



SHEBOYGAN AREA

SCHOOL DISTRICT

NOTE: This meeting will be held in the Boardroom.

**Starting/ending times may vary*

Tuesday, May 13, 2025

Starting Time: 6:15 – 6:45 p.m.*

CHAIR: Ms. Robbins, Chair

MEMBERS: Ms. Boehmer, Vice Chair
Ms. Donohue
Ms. Tasche

(A quorum of the Board may be present)

The Curriculum and Instruction Committee meeting will be held in the Board of Education meeting room, 3330 Stahl Road, Sheboygan, Wisconsin on **Tuesday, May 13, 2025, at 6:15 p.m.** The following items will be presented for consideration at that time:

Please note that some Board members may be participating in this Board meeting via teleconference or other remote access technology. Members of the public who attend the meeting will be able to hear any open session dialogue between such members and the Board members present in the Boardroom.

REPORT TO THE CURRICULUM & INSTRUCTION COMMITTEE AGENDA

2 Min. 1. **DIPLOMA RECOMMENDATION CLASS OF 2025 GRADUATES – Ms. Rachel Ledezma**
(Information/Action)

Administration recommends that high school diplomas be awarded to students from Central, Étude, North, South High Schools, and George D. Warriner High School for Personalized Learning who are members of the class of 2025. They have completed district requirements for graduation.

The graduation program, including the list of students, will be provided to the Board of Education when the program goes to print. The final list of graduates from each school will be available at the Administrative Office for review beginning in July 2025.

<u>School</u>	<u>Total</u>
Central High School	60
Étude High School	16
North High School	376
South High School	250
George D. Warriner High School for Personalized Learning	<u>26</u>
	728

2 Min. 2. **FRANCE 2026 FIELDTRIP – Ms. Rachel Ledezma** (Information/Action)

Administration recommends the approval of South High School students to travel to Bordeaux and Paris, France March 17-27, 2026, to immerse students in the culture and language they study as per Policy 2340.

- 8 Min. 3. **SHEBOYGAN AREA SCHOOL DISTRICT TECHNOLOGY OVERVIEW AND ROAD MAP – Ms. Rachel Ledezma/Mr. Mike Jaber/Mr. Wayne Eschen** (Information/Discussion)
- Administration will present an overview and roadmap of the District’s technology departments.
- 2 Min. 4. **IMPLEMENTATION OF DEPARTMENT LEADERS – Ms. Rachel Ledezma** (Information/Discussion)
- Administration will share an update on implementing department leaders for elective and exploratory curriculum areas.
- 2 Min. 5. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 2131 - EDUCATIONAL OUTCOME GOALS AND EXPECTATIONS – Ms. Rachel Ledezma** (Discussion/Possible Action)
- Administration recommends the introduction (first reading) of the following revised policy:
- Policy 2131 – Program; Educational Outcome Goals and Expectations
- 2 Min. 6. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 2340 – DISTRICT-SPONSORED TRIPS - Ms. Rachel Ledezma** (Discussion/Possible Action)
- Administration recommends the introduction (first reading) of the following revised policy:
- Policy 2340 – Program; District-Sponsored Trips
- 2 Min. 7. **INTRODUCTION (FIRST READING) OF NEW BOARD OF EDUCATION POLICY 5411 – THIRD GRADE PROMOTION AND RETENTION: AT-RISK STUDENTS - Ms. Rachel Ledezma** (Discussion/Possible Action)
- Administration recommends the introduction (first reading) of the following new policy:
- Policy 5411 – Students; Third Grade Promotion and Retention: At-Risk Students
- 2 Min. 8. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 5505 – ACADEMIC HONESTY - Ms. Rachel Ledezma** (Discussion/Possible Action)
- Administration recommends the introduction (first reading) of the following revised policy:
- Policy 5505 – Students; Academic Honesty
- 2 Min. 9. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 7540.05 – ASSISTIVE TECHNOLOGY AND SERVICES - Ms. Rachel Ledezma** (Discussion/Possible Action)
- Administration recommends the introduction (first reading) of the following revised policy:
- Policy 7540.05 – Property; Assistive Technology and Services
- 2 Min. 10. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 7544 – USE OF SOCIAL MEDIA - Ms. Rachel Ledezma** (Discussion/Possible Action)
- Administration recommends the introduction (first reading) of the following revised policy:
- Policy 7544 – Property; Use of Social Media

EXTENDED TRAVEL, REGIONAL/NATIONAL COMPETITION, AND/OR INTERNATIONAL FIELD TRIP PRE-APPROVAL FORM

Guidelines:

If the field trip meets any of the following criteria, complete this form along with the Estimated Costs Worksheet and route them for approval.

- Over 300 miles round trip
- Includes an overnight stay
- More than 24 hours
- Is a regional or national competition

Deadlines for Approval:

SASD policy requires the Board of Education be informed of all Extended Travel and approve all travel for Regional/National Competitions and International Travel before the trip takes place.

To meet these requirements, please follow these deadlines:

- Identify the date of a Curriculum & Instruction (C&I) meeting that occurs at least 4 weeks before the field trip's departure date.
- The forms must be completed and routed at least 2 weeks before that C&I meeting.
- C&I meetings occur on the second Tuesday of each month.

