



# School District of Jefferson

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## The Backgrounder

### Open Enrollment

Open Enrollment in the state of Wisconsin allows the parents to send their children to a different school district, and enabling them the same rights as a child from that district. This is done by an application process that is reviewed by the district with specific rules and guidelines.

The number of open enrollment applicants increases each year causing roughly an average of six thousand dollars per student to be transferred from that school district, depending if the child is in need of a special needs program, gifted and talented program, or if the receiving school is at capacity and would be in need of more teachers. With open enrollment only increasing, we wondered what were some of the main reasons on transferring to a different school district and this is what was said, better reputation school, better education, and better athletic program.

### Department of Public Instruction

The Jefferson School District is funded by the property revenue taxes and the state aid. The state aid is mostly funded based on the equalization aid that is factored by: the full time number of students residing in the district that school year, the value of taxable properties within the district, and the districts shared cost; which is all distributed by the Department of Public Instruction. The main purpose of the equalization aid is to provide every district with the equal educational basics regardless of their financial situation. A district with a smaller student population, like Jefferson, receives more of this equalization aid due to the lack of attendance in

the district. Districts with a higher population receive this aid, just a smaller amount per student.

If open enrollment occurs between districts, the Department of Public Instruction transfers the average amount of money they would give the sending district to the receiving district, causing the sending district to lose that amount. One way the sending district may be gaining this in a positive light is if the revenue limit was worth \$10,000 and the transfer student was worth \$6,665 (the state average amount) the district would then have saved \$4,000 based on property tax revenue and state aid. Due to the fact that the transfer student amount is \$6,665 and is based on how many students transfer to the receiving district which then factors on probable causes such as setting the classes over or at capacity which would entail more instructors and staff to serve them. The receiving district does have a choice of accepting the student or not, to be able to have the choice of wanting to have the additional costs of hiring more instructors and staff.

| <b>Open Enrollment Applications and Transfers:<br/>1998-00 to 2011-12</b> |                     |                  |
|---------------------------------------------------------------------------|---------------------|------------------|
|                                                                           | <b>Applications</b> | <b>Transfers</b> |
| 1998-99                                                                   | 5,926               | 2,464            |
| 1999-00                                                                   | 6,691               | 4,858            |
| 2000-01                                                                   | 7,616               | 7,213            |
| 2001-02                                                                   | 9,523               | 9,602            |
| 2002-03                                                                   | 11,859              | 12,378           |
| 2003-04                                                                   | 13,770              | 15,413           |
| 2004-05                                                                   | 15,367              | 18,210           |
| 2005-06                                                                   | 16,461              | 21,025           |
| 2006-07                                                                   | 18,122              | 23,406           |
| 2007-08                                                                   | 18,713              | 25,898           |
| 2008-09                                                                   | 20,990              | 28,028           |
| 2009-10                                                                   | 29,706              | 31,916           |
| 2010-11                                                                   | 32,591              | 34,498           |
| 2011-12                                                                   | 36,007              |                  |

Open Enrollment Participation, by Grade Level  
2010-11 School Year

| Grade Level     | Open Enrollment Pupils | Public School Pupils Statewide | Percentage |
|-----------------|------------------------|--------------------------------|------------|
| Prekindergarten | 1,575                  | 50,200                         | 3.1%       |
| Kindergarten    | 2,239                  | 60,721                         | 3.7        |
| 1               | 2,199                  | 61,262                         | 3.6        |
| 2               | 2,275                  | 60,224                         | 3.8        |
| 3               | 2,241                  | 59,981                         | 3.7        |
| 4               | 2,236                  | 61,015                         | 3.7        |
| 5               | 2,237                  | 61,417                         | 3.6        |
| 6               | 2,353                  | 61,053                         | 3.9        |
| 7               | 2,350                  | 61,263                         | 3.8        |
| 8               | 2,360                  | 61,334                         | 3.8        |
| 9               | 2,937                  | 68,304                         | 4.3        |
| 10              | 2,963                  | 66,391                         | 4.5        |
| 11              | 3,251                  | 69,010                         | 4.7        |
| 12              | 3,230                  | 69,375                         | 4.7        |
| Unknown         | 4                      | —                              | —          |
| Total           | 34,450                 | 871,550                        | 4.0%       |

to

The open enrollment program has five alternatives that are based off the net gain and loss of the district to see how much the district actually receives; along with gains and losses of funding they receive from the districts revenue limit on the amount of open enrollment funding.

