

Kimberly School District

Activities Advisory Committee

Recommendation to the Board

Activities Advisory Committee Members

Main Committee

Myron Nield – Committee Chair
Darin Gonzales – District Administrator
Casey Paulk – Career and Technical Education (CTE) Sub Chair
Mary Hanson – Fine & Performing Arts (FPA) Sub Chair
Joe Maxwell – Academic & Leadership (AL) Sub Chair
Jordan Beard – Athletic (ATH) Sub Chair
Scott Plew – Patron
Luke Schroeder – Ad hoc
Bridget Tilton – Ad hoc

CTE Sub-Committee

Casey Paulk
Jeremy Higley
Tammy Palmer
Nate Cook
Chad Allen
Jackson Searby

FPA Sub-Committee

Mary Hanson
Lacey Klingler
Carolyn Satterfield
Curtis Giles

AL Sub-Committee

Joe Maxwell
Lynda Moses
Kiz Leppert
McKenzie Sonderegger
Zach Kelsey
Jace Hall

ATH Sub-Committee

Jordan Beard
Courtney Sant
Jana Dille
Mel Henry
Rex Ward
Emily Hanchey

Kimberly School District Mission Statement

Educating students for the needs and challenges of today and tomorrow.

Kimberly School District Vision Statement

In partnership with students, staff, parents, and community, the Kimberly School District strives to be a system of world-class schools. Utilizing a comprehensive curriculum, a highly qualified staff empowers our students with the knowledge and skills to flourish and prosper in the global society.

**DEFINE PURPOSE OF KSD ACTIVITIES
ALIGNED WITH THE MISSION AND VISION STATEMENTS OF THE DISTRICT**

Kimberly School District provides a variety of extra-curricular activities for the benefit of our students and the community. The purpose for these extra-curricular activities is to provide students with opportunities for inclusive, wholesome, and educational experiences in teamwork, communication, self-confidence, friendship, building connections, discipline, time management, leadership, and community service.

Additionally, extra-curricular activities provide a vital outlet for positive energy and self-expression, allowing students unique opportunities to interact with the world around them as they gain lifelong skills that will positively impact their personal lives and provide a more well-rounded student experience while attending Kimberly Schools.

ESTABLISH MEASURABLES TO DETERMINE IF ACTIVITIES ARE ACHIEVING THEIR PURPOSES

Measurements (minimum annually):

- Number of student participants
 - change rate in participation.
 - change rate in participation compared to increase in school enrollment.
 - age groups participating
 - average attendance / active participants
 - participants from feeder programs (once established)
- Number of mentors (teacher & student)
- Demographics (gender, age, grade levels participating, ethnicity), including trends.
- Determine if activities are achieving their purpose using a “customer satisfaction” survey –
 - target beginning and end of school year.
 - target audience is students, teachers/mentors, and parents (of participants)

Accountability

- **Review**
 - Participation Information and surveys would be reviewed at least annually by the KSD Board and Administration, including Athletic Directors
 - Information about participation levels should be published on the KSD website annually.

RECOMMENDATIONS TO MAXIMIZE PARTICIPATION

Feeder Programs:

It is recommended that Kimberly School District establish and support feeder programs beginning at the elementary level. Feeder programs should work collaboratively with Varsity or High School level extra-curricular activities to ensure that skills being taught are aligned with curriculum and/or program expected outcomes. Feeder programs should be promoted at all levels to increase participation and unity within the district.

- Recommended Feeder Programs
 - **FPA**
 - Theater
 - Provide extra-curricular clubs/opportunities for elementary and middle school students.
 - Band
 - Begin band instrument introduction and participation beginning in 4th or 5th grade to provide a better feeder program at the middle and high school level.
 - Orchestra
 - Expand Kimberly Strings Club to include elementary students and introduce orchestra instruments in the 4th or 5th grade.
 - Choir
 - Provide semester or yearlong options beginning in grade 7 for those students who have a desire to progress beyond an exploratory level.
 - Other
 - Provide training and certification that meets the SDE standards.
 - Encourage community members to act as mentors for students participating in competitions/festivals.

Allow students to opt into fine arts programs at the middle school level, specifically beginning in grade 7, if fine arts courses are offered.

- **CTE**
 - FFA
 - FFA has natural feeder programs at the Middle and Elementary levels. Establish a 4H program or 4H experiences for elementary students.
 - Provide opportunities for students to become involved in FFA at the middle school level including participation in JV/Middle School level competitions.
 - Offer Ag and/or classes beyond the exploratory level to increase participation in CTE through educational avenues.

Exploratory level courses are required and last less than one semester.