Routing Instructions:

- Advisor: Email this form and the Estimated Costs Worksheet to your principal, copying the principal's secretary and the secretary for the Assistant Superintendent of Student & Instructional Services, Pam Warriner. Include a brief message in the email stating, "I recommend this field trip."
- Principal: Review the information. If you recommend the field trip, FORWARD the email to the secretary for the Assistant Superintendent of Student & Instructional Services, Pam Warriner. Include a brief message in the email stating, "I recommend this field trip."
- Assistant Superintendent's Secretary, S&I: Review the documents and prepare hard copies for signatures from all remaining approvers.
- Superintendent's Secretary: When all approvals have been attained, email the advisor that the field trip may take place.

Questions? Need help with formatting?

- Call the secretary for the Assistant Superintendent – Student & Instructional Services, Pam Warriner, at 459-3781.

EXTENDED TRAVEL, REGIONAL/NATIONAL COMPETITION, AND/OR INTERNATIONAL FIELD TRIP PRE-APPROVAL FORM

1. Name of Group: South High France Trip 2026
2. Date of Application: 4/10/2025
3. Person Making Application: Angela Geiszler
4. School: Sheboygan South High School

5. Proposed Event: Homestay/immersion/tour experience
6. Destination: Bordeaux and Paris, France
7. Dates of Travel: March 17-27, 2026 (dates may change based on flight costs)
8. Purpose: The purpose of this trip is to immerse students in the culture of a country where the language they study is spoken. Through this experience, they will further develop their understanding of the French language and culture.
9. # of students (estimate): 15
10. # of chaperones: 2

11. Is this field trip a regional/national competition?



Yes



No

12. If yes, what are the qualifying criteria for participation?

13. Estimated Costs

Use the appropriate worksheet to calculate the cost of the trip. Use the results from the worksheet to complete the section below. The worksheet must be submitted along with this form to the Assistant Superintendent Student & Instructional Services.

A. Total Cost of Trip

# of Students	15
Cost Per Student	3247
Total for all Students	48705

# of Chaperones	2
Cost Per Chaperone - The cost of the chaperones is factored into the student cost.	0
Total for All Chaperones	0

Total Cost of Trip	48705
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B. Cost by Funding Source

Source			Total
Students	(\$ 3247	each	48705
Chaperones	(\$ 0	each	0
Student Group/Fundraising			0
Grants			
Building Funds			
District/Central Admin Funds			
Other - specify here:			
Total Cost of Trip			48705

Continued on next page . . .

14. Use the space below to answer the following questions. Do not submit additional pages. The space below will expand to fit your needs.

a.	<p>What activities will the students be engaged in while on the trip?</p> <p><i>Students will travel to France and stay with host families in Bordeaux, France. Each host family will have a son/daughter who attends Lycée François Mauriac (high school) and students will participate in day-to-day activities with this French teenager. Activities include going to school, presenting to English classes, participating in after-school activities, family excursions, etc. The hosting school will also organize short local excursions in and around Bordeaux for our students and their host "brother" or "sister." In addition, students will experience three days in Paris, France. They will visit the Eiffel Tower, the Louvre Museum, Notre Dame Cathedral, Sacré-Cœur Basilica, Montmartre, Musée d'Orsay, and the Arc de Triomphe. They will also take a narrated river cruise along the Seine.</i></p>
b.	<p>How will students demonstrate their learning from this experience? (Please describe specific activities that will take place after the field trip.)</p> <p><i>Students who participate in the trip, will put together a presentation of their experiences in France. They will then present it to their French class upon returning to school.</i></p>
c.	<p>How will SASD staff members involved in the field trip use their experiences during this field trip to enhance their classroom activities?</p> <p><i>Every time I travel to France, I bring back authentic materials that I incorporate in my units. In addition, I make connections with people in France (other teachers, students, etc) and am able to use them as resources/connections for students for various purposes throughout the year. In addition, I am able to experience the most current cultural and linguistic trends and will be able to incorporate those into my lessons. Mariya Grabow is our librarian and theater teacher. She chaperoned the last trip with me, made great gains in her French abilities, and made connections with the library staff in the high school in France as well as the theater and English teachers. She has incorporated ideas learned from observing classes into her theater practices. She exchanged ideas on books and other educational products with the library staff in France. She plans to continue to collaborate with these departments at Lycée Mauriac and help maintain that connection between our two schools/students. She greets all students in French when they enter the library and plans to continue encouraging the French students at South to speak French with her while in the library.</i></p>
d.	<p>Who will the chaperones be and how were they selected?</p> <p><i>Mariya Grabow is the other chaperone. She was chosen because she has an excellent relationship with the students at South, speaks French and has a passion for French culture.</i></p>

15. Verify that the appropriate documentation will be provided for this field trip.


- a. The school's extended travel rules and a detailed itinerary will be provided to each student and parent/guardian before the trip.