| District | Actual Transfer Amount | Increase or Decrease from Actual Transfer Amount |                                            |                                    |                                                         |                                                   |
|----------|------------------------|--------------------------------------------------|--------------------------------------------|------------------------------------|---------------------------------------------------------|---------------------------------------------------|
|          |                        | <b>Alternative 1</b>                             | <b>Alternative 2</b>                       | <b>Alternative 3</b>               | <b>Alternative 4</b>                                    | <b>Alternative 5</b>                              |
|          |                        | Including Additional Costs (see p. 15)           | Statewide Average Shared Costs (see p. 23) | Removing Certain Costs (see p. 31) | Receiving District's Direct Educational Aid (see p. 39) | Receiving District's Equalization Aid (see p. 47) |

|               |           |         |          |         |         |          |
|---------------|-----------|---------|----------|---------|---------|----------|
| Fort Atkinson | 556,000   | +60,400 | +305,900 | -47,300 | -26,600 | -77,700  |
| Jefferson     | (360,600) | -39,200 | -198,400 | +30,700 | +25,500 | +153,600 |

The parents have a three-month period for their application to be reviewed for approval or denial with the option of reapplying once more if denied. The reasons for denial are the same as approval, space, finance, age, special education services, and behavior at sending school.

### The Issue

The issue with the Jefferson School District is the number of students transferring out of the district. This issue is causing a financial crisis in the district and is in need of decreasing the problem.

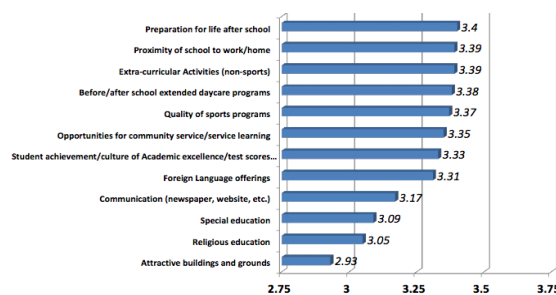
| Year    | Inbound | Outbound | Gain(loss) |
|---------|---------|----------|------------|
| 2008-09 | 87      | 95       | (8)        |
| 2009-10 | 81      | 123      | (42)       |
| 2010-11 | 73      | 146      | (73)       |
| 2011-12 | 96      | 145      | (49)       |
| 2012-13 | 119     | 228      | (109)*     |

\*not known, this is the anticipated number. Accurate number will be out mid-September

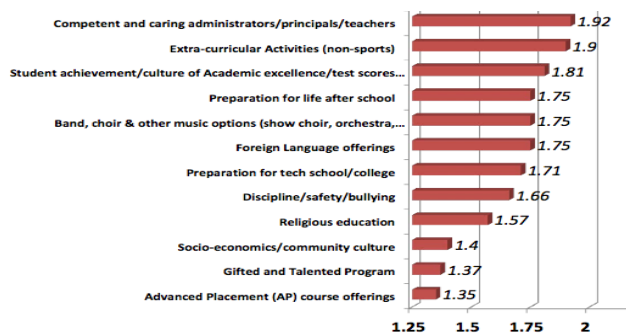
The above table, referenced from the Jefferson School District year regarding the open enrollment issue, shows how much the open enrollment issue has increased in the past six years. As shown, the number of students transferring out of the Jefferson School District is far more than the number of students coming into the district. This is causing a financial issue with the School District of Jefferson because of the loss of students. As stated in the above topic of open

enrollment, the money follows the transfer student to the receiving school.

To take a closer look at the School District of Jefferson's open enrollment issue, information from the 2012 Open Enrollment Survey that was taken by parents from the Jefferson School District. It gave a better understanding of what parents really strive for when wanting to send their children to school. In the survey the parents were asked, "When making decisions about your child's education, how important are the following programs to you?" Based off a four-point scale the top four programs were Advanced Placement course offerings (3.61), a Gifted and Talented Program (3.6), discipline/safety/bullying (3.57), and math and science offerings (3.51).