- Community Partnerships
 - Establish community partnerships with local farms, ranches, extension campuses, etc. to help students understand the significant role that agriculture plays in our community.
 - Other
 - Establish partnerships with other CTE industry related professionals to provide mentor opportunities.
 - Provide extra-curricular opportunities for students to engage in CTE at all levels, such as Robotics, STEAM, etc.
 - **AL**
 - Provide opportunities for High School students leaders to interact and mentor Middle and Elementary counterparts (i.e., Student Council)
 - Establish partnerships with local professional business to act as mentors to student leaders across a broad spectrum of industries as a way to
 - Ensure that all programs have opportunities for student leadership to be recognized.
 - Provide extra-curricular opportunities for students to engage in academic and leadership clubs at the elementary and middle school levels such as Jr. National Honor Society, Kiwanis, Science Club, Chess, etc.
 - **ATH**
 - Kimberly has an established relationship with Kimberly Youth Association, ensure that coaching techniques and skills taught are done in a progressive manner with a focus on fundamentals at the youngest levels.
 - Involve High School participants and coaches to engage at youth clinics and camps to encourage unity, peer mentoring, and consistent teaching of techniques.
 - Ensure that facilities are well maintained, and appropriate funds are allocated for the maintenance and updating of equipment.
 - Prioritize facilities for Kimberly programs, including feeder programs.

Education and Communication:

Educating students and our community about the opportunities available to students is key to growing and maintaining extra-curricular opportunities for Kimberly students.

- Elementary
 - Establish consistent communication methods for elementary level extra-curricular activities and provide information in various formats including social media, print, email, virtual reminders through classroom apps, etc.
 - Information should be provided multiple times throughout the year, most importantly during registration, parent teacher conferences, and the end of the school year.
 - Identify feeder programs when appropriate.
 - Examples:
 - KYA is a feeder program for Middle & High School athletics.

- Kiwanis is a feeder program for Key Club
 - 4H is a feeder program for Middle & High School FFA
 - Kimberly Strings Club is a feeder program for *future* Middle & High School Orchestra
- Middle School
 - Establish consistent communication methods for middle school level extra-curricular activities and provide information in various formats including social media, print, email, text, morning announcements, etc.
 - Ensure that all meetings are communicated well in advance.
 - Provide tryout information for all sport seasons at least one sport season in advance.
 - Create an extra-curricular open house that highlights all the activities that students can become involved in.
 - Information about these activities should also be communicated to 5th graders during their spring middle school visit and given to parents with contact information for advisors.
 - Utilize the Kimberly Middle School website to provide information about extra-curricular opportunities available to students.
 - Highlight accomplishments of all extra-curriculars
- High School
 - Establish consistent communication methods for middle school level extra-curricular activities and provide information in various formats including social media, print, email, text, morning announcements, etc.
 - Ensure that all meetings are communicated well in advance.
 - Provide tryout information for all sport seasons at least one sport season in advance.
 - Create an extra-curricular open house that highlights all the activities that students can become involved in.
 - Information about these activities should also be communicated to 9th graders during their spring high school visit and provided to 9th grade parents with contact information for advisors.
 - Utilize the Kimberly High School website to provide information about extra-curricular opportunities available to students.
 - Highlight accomplishments of all extra-curriculars
 - Provide equal opportunities for recognition of all extra-curriculars.

ENSURE RESOURCES ARE DISPERSED EQUITABLY

Kimberly School District resources should be dispersed equitably for all extra-curricular programs.

Funding sources will vary by program as some are funded through state allocations and others may be funded from gate sales, however, all should be provided with the resources necessary to be successful.

Facilities should be available, providing space for extra-curriculars on KSD campuses when requested following the current district facility request policy.

Funding

- Funding
 - Increase community awareness of how funds are dispersed, ensure transparency in where funds are generated and how (i.e., ticket sales). Provide information in an easy-to-understand format for the public.
 - Provide equity in concession opportunities.
 - Currently all concessions at KHS are run through the Booster Club. Consider amending the concessions agreement to allow equal opportunities for concessions at CTE events such as district speech and debate and BPA contests.
 - Grants
 - Identify and support grant opportunities to assist with program needs like instrument replacement.
 - Budget
 - Require all programs that seek funding or financial support to provide an annual budget identifying anticipated expenses and revenues. Budget should also include current and anticipate student participation.

Facilities

- Facilities
 - Educate extra-curricular advisors on how to schedule facilities that will meet their specific needs.
 - Do not allow one group to monopolize facilities, encourage collaboration/sharing of facilities.
 - Consider the needs of growing programs when looking to the future.
 - A Performing Arts Building would significantly alleviate pressure on the LA Thomas Gym and KHS Commons around theater performances.
- Consider a future bond to build a Performing Arts Building and increase field space to accommodate growing extra-curricular programs in the district.

Examine/create policies & procedures that achieve goals/purpose of activities

No recommended changes to existing policies. However, it is suggested the board review Policy 7120 to confirm it allows for the publishing of budget details for extra-curricular activities for use by the public. It is also suggested the board consider making the annual budget report easier to find on the website.

It is recommend the board consider implementing a procedure by which the recommendations for KSD AAC and other committees are reviewed and updated by a governing body on a regular schedule.