 X Yes No

- b. Parents/guardians will review and complete the following forms, returning them to the school, before the trip takes place:

• Consent for Treatment of Student	<u> X </u>	Yes	<u> </u>	No
• Student Travel Notice and Consent form	<u> X </u>	Yes	<u> </u>	No
• The Parent/Legal Guardian Exclusion Waiver form (applies only to trips outside the continental US)	<u> X </u>	Yes	<u> </u>	No

16. Route this form for approval. Follow the guidelines on the cover page of this form.

For Central Administration Use Only				
Signature	Title	Recommended:		Comments
		Yes	No	
Angela Geiszler	Advisor	x		per email
Kevin Formolo	Principal	x		per email
	Asst Supt – S&I	✓		
	Superintendent			
	Board of Education			

8/27/13

New Form Number 9/18/14

Updated 10/6/16

SASD Technology

Overview and Roadmap

2025

AGENDA

2

01 Overview

Instructional Technology

- 3 Instructional Technology Coaches
- Mobile Device Manager
- Instructional Technology Secretary

Information Technology

- PC Support / Electronics
- Admin Systems / Networking
- Skyward Support
- Printing Services

02 Devices

- Newline Interactive Panels (4K)
- iPads (K-1)
- TouchScreen Chromebook (2)
- Chromebooks (3-12)
- Teacher Devices (Macbook Air)

03 Technology Goals

- Standardized Technology Classroom
- AI Guidelines
- AI Pilot

04 Professional Development

- TECHknow Conference
- New Teacher Orientation
- Conferences
- Lakeland Partnership
- Building PD for Teachers

05 Technologies Utilized

- LEGO Education Kits
- Sphero Robots
- Ozobot Robots
- 3D Pens
- VR Goggles
- Breakout Boxes

06 Questions

Technology Teams Overview

01 ***Instructional Technology***

- 3 Instructional Technology Coaches
- Mobile Device Manager
- Instructional Technology Secretary

Information Technology

- Admin Systems
- Electronics
- Networking
- PC Support
- Skyward Support
- Printing Services



Devices

02

- Newline Interactive Panels (4K)
- iPads (Grades K-1)
- TouchScreen Chromebook (Grade 2)
- Chromebooks (Grades 3-12)



Technology Goals 03

- Standardized Technology Classroom
- AI Guidelines
- AI Pilot



Professional Development

6

04

- TECHknow Conference
- New Teacher Orientation
- Conferences
- Lakeland University Partnership
- Building Professional Development



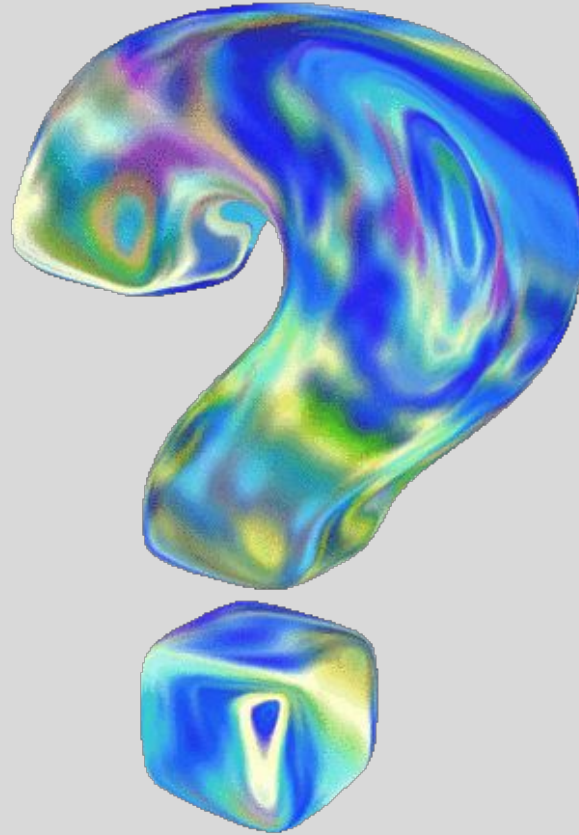
Technologies Utilized

05

- LEGO Education Kits
- Sphero Robots
- Ozobot Robots
- 3D Pens
- VR Goggles
- Breakout Boxes
- Web-Based Resources

Questions

06





SHEBOYGAN AREA

SCHOOL DISTRICT

May 13, 2025

To: Dr. Jake Konrath, Superintendent
Cc: Executive Management Team (EMT) and S&I Coordinators
From: Rachel C. Ledezma, Assistant Superintendent of Student & Instructional Services
Subject: Creation of Department Leader Roles

Proposal for the Creation of Department Leaders for Elective/Exploratory Areas

Purpose:

The creation of Department Leader roles for elective/exploratory areas to complement our existing district leadership structure. These roles will enhance the support provided to educators, foster collaboration with high school Department Chairs, and maintain alignment with the District's long-range plan. S&I Coordinators will continue to provide oversight for all content areas.

Role Overview:

The Department Leaders will serve as instructional leaders and liaisons for educators in elective/exploratory areas such as art, music, physical education, world languages, and others. They will collaborate closely with their departmental colleagues, the District's S&I Coordinators, and high school Department Chairs to support professional growth, curriculum alignment, and continuous improvement efforts.

This new layer of leadership will work within the District's current structure, ensuring S&I Coordinators retain their critical role in overseeing all content areas while leveraging the expertise of Department Leaders to support daily instructional needs and teacher collaboration.

Key Responsibilities of Department Leaders:

Professional Development:

- Work with S&I Coordinators to design and deliver content area specific professional learning experiences for educators.
- Serve as a support for the departmental team by promoting best practices and innovative instructional strategies.

Collaborate on Annual Goals:

- Work with departmental teams to set and monitor annual goals that reflect district priorities.
- Collaborate with the S&I Coordinators and high school Department Chairs to ensure alignment with districtwide goals.

Support Curriculum Adoption Process:

- Partner with the S&I Coordinators to co-lead the curriculum adoption process, ensuring new materials are aligned with state standards and the District's long-term vision.