When the survey asked to rate how well the School District of Jefferson is doing with the following programs based on a four-point scale this is what the district received: discipline/safety/bullying (1.66), Gifted and Talented Program (1.37) and Advanced Placement course offerings (1.35) with math and science offerings not even on the scale.



At the end of the survey the comments that were made by the parents were as listed as stated:

- Respondents would like the Jefferson School District to provide a well-rounded education, including more emphasis on curriculum that prepares students for both college and life after high school.
- Respondents feel the Jefferson School District lacks sufficient AP and Gifted/Talented programs.
- Some respondents expressed a concern with bullying issues
- Respondents had a difficult time rating the Jefferson School District's programs/offerings since they have no children participating in activities at the schools.
- Many respondents provided positive remarks regarding the Jefferson School District and claimed their reason for open enrolling their child(ren) was for logistical reasons (i.e. family move where child could stay in original district, closer to parent's work, etc.)

With that being stated, Jefferson's top rated programs that parents expect out of a district are lacking. Seventy-one percent of the parents that participated in the survey stated they never attended a school in Jefferson, which means a majority of their input is based off of media, research done on their own, and word of mouth.

## Jefferson's SWOT Analysis

### Strengths:

- Offer's Advanced Placement courses
- New High School
- Highly qualified teachers
- Broad base of course offerings at high school
- K-12 Curriculum
- High involvement percentage in the music department

### Weaknesses:

- Lacks passing grades (to receive college credit) in Advanced Placement courses
- Concerns with bullying
- Fort Atkinson School District is in Jefferson county
- District is losing students due to lack in PR and Marketing of excelled programs
- Jefferson is looked at as a blue collared, hick school district

### Opportunities

- More participation in athletics with new high school gymnasium
- Decrease in transfer outs due to new high school
- Dual credited courses
- One-to-One Computing (*Coming Soon 2013*)
- Potential competitive band team and orchestra

### Threats:

- Net gains and losses are not equally out
- Transfer outs are increasing

## *The Jefferson Brand*

Referring to the information from the 2012 Open Enrollment Survey about the program, the parents were asked where their child(ren) is attending school, eighty four percent said neighboring public school district with forty seven percent of that being Fort Atkinson. The District of Jefferson has 7,997 people, according to the US Census Bureau, with three elementary schools, one middle school, one high school, one Catholic school (elementary-middle school),

and one Lutheran school (elementary-middle school).

The District of Fort Atkinson has 12,368 people and four elementary schools, one middle school, one high school, one Lutheran school (elementary-middle school), and one Catholic school (elementary-middle school).

With Fort Atkinson being Jefferson's biggest competitor, we compared and contrasted the performance reports between the districts.

|                        | Jefferson   | Fort Atkinson |
|------------------------|-------------|---------------|
| ACT                    | 49.6%/21.8  | 54.2%/22.4    |
| Advanced Placement     | 93/61/65.6% | 209/124/59.3% |
| Athletics              | 461/47.8%   | 598/38.5%     |
| Music                  | 250/25.9%   | 347/22.3%     |
| Volunteer in Community | 580/99.5%   | 542/55.9%     |

The above table shows the strengths of the Jefferson School District has over the Fort Atkinson School District within the 2010-2011 academic year referenced from the Wisconsin School District Performance Report. The Advanced Placement program at Jefferson School District is about six percent higher than Fort Atkinson's School District, and Jefferson School District is more involved with their extra curricular activities such as athletics, music, and volunteering in the community.

| Subject        | Grade 3/4/8/10    | Grade 3/4/8/10      |
|----------------|-------------------|---------------------|
| Language Arts  | 0/79.5/69.4/65.8  | 0/84.9/72.1/75.5    |
| Math           | 0/87.5/79.6/65.8  | 0/89.3/84.4/74.1    |
| Science        | 0/76.8/77.8/73.3  | 0/85.5/82.1/80      |
| Social Studies | 0/95.5/81.5/80    | 0/96.6/86.6/86.4    |
| Reading        | 77/80.4/88.9/70.8 | 81.6/86.8/89.4/72.3 |

The graph above is from the Wisconsin School Districts Performance Reports during the

year of 2010-2011, comparing the core curriculum. These are the weaknesses that the Jefferson School District has when comparing to their biggest competitor, the Fort Atkinson School District. The Jefferson School District is lacking in their curriculum a significant amount compared to Fort Atkinson School District, which is huge part of our issue.

