a separate charter school) – *An effective education option that is individualized to meet each child's needs (Grades K-12).*

# Technology

- State of the Art 'One Prospect Technologies Digital Media Center' at RHS- *Supports students in developing a strong foundation in technology with an effective learning environment where students access the latest computer technology and digital applications, including an audio/video lab.*
- Project Labs at JWMS– (Science, Library, and Computer Labs) – *Project labs include computers, Smartboards, and a large flatscreen TVs .*
- Security Cameras – *Through federal grant funds received by the district in 2011-2012, the district has been able to install advanced security systems (cameras and doors) at the high school and middle school. All elementary school camera and door security systems have also been updated.*

# Technology (cont.)

- Wireless in all Buildings – *District electronic devices and systems are able to interact through wireless means enabling the district's electronic devices to communicate and interact with products within and outside of the buildings.*
- Computers From the Heart Program – *A partnership with Nicolet Area Technical College Designed to get computers in the hands of students. Outdated/non-working computers no longer needed by the District are donated to the college. The college trains its students to refurbish the computers and the refurbished computers are given at no cost to students in grades 3-12 who do not have the means to purchase their own.*

# Extra-Curricular Activities

- Music
- Band
- Theater
- Debate
- Mock Trial
- Yearbook
- Forensics
- Student Council
- 27 Athletic Programs



# Extra-Curricular Activities (cont.)

- School District of Rhinelander offers 27 different athletic programs. It is the only district in the area that offers tennis, alpine and nordic skiing, and gymnastics.

Comparisons to other area districts:

- ✓ Tomahawk offers only 12 athletic programs
- ✓ Northland Pines offers only 12 athletic programs
- ✓ Three Lakes offers only 9 athletic programs

# Community Services

- CAVOC (Cedric A. Vig Outdoor Classroom) – for information pertaining to the district’s outdoor classroom, go to <http://www.rhineland.k12.wi.us/cavoc/index.cfm>
- 1200 Acres of Land - Used for the district’s educational/ environmental purposes, as well as pre-approved community hunting, biking, snowmobiling, and cross-country skiing activities
- Community Education Programs
- Aspirus Community Fitness Center and Heck Family Community Pool:
  - Open Swim to the Public
  - Free Hallway Walking

# Other

- Updated Facilities – *In 2008, the Rhinelander community passed a \$13.7 million construction referendum. This allowed for facility improvements of five district schools; Crescent and Pelican Elementary Schools (Grades Pre-Kindergaren-3), Central School (Grades 4-5), James Williams Middle School (Grades 6-8), and Rhinelander High School (Grades 9-12).*
  
- Community Partnerships –
  - ✓ *Partners in Education (PIE) – An all volunteer, non-profit organization comprised of area business, education, and community leaders. Its mission is to create a business, education and community partnership that engages students in enriched learning opportunities so all students are successful with 21st century skills.*
  - ✓ *Workforce Development Committee – Business and Manufacture representatives working in partnership with the school district for student career and college readiness.*

# Summary

- State's Funding Formula Needs to be Changed
- Promote Our District to Increase Enrollment
- Increase Revenues with Increased Enrollment