Office of the Superintendent

3330 Stahl Road • Sheboygan, WI 53081 • **PHONE:** 920-459-3514 • **FAX:** 920-459-6487



SHEBOYGAN AREA

SCHOOL DISTRICT

Identify Departmental Budget Priorities:

- Work with the S&I Coordinators to identify budget needs, including instructional resources, materials, and technology.

Facilitate Continuous Improvement:

- Support staff in analyzing data and implementing continuous improvement strategies.
- Promote collaboration, continuous improvement, and innovation within elective/exploratory departments.

Collaboration with High School Department Chairs:

- Serve as a bridge between educators, collaborate with Department Chairs to ensure vertical alignment of curriculum, instruction, and assessment.
- Share updates on initiatives and seek feedback to inform continuous improvement.

Maintaining the Current Structure with S&I Coordinators:

The creation of Department Leader roles is designed to enhance—not replace—the current structure. S&I Coordinators will continue their work of overseeing all content areas, including:

- S&I Coordinators will focus on high level oversight of elective/exploratory areas, intensive oversight of core curricular areas, strategy development, and districtwide initiatives.
- Department Leaders will provide another layer of support for educators
- S&I Coordinators will maintain leadership of high school programs and collaborate with both Department Leaders and Department Chairs (Grades 9-12) to ensure a unified districtwide K-12 vision.

Implementation:

- Educators with expertise in elective/exploratory areas will express interest in the stipend positions.

Positions Available:

1. Art (Elementary & 6-12 Districtwide Department Leader)
2. Music (Elementary & 6-12 Districtwide Department Leader)
3. World Languages (6-12 Districtwide Department Leader)
4. Physical Education (PE) & Health (Elementary & 6-12 Districtwide Department Leader)
5. FACE (6-12 Districtwide Department Leader)
6. Tech. Ed. (6-12 Districtwide Department Leader)
7. School Counseling (Elementary & 6-12 Districtwide Department Leader)

Budget Impact:

- 11 positions x \$1268 x 1.14= \$15,900.72

Next Steps

- Two information sessions
- Selection and appointment for the start of the 2025-2026 school year.

Office of the Superintendent

3330 Stahl Road • Sheboygan, WI 53081 • **PHONE:** 920-459-3514 • **FAX:** 920-459-6487

Book	Policy Manual
Section	2000 Program
Title	EDUCATIONAL OUTCOME GOALS AND EXPECTATIONS
Code	po2131*jjh
Status	First Reading
Adopted	December 11, 2018

2131 - **EDUCATIONAL OUTCOME GOALS AND EXPECTATIONS**

In fulfillment of the District's mission to provide a quality education for all of the students, the Board believes the mission is being accomplished when students confirm that they have achieved the following educational goals.

Academic Skills and Knowledge

- A. Basic skills including the ability to read, write, spell, perform basic arithmetical calculations, learn by reading and listening, and communicate by speaking and writing.
- B. Analytical skills including the ability to think rationally, solve problems, use various learning methods, gather and analyze information, make critical and independent judgments and argue persuasively.
- C. A basic body of knowledge that includes information and concepts in literature, fine arts, mathematics, natural sciences, including knowledge of the elements of agriculture and the conservation of natural resources, and social sciences, including knowledge of the right and responsibilities of the family as a consumer, cooperative marketing and consumers' cooperatives.
- D. The skill and attitudes that will further lifelong intellectual activity and learning.
- E. Knowledge in computer science, including problem-solving, computer applications, and the social impact of computers.

Vocational Skills

- A. An understanding of the range and nature of available occupations and the required skills and abilities.
- B. Preparation to compete for entry-level jobs not requiring postsecondary school education.
- C. Preparation to enter job-specific vocational training programs.
- D. Positive work attitudes and habits.

Citizenship

- A. An understanding of the basic workings of all levels of government, including the duties and responsibilities of citizenship.
- B. A commitment to the basic values of our government, including by appropriate instruction and ceremony the proper reverence and respect for and the history and meaning of the American flag, the Declaration of Independence, the U.S. Constitution, and the constitution and laws of the State.
- C. The skills to participate in political life.
- D. An understanding of the functions of organizations in society.
- E. Knowledge of the role and importance of biological and physical resources.

- F. Knowledge of State, National, and world history.
- G. An appreciation and understanding of different value systems and cultures.
- H. An understanding, at all grade levels, of human relations, particularly with regard to American Indians, Black Americans, ~~and~~ Hispanics, **Hmong Americans, and Asian Americans.**