### Strengths

Referring back to the 2012 Open Enrollment survey, one of the top four programs parents felt was the most important was Advanced Placement courses. According to the 2010-2011 Performance Report, Jefferson School Districts percentages were higher than the Fort Atkinson's School District. The Advanced Placement courses at Jefferson are increasing in numbers with seven new classes just added within the last five years (AP Course Summary in School District of Jefferson Meeting Minutes).

Donna Thomas, the Interim Director of Curriculum and Instruction is working with the Department of Public Instruction to have students who are attending JHS in the fall and are enrolled in the specific dual credit courses, twenty available courses, to receive credit for high school graduation and Madison College credit if they successfully complete the course (C or better). As if twenty courses for dual credit weren't a good way to save money for students during the academic year, the Business, Family Consumer Education, and English Department are working on offering courses to be taken in the summer to achieve credit for college. Courses include Accounting, Health, Safety, and Nutrition, Heath Career Exploration, and Intro to College Writing and Reading Strategies (Memorandum in School District of Jefferson Meeting Minutes).

As for the Gifted and Talented Program within the District of Jefferson, it was recently

(2009-2010) reviewed, revised, and launched this fall (2012). It is laid out in timeline matter to carry out the proper tasks that were necessary for these students. There are five areas with three levels categorizing students into the proper challenge program, which will then break down the level, giving a description of instructional activities and learning experiences for that gifted individual. (Board of Education, Gifted and Talented Plan and Challenge Program Framework 1-5).

### *New High School Facility*

Jefferson High School now has a newly renovated building. Although the studies have shown that this isn't a huge concern to parents who have applied for open enrollment and sent their children elsewhere, it can be a great selling point



for

parents from neighboring districts who are looking to enroll their children to a better school.

Jefferson High School renovations include a new academic wing that is two stories, a brand new gymnasium, cafeteria and swimming pool, updated infrastructure (heating, ventilation, air conditioning and a new fire suppression system), new offices and administration space, a newly



redone main entrance and auditorium lobby, a renovated band room, choir room, classrooms and technology education department, as well as a new smaller gymnasium where the old JHS pool used to be (Wilson, 2012).

## Communication and the Community

Looking at the Jefferson School District website, from a parents point of view and researching for major documents such as curriculum, previous newsletters, daily announcements, athletic stats, etc. The website was confusing to navigate which made finding the documents that would help with a decision, very difficult. The website did not “sell” itself at first glance. There were no achievements of the school, athletics, or student records available and a lot of the links didn’t appear to be clickable. When the links were clickable there was no detailed information about the topic.

When comparing the Jefferson School Districts website with the Fort Atkinson School District, Jefferson’s biggest competitor, the website looked very professional, neat, simple, yet still to the point. The links all worked with the information parents are seeking, including a link of reasons “Why I should send my child to Fort”. The slideshow of pictures on Jefferson’s website, however, was very pleasant and made the school district look like a great place to have kids educated, but overall the website gives the bare minimal amount of information and needs to show what great things Jefferson School District offers which is an problem and factors in the whole issue.