Personal Development

- A. The skills needed to cope with social change.
- B. Knowledge of the human body and the means to maintain lifelong health, including:
 1. knowledge of the theory and practice of physical education, including the development and maintenance of physical fitness.;
 2. knowledge of the nutritive value of foods, as outlined in the Dietary Guidelines of Americans, and knowledge of the role of a nutritious diet in promoting health, preventing chronic disease, and maintaining a healthy weight.
 3. knowledge of physiology and hygiene, sanitation, the effects of controlled substances consistent with ch. 961 and alcohol upon the human system, symptoms of a disease and the proper care of the body. No student may be required to take instruction in human growth and development, self-esteem, responsible decision-making, interpersonal relationships, sexual activity, human sexuality, reproduction, contraception, family life, parenting, sex stereotypes and protective behavior if his/her parent files with the teacher or principal a written request that the student be exempted. Instruction in physiology and hygiene shall include instruction on sexually transmitted diseases and shall be offered in every high school.
 4. awareness about drug abuse, including prescription drug abuse, and prevention.
- C. An appreciation of artistic and creative expression and the capacity for self-expression.
- D. The ability to construct personal ethics and goals.
- E. Knowledge of morality and the individual's responsibility as a social being, including the responsibility and morality of family living and the value of frugality and other basic qualities and principles referred to in article I, section 22, of the constitution insofar as such qualities and principles affect family and consumer education.
- F. Knowledge of the prevention of accidents and the promotion of safety on public highways, including instruction on the relationship between highway safety and the use of alcohol and controlled substances under ch. 961.
- G. The skills needed to make sound decisions, knowledge of the conditions which may cause and the signs of suicidal tendencies, knowledge of the relationship between youth suicide and the use of alcohol and controlled substances consistent with chapter 961 and knowledge of the available community youth suicide prevention and intervention services. Instruction shall be designed to help prevent suicides by students by promoting the positive emotional development of students.
- H. Knowledge of effective means by which students may recognize, avoid, prevent and halt physically or psychologically intrusive or abusive situations which may be harmful to students, including child abuse, sexual abuse, and child enticement. Instruction shall be designed to help students develop positive psychological, emotional, and problem-solving responses to such situations and avoid relying on negative, fearful, or solely reactive methods of dealing with such situations. Instruction shall include information on available school and community prevention and intervention assistance or services and shall be provided to students in elementary schools.

The Board believes that all students in this District will be able to demonstrate these learnings at a level that is commensurate with their age and capabilities.

The District Administrator is charged with the responsibility for providing, through the District's curriculum and appropriate administrative guidelines, opportunities for each student to accomplish these goals as well as a valid means for assessing the extent to which each is accomplished.

Student achievement of these educational goals represents the Board's highest priority. It should be the highest priority, as well, for the administration and for all members of the staff.

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Legal

118.01, Wis. Stats.

Book	Policy Manual
Section	2000 Program
Title	DISTRICT-SPONSORED TRIPS
Code	po2340*jjh
Status	First Reading
Adopted	October 22, 2013
Last Revised	March 12, 2024

2340 - **DISTRICT-SPONSORED TRIPS**

The Board recognizes the value of organized trips or other excursions away from the classroom as a valuable part of the District's educational programming and a valuable opportunity to obtain additional educational experiences not offered directly in the curriculum offerings. These opportunities occur in four (4) primary forms addressed in this policy: (a) field trips; (b) extra-curricular/co-curricular program-related trips; (c) overnight trips; and (d) other District-sponsored trips.

Field Trips

The Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. For purposes of this policy, a field trip shall be defined as any planned journey by one (1) or more students away from District premises, which is under the supervision of a professional staff member, approved by Administration and furthers or supplements an integral part of a course of study as planned for and incorporated into that course of study by the teacher. Properly planned and executed field trips should:

- A. supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools;
- B. arouse new interests among students;
- C. help students relate school experiences to the reality of the world outside of school;
- D. bring the resources of the community - natural, artistic, industrial, commercial, governmental, educational - within the student's learning experience;
- E. afford students the opportunity to study real things and real processes in their actual environment.

Field trips that involve Regional/National Competition or International Travel must be approved by the Board of Education before the field trips take place.

Extended Travel Field Trips must be included in Board Connections before the field trip takes place. Field trips that meet any of the following criteria are considered Extended Travel:

- A. Is over 300 miles round trip
- B. Includes overnight travel and/or lodging
- C. Is more than twenty-four (24) hours in length

The Extended Travel, Regional/National Competition, and/or International Field Trip Pre-Approval Form 2340G F1 must be used when submitting field trips to the Board of Education.

All other field trips must be submitted to the building principal at least ten (10) days before the field trip takes place.

Extra-Curricular/Co-Curricular Trips

The Board recognizes that student trips will occur for reasons that are not directly incorporated into the curriculum as part of a class, but rather are part of the extra-curricular/co-curricular activities offered by the District. For example, a District athletic team may travel to away games, or take a trip to an out-of-town tournament. Any such trips must be identified at the beginning of the activity for the school year, or for the particular season. Extra-curricular or co-curricular trips shall be approved by the athletic director in accordance with the same procedures used for approving field trips. In cases where such advance notice is not possible (such as travel to State tournament competition), the staff member responsible for such activity shall notify the athletic director of the activity and pertinent information.

Overnight Travel

Overnight travel is defined as a field trip that involves one or more overnight stays. ~~Overnight travel includes foreign travel.~~ The District views overnight travel outside of the District related to the curriculum/program as an adjunct to that curriculum/program. As such it is an important feature of the overall educational program. The District recognizes the importance of overnight travel outside of the District to amplify and enhance studies that occur in the schools' classrooms through unique enrichment opportunities that are not available locally. Overnight travel shall first be approved by the Principal in accordance with the District's overnight travel guidelines.

Other District-Sponsored Trips

Other District-sponsored trips shall be defined as any planned, student-travel activity which is approved as part of the District's total educational program, but not a part of a particular course and not expressly connected to an established extra-curricular/co-curricular activity. These trips may include such trips as summer trip programs, youth service trips, and other types of day trips that are organized by or through school staff or facilitated in some fashion through the District.

Trip Approval Process

No staff member may offer or lead any trip as a District-sponsored trip no matter the type unless the trip has been approved in the manner prescribed in this policy.