*The Daily Union* covers a majority of the Fort Atkinson, Whitewater and Jefferson local news. They cover news, local sports, obituaries, and things happening in the community. On the website, the county, has access to photo albums, blogs, and community calendars. They also have links for local advertising, a classifieds section, and public notices section. We tried to locate them on face book and twitter, which they did not have accounts for. Despite what some may think, as you can see in Chart 3, according to a study done by Pew Research Center’s

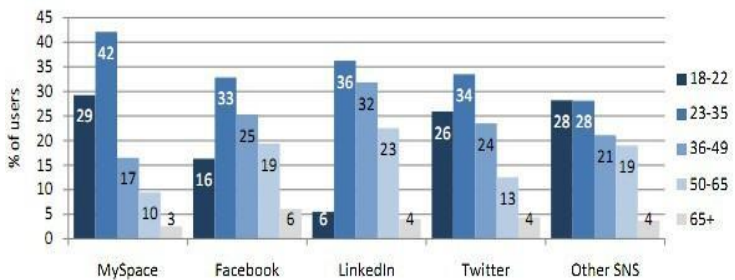
Internet and American Life Social Network Site, 25% of Facebook users and 24% of Twitter users fall in between the ages of 36-49 (Profs, 2010).

We think the Daily Union is a great way to communicate with the public for local athletic attention and community service news but we feel with technology sky rocketing, social media sites and modernizing the website to its maximum potential is necessary in

order to market what the district excels and make the community aware of the opportunities.

**Age distribution by social networking site platform**

*% of social networking site users on each site who are in each age group. For instance, 29% of MySpace users are 18-22 years old.*



Source: Pew Research Center's Internet & American Life Social Network Site survey conducted on landline and cell phone between October 20-November 28, 2010. N for full sample is 2,255 and margin of error is +/- 2.3 percentage points. N for social network site and Twitter users is 975 and margin of error is +/- 3.5 percentage points.

COVER PAGE FOR THE PLAN

# The School District of Jefferson

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## The Plan

### Target Audiences

#### **Parents of school-age children**

- The parents make their decisions in regards to OE based on where they feel their child will receive the best education and the best chance to succeed.
- They get their information from mostly word of mouth, the district web page, through the school's newsletter, school administrators, and from their children.
- The parents are influenced by their children's opinions mostly; but the voices and opinions of other parents that chose to open enroll their students also have an impact.

#### **School District Teachers and Administrators**

- The team members of the district influence the OE decision by either being great at their job and retaining students, or doing the opposite and pushing children away. They can improve OE decisions by providing information of strategies on how they plan to improve certain areas of their curriculum.
- They get their information through internal communication between each other and newsletters/memorandums provided from other faculty and staff.
- Other teachers, competition, money, and those in higher positions than their own heavily influence them. Also, major influences come from taxpayers who are

interested in where their tax money is going.

### **Adults living within the Jefferson District**

- Their wallets influence the decisions of these members, if they don't have students in the district; they want their tax dollars to be serving their best interests. Adults living in the district want to know that their money that they are paying in taxes is being well spent and going to a good school.
- These audiences through newsletters, and open district meetings are gathering the information. But the main way for these adults to gather information is through word of mouth.
- Neighbors that have students in the district, newsletters, and heavily influenced by information about tax money influence this audience.

### **Students in the District**

- The decisions of this public are influenced by themselves, and their classmates (they want to stay where their friends go).
- Their information gathering comes through word of mouth between themselves and other students
- The influences of these students include their parents, teachers, and most of all they don't want to be separated from friends.

## **Objectives**

### **Parents of School-Aged Children in Jefferson School District**

- Create a relationship with 200 parents that have students enrolled in the Jefferson School District who will become long term supporters of the Jefferson will encourage others to enroll their children into the district.
- Raise awareness for the parents of the beneficial programs and extracurricular opportunities that may be offered at the Jefferson School District by the next enrollment period.

### **School District Teachers and Administrators**

- Obtain more resources and place more emphasis on beneficial programs that Jefferson offers compared to other school districts during the school year.
- Obtain a 50% growth in open enrollment for the next school year.
- Obtain more resources to strengthen the teachers' abilities and the overall education experience in the Jefferson School District during the school year.
- Create a relationship with all teachers and administrators in the Jefferson School District to strengthen the overall school moral and the environment of the school district during the school year.

### **Adults (Tax Payers and Voters) in Jefferson School District**

- Create a relationship with 500 opinion-leader voters who will become long term supporters of the Jefferson School District, encourage others to support the Jefferson School District, and work towards full support from the community.
- Create a relationship with community taxpayers who will be long-term supporters of the Jefferson School District, who will continue to provide support for the school

district and help the funding that the school receives during the school year.

### **Students in Jefferson School District**

- Raise awareness for the students of the beneficial programs and extracurricular opportunities that may be offered at the Jefferson School District during the school year.
- Create a relationship with 150 students that may be enrolled into the Jefferson School District who could become a part of the education system and may encourage their parents to enroll them into the school district.

### **Strategies**

When thinking of ways to change the opinion of each member of the audience a main theme continues to reoccur, the need for a new faculty member to either be hired to run a communication program or a current faculty member needs to be trained to do the same.

To address the audience, specifically parents of school-aged children whose daily life doesn't consist of logging onto Facebook or Twitter all aspects of the day, a list of parent and guardian emails needs to be compiled with weekly or bi-weekly information in them.

On top of that the Jefferson School District newsletter needs to be continued. For the Jefferson School District, internal communication from the teachers and administrators should to be analyzed in a form for keeping an up-to-date communication between employees in the Jefferson School District. By keeping the employees "in the know" allows them to voice their concerns and hear those of their colleagues which makes better lines of communication as well as a more freely flowing chain of communication throughout the Jefferson School District employees. Approaching communicating to the adults within the district is easily done by

sending the same emails to the parents of students but not with the same frequency, if emailed too often adults may be annoyed and become disinterested in the information shared through the emails.

The same frequency should be used in sending the district newsletter. The students in the district can be informed and reached through the use of social media, Facebook and Twitter, so students can be informed in a matter that is natural to them. For example, links to important information posted on Twitter through short tweets about educational information. Students can also be informed by face-to-face communication delivered by teachers or administration in the classroom.

In conclusion, the need for an employee Public Relations Chair for the School District of Jefferson is imperative. Having someone to spearhead the work of sending out emails with important information, update social media, and keep everyone informed throughout is desperately needed. By keeping lines of communication open and readily available the Jefferson School District will have the ability to communicate freely between employees, and will also be able to share important information with all members of the Jefferson School District.

### **Key Messages**

#### **Parents of School-Aged Children in Jefferson School District:**

- Open Communication
- Knowledge of happenings within the District
- Having a say in what happens in the District

#### **School District Teachers and Administrators:**

- Open Communication
- Voices heard
- Ideas from across the District

#### **Adults (Tax Payers and Voters) in Jefferson School District**

- Flow of communication throughout the District
- No overload of information

- Having a Hand in the on goings in the District

**Students in Jefferson School District:**

- Open communication between students and employees
- Being able to voice opinions
- Twitter updates
- Facebook updates
- Social media existence

***Creative Brief***

**Clients Objective:**

a. We want the target to become knowledgeable to an extent where it would influence their decision to send their children to the School District of Jefferson. We would do this by raising awareness of what the Jefferson School District excels at and what differentiates them from surrounding school districts.

b. Success will be measured by analyzing student's improvements within the new programs, which will bring a decrease in students leaving the Jefferson School District. In the next two years we hope to decrease negative enrollment by at least fifty percent per year.

**Target Audience:**

- a. **Parents of school-age children**
- b. **School District Teachers and Administrators**
- c. **Adults living within the Jefferson District.**
- d. **Students in the District**

**Situation and Competitive Analysis:**

For the last eight years, Jefferson School District has been losing their students to

other School District through open enrollment program, and today, we are trying to come up with a plan that we can bring students back to the School District. There are four target audiences that we focus on this research and each target audience has its own affect to the School District. Parents of school-age children are the one whom make decision in regard to open enrollment, whether to send their children to other District or study at the District that they are reside in. The School District Teachers and Administrators influence the open enrollment decision by their work effort. Adults living within the Jefferson District are the one whom pay tax to the District and they would want their money serve their best interest and well-spent to a great education. Students in the District decision would mostly influence by themselves or their friends.

Through this plan, we would want parents of school-age children and students in the District consider staying/moving back to Jefferson School District, and the teachers and administrators of School District would plan to improve their curriculum and make a change to the School District so that the adults living within the Jefferson District would recognize and know their tax is worth and spent in a right way. If the change works out, the number of students that Jefferson School District loose to other District would decrease and maybe the open enrollment number would be a positive number after all.