Any staff member may propose a trip by presenting details of the proposed trip to the principal.

Proposals shall include the details of the trip, the cost of the trip, identify any third-party entities that will be involved in the trip, identify the curriculum-based purpose of the trip, identify what students will be eligible to participate, and any other pertinent information. If overnight, the proposal must describe how accommodations will be provided and how such arrangements will be properly supervised.

General Trip Provisions

Students may be charged fees for District-sponsored trips.

Students on all District-sponsored trips remain under the supervision of this Board and are subject to the District's administrative guidelines.

The Board does not endorse, support, or assume liability in any way for any staff member, volunteer, or parent of the District who takes students on trips not approved by the Board or District Administrator. No staff member may solicit students of this District for such trips within the facilities or on the school grounds of the District without permission from the District Administrator. Permission to solicit neither grants nor implies approval of the trip. Such approval must be obtained in accordance with the District's Administrative Guidelines for Extended Trips.

The District Administrator shall prepare administrative guidelines for the operation of both field and other District-sponsored trips, including athletic trips, which shall ensure:

- A. the safety and well-being of students;
- B. parental permission is sought and obtained before any student leaves the District on a trip;
- C. each trip is properly planned, and if a field trip, is integrated with the curriculum, evaluated, and followed up by appropriate activities which enhance its usefulness;
- D. the effectiveness of field trip activities is judged in terms of demonstrated learning outcomes;
- E. each trip is properly monitored;

- F. student behavior while on all field trips complies with the Student Code of Conduct and on all other trips complies with an approved code of conduct for the trip.

A professional staff member shall not change a planned itinerary while the trip is in progress, except where the health, safety, or welfare of the students in the staff member's charge is imperiled or where changes or substitutions beyond their control have frustrated the purpose of the trip.

In any instance in which the itinerary of a trip is altered, the professional staff member in charge shall notify the administrative superior immediately.

Trips Not Sponsored by the District

No staff member, volunteer, coach, or other individual acting in some capacity for the District may solicit students of this District to participate in any trip not sponsored by the District unless that staff individual has received approval of the principal to promote such trips within the facilities or on the school grounds. This includes summer trips abroad or other trips offered through a third-party organizer in which a staff member, volunteer, coach, or other individual acting in some capacity for the District is participating, as well as athletic activities outside the District's athletic program.

If approval is granted to solicit students to participate, that individual must clearly communicate to parents that the trip is not District-sponsored and that that individual is not participating within the staff individual's role representing the District. Coordination and/or participation in such a program shall be consistent with Policy 3210 - Staff Ethics/Policy 4210 - Support Staff Ethics.

Transportation for Field and other District Sponsored Trips

The transportation for all field and other District-sponsored trips is to be by vehicles owned or approved by the District and driven by approved drivers.

The District shall assume transportation costs for approved field trips as specified in the District Administrator's administrative guidelines.

The District will assume the vehicle cost for all other trips including co-curricular, athletic, and other extra-curricular trips, but the cost of the driver shall be paid from the designated fund.

Transportation may be limited by the availability of vehicles, drivers, and scheduling and will not be available when needed for general school purposes.

All field trips shall be supervised by members of the staff. All other District-sponsored trips shall be supervised by either staff members or adults from the sponsoring organization. Any time students are on the vehicle, at least one (1) sponsor, chaperone, or staff member is expected to ride in the vehicle as well as to supervise students upon return to the District and while they are waiting for rides home.

All students are expected to ride the approved vehicle to and from each activity. A special request must be made to the staff member or sponsor by the parent, in writing or in person, to allow an exception.

District students not affiliated with the trip activity, nondistrict students, and/or children of preschool age shall not be permitted to ride on the trip vehicle without the approval of the Principal.

No student is allowed to drive on any trip. An exception may be made by the Principal on an individual basis provided the student has written parental permission and does not transport any other student.

Transportation by private vehicle shall be in accordance with Policy 8660 - Transportation by Private Vehicle for District-Sponsored Activities or Trips.

The District Administrator shall prepare administration guidelines to ensure that all transportation is in compliance with Board policy on use of District vehicles and/or use of private vehicles.

Revised 8/27/13

Revised 10/29/19

Revised 12/10/19

T.C. 8/2/22

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Legal

121.54(7), Wis. Stats.

Book	Policy Manual
Section	5000 Students
Title	THIRD GRADE PROMOTION AND RETENTION: AT-RISK STUDENTS
Code	PO5411*jjh
Status	First Reading

5411 - THIRD GRADE PROMOTION AND RETENTION: AT-RISK STUDENTS

Introduction

This policy governs the promotion of students from 3rd grade to 4th grade in accordance with 118.33, Wis. Stats. The policy applies to all students being considered for promotion from 3rd to 4th grade, effective on September 1, 2027.

The District intends to make promotion decisions based on a thorough and equitable process that considers individual student needs in reading. For any student who has not completed their personal reading plan by the end of 3rd grade, a team will determine whether retention or promotion to 4th grade, with intensive instructional support, progress monitoring, and supports to remediate the identified areas of deficiency, is in the student's best interest. The determination process will consider relevant factors such as reading proficiency, social and emotional development, and available supports.

Definitions

"Personal Reading Plan" means a reading plan provided for five (5) year-old-kindergarten to third grade students that are identified as at risk based on a universal screening assessment or diagnostic assessment, in accordance with 118.016(5), Wis. Stats.

"Limited English-Proficient Student" means a student whose ability to use the English language is limited because of the use of a non-English language in the student's family or the student's daily, non-school surroundings, and who has difficulty in performing ordinary classwork in English as a result of such limited English proficiency.

"Completed" - means a student who has "completed" their personal reading plan if the student's parent(s) and the District agree that the student has met the goals outlined in the personal reading plan and the student scores at grade-level in reading on a summative assessment.

Promotion of Third Grade Students with Personal Reading Plans

For any student who has not completed their personal reading plan by the end of the student's third grade year, the District will engage in a process to determine whether to promote that student to the fourth grade. The District will not promote a student from third to fourth grade who has not completed their personal reading plan by the end of third grade unless the District, in consultation with the student's parent(s), believes retention is not in the best interest of the student.

In reaching the decision to promote or retain the student, the District will carefully consider all relevant factors, including but not limited to:

- A. Whether a team of interested individuals, including the parent(s) of the student and school representatives who have knowledge of the reading instruction, supports, and interventions provided to the student, believe promotion is in the best interest of the student;
- B. All relevant and available data demonstrating the student's response or progress to reading instruction and intervention, and data demonstrating the student's progress towards meeting personal reading plan goals;
- C. Whether or which alternatives to retention can help support the student to achieve reading proficiency;
- D. Any other factor(s) relevant in deciding whether to retain or promote a student;
- E. Those factor(s) or conditions considered elsewhere in District policy or administrative guidelines pertaining to student promotion and retention;

- G. Whether the student is eligible for an exception contained under this policy;
- H. The potential long-term adverse risks of retention.

Based on the comprehensive evaluation of factors above, the District will make one of the following determinations:

- A. Promotion: Promotion to fourth grade with applicable supports and services is more appropriate than retention to third grade.
- B. Promotion: The student's non-completion of their personal reading plan was not primarily due to the student's lack of reading proficiency.
- C. Promotion: The District recommends retention with applicable supports and services but the student's parent(s) do not agree with the District's recommendation.
- D. Retention: The District determined that, in consultation with the student's parent(s), retention with applicable supports and services is more appropriate than promotion to fourth grade.

Promoting Students with Incomplete Personal Reading Plans

If the District promotes a third-grade student who has not completed their personal reading plan by the end of third grade, the District shall conduct all of the following post-promotion requirements:

- A. In the following and subsequent school year(s) provide intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency until the student scores at grade level in reading on a summative assessment;
- B. Notify the student's parent(s), in writing, that the student did not complete their personal reading plan, including a description of the instructional services and supports that will be provided to the student to remediate the identified areas of deficiency; and
- C. Provide the student with an intensive summer reading program each summer until the student scores at grade-level in reading on a summative assessment.

Exceptions to Post-Promotion Requirements

The following are good cause exceptions. Any student who meets one or more of the following good cause exceptions may be exempt from the promotion policy, the intensive summer reading program, and/or the intensive reading intervention requirements:

- A. The student is identified as a Limited-English Proficient student as per the definition included in this policy;
- B. The student has an individualized education plan (IEP) that indicates that neither taking the universal reading screener nor the State summative assessment in reading is appropriate for the student;
- C. The student scores as proficient in reading on the alternative Statewide standardized summative assessment;
- D. The student has an IEP or Section 504 plan under the Rehabilitation Act of 1973 that indicates that the student has received intensive intervention in reading for more than two (2) years if the student continues to demonstrate a deficiency in reading and was previously retained in 5K, grades one, two, or three;
- E. The student has received intensive reading interventions for two (2) or more school years, continues to demonstrate a deficiency in reading, and was previously retained in 5K, grades one, two, or three for a total of two (2) years.

Mid-Year Enrollment/Transfers

Any student who enrolls as a third-grade student late in the school term without any accompanying record of a personal reading plan shall be promoted to fourth grade under the criteria that the student did not have a personal reading plan in effect at the end of third grade.

If a student transfers into a school enrolled as a fourth-grade student and the provided records indicate the student may have met requirements to be retained in third grade (e.g., incomplete personal reading plan), the District shall provide all supports and services that the student would have otherwise received as a post-promotion requirement including intensive

instructional services, progress monitoring and supports to remediate the identified areas of deficiency, parent notification, and an intensive summer reading program each summer until the pupil scores at grade-level in reading on a summative assessment.

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Book	Policy Manual
Section	5000 Students
Title	ACADEMIC HONESTY
Code	po5505*jjh
Status	First Reading
Adopted	March 12, 2024

5505 – ACADEMIC HONESTY

The Board values honesty and expects integrity in the District's students. Violating academic honesty expectations erodes the trust between teachers and students as well as compromises the academic standing of other students. So that each student learns the skills being taught, and is judged solely on their own merits, the Board prohibits any student from presenting someone else's work as their own, using artificial intelligence platforms in place of one's own work, providing unauthorized assistance to another student, and cheating in all its forms any manner.

All school work submitted for the purpose of meeting course requirements must be the individual student's original work or the original work of a group of students for group projects. It is prohibited for any student to unfairly advance their own academic performance or that of any other student. Likewise, no student may intentionally limit or impede the academic performance or intellectual pursuits of other students.