**Target's Problem and Unmet Needs:**

The Jefferson School district has a few distinct problems:

- Communication within the community- the Jefferson School District needs to create multiple ways of communicating great programs and great opportunities,

and statistics of their school district.

- Test scores and setting standards- Jefferson School District needs to set higher standards for their school. They need to shift from this “let each student set their goals,” mentality and move toward standards of excellence for everyone. It will greatly improve their test scores. At the same time, they need to have help available to help those students who may struggle to achieve a level of excellence. The Math program will also help out with this.
- Time, effort, and money need to be disbursed in a way that is effective for more than just the Character Education program to succeed. If other programs have great potential, they should take full advantage of this and create a new opportunity for themselves to have other great programs within their school district.

In the end, the Jefferson School District needs to stop losing students (specifically to Fort Atkinson) and this will only be done with a reputation turn around. What the Jefferson School District needs to do is hire a Public Relations professional (or even two) to take charge and implement these plans and build up programs to the point that they are successful. Success, in this case, will be measured not only by the number of students involved and improving, but by seeing a turnaround in the open enrollment problem.

### **Our Promise:**

To reverse the open enrollment issue in the Jefferson School District, by stopping the outbound and keep the residents who live in Jefferson in the district and increase the inbound number.

### **Reasons to Believe the Promise:**

Marketing to not only the residents in the district but to also attract more students from surrounding districts. Within this campaign we would sell the programs that Jefferson School District excels as such as:

- Art department
- Band/percussion program/Tri M Music/Jazz Festival/Eagle Men's Choir
- Drama Program
- Teacher performance (conference papers, recognitions)
- New Gifted and Talented program – How's it working?
- Planned C&I full-time hire – What's the focus? High expectations?
- AP/ACT stories
- Math and Science program opportunities
- Foreign language opportunities
- CNA/Auto Mech certification programs
- World class swimming pool – now that we have a new pool, are there plans to upgrade swimming program?
- New athletic fields
- Alumni success stories

### **Concept Due Date:**

### **Client and Agency Signatures:**

- a) Client \_\_\_\_\_
- b) Senior Counselor/Brand Development \_\_\_\_\_
- c) Creative Director \_\_\_\_\_
- d) Counselor \_\_\_\_\_

### **Communication Elements and Tactics**

Parent-Teacher conferences are great ways of advertising. This is the best way to reach Jefferson School District's most important target audience. The parents are there to listen about their child and take advice from the teachers. If the teachers are listing opportunities by telling them about new up and coming programs, the parents will take their advice. Teachers should

have an agenda laid out to talk about new events and recommend them to parents.

The Jefferson School District has a lot of work to do on their new website. They need to move from an early 2000's themed website to a more modern, professional look. Virtually everyone in Jefferson County and the surrounding area at least has access to the Internet. This should encourage the school district to make a website suitable for all ages, easy to navigate through and pleasing to the eye. (no dancing pencils)

The Jefferson School District should start a Facebook page to communicate events and programs to parents and adults in Jefferson County. Facebook, as well as other social media options (which I will talk about next) is a great opportunity, free advertising, and easy advertising. The only cost that the school will pay for Facebook and other social media is the time they will pay those to use it.

Twitter has become a great social media tool for people to follow and keep up with constantly. The Jefferson School district should request that teachers get a twitter for school. Parents and students can follow their child's teacher on twitter and see their progress, check homework assignments, and easily contact the teacher if they have any last minute questions or concerns.

If the Jefferson School district doesn't do this by now, they should implement a weekly newsletter to parents sent out through email. This is a great way to communicate programs and progress of students. I would also recommend that they send out a monthly email to others interested (taxpayers, alumni, and others living in the district who have a genuine interest in the school). Sending out this email will keep people involved if they want to be, and keep them

informed of special events, as well as all of the great things that Jefferson School district has to offer.

As long as Jefferson County communicates what it does well with the community, they should start seeing improvements. Jefferson needs to hype up what it is good at by showing-off more. They don't do enough of it. If people see what they're good at, the snowball effect will finally unravel itself a little bit, and hopefully they will get the ball rolling in the other direction.

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