Academic dishonesty includes, but is not limited to:

- A. plagiarism (of ideas, work, research, speech, art, music, etc.);
- B. forgery of another's work;
- C. presenting the results from that are the product of an artificial intelligence (AI) platform as one's own where the use of AI was not specifically allowed by the teacher as part of the assignment. (–) (See Policy 7540.08 – Artificial Intelligence (AI));
- D. downloading or copying information from other sources and presenting it as one's own;
- E. using language translation work of someone else or using technology when the expectation is doing one's own translation;
- F. copying another person's work;
- G. allowing another person to copy one's own work;
- H. stealing another person's work;
- I. doing another person's work for them;
- J. distributing copies of one's work for use by others;
- K. distributing copies of someone else's work for use by others for academic gain or advantage;
- L. intentionally accessing another's work for the purpose of presenting it as one's own for academic gain or advantage;
- M. distributing or receiving answers to assignments, quizzes, tests, assessments, etc.
- N. distributing or receiving questions from quizzes, tests, assessments, etc.

Use of Artificial Intelligence/Natural Language Processing Tools for School Work

In order to ensure the integrity of the educational process and to promote fair and equal opportunities for all students, except as outlined below, the use of Artificial Intelligence (AI) and Natural Language Processing (NLP) tools (collectively, "AI/NLP tools") is strictly prohibited for the completion of school work. The use of AI/NLP tools, without the express permission/consent of a teacher, undermines the learning and problem-solving skills that are essential to academic success.

and that the staff is tasked to develop in each student. Students are encouraged to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI/NLP tools and they should ask their teachers when they have questions and/or need assistance. Unauthorized use of AI/NLP tools is considered a form of plagiarism and any student found using these tools without permission or in a prohibited manner will be disciplined in accordance with the Student Code of Conduct. (See Policy 7540.08 - Artificial Intelligence (AI))

Notwithstanding the preceding, students can use AI/NLP tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the AI/NLP tools in an ethical and responsible manner. Teachers have the discretion to authorize students to use AI/NLP tools for the following uses:

A. Research assistance: AI/NLP tools can be used to help students quickly and efficiently search for and find relevant information for their school projects and assignments.

B. Data analysis: AI/NLP tools can be used to help students to analyze, understand, and interpret large amounts of data, such as text documents or social media posts. This can be particularly useful for research projects or data analysis assignments - e.g., scientific experiments and marketing research.

C. Language translation: AI/NLP tools can be used to translate texts of documents into different languages, which can be helpful for students who are learning a new language or for students who are studying texts written in a different language.

D. Writing assistance: AI/NLP tools can provide grammar and spelling corrections, as well as suggest alternative word choices and sentence structure, to help students improve their writing skills.

E. Accessibility: AI/NLP tools can be used to help students with disabilities access and understand written materials. For example, text-to-speech software can help students with specific learning disabilities or visual impairments to read texts and AI-powered translation tools can help students with hearing impairments understand spoken language.

Faculty Staff and Administration have the responsibility for monitoring students' work for compliance with this policy.

All teachers, beginning in the elementary grades, will educate students as to what constitutes academic dishonesty and what is acceptable and unacceptable behavior in District schools regarding academic integrity.

Students who violate this policy are subject to disciplinary consequences.

Teachers are authorized, in consultation with their Principal, to apply appropriate consequences for violations of this policy. Disciplinary consequences for significant violations may include removal from the class with a failing grade, removal from student leadership positions, elimination of honors recognition, loss of membership in honor organizations, as well as other disciplinary consequences appropriate to the nature of the violation.

Parents shall be contacted as soon as practicable to report any alleged acts of academic dishonesty by their child.

Repeated violations of this policy at the high school level will result in additional disciplinary consequences, up to and including suspension and expulsion.

Student and/or parent appeals of disciplinary consequences resulting from violation of this policy may be made within five (5) business days to the Principal whose decision shall be final. If the Principal was the staff member responsible for the disciplinary consequence being appealed, then student and/or parent appeals should be directed within five (5) business days to the District Administrator whose decision shall be final.

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Legal 118.01, 118.164, 120.12, Wis. Stats.

Book	Policy Manual
Section	7000 Property
Title	ASSISTIVE TECHNOLOGY AND SERVICES
Code	po7540.05*jjh
Status	First Reading
Adopted	October 22, 2013

7540.05 - **ASSISTIVE TECHNOLOGY AND SERVICES**

Students with disabilities have special challenges and may need assistive technology in order to more fully participate in their classrooms, homes, communities and workplaces. Through the use of assistive technology and services these students will have the opportunity to become more independent and self-reliant.

Each IEP team must include in their deliberations consideration of whether the use of assistive technology devices and services to aid students with disabilities is appropriate for each specific student. The Board also directs that students who qualify under Section 504 of the Rehabilitation Act be provided with assistive technology devices and services when deemed necessary.

Students having special needs but not requiring a formal IEP or 504 Plan according to law, which may include but are not limited to migrant students, homeless students, students living with poverty, and English Language Learners, will also be considered for assistive technology devices and/or services.

"Assistive technology device" means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device.

"Assistive technology service" means any service that directly assists a child with a disability in the selection, acquisition, or use of assistive technology devices. Assistive technology services include:

- A. the evaluation of needs including a functional evaluation, in the child's customary environment;
- B. purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices;
- C. selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices;
- D. coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- E. training or technical assistance for a child with disabilities, or where appropriate that child's family;
- F. training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers or other(s) who provide services to employ, or are otherwise, substantially involved in the major life functions of that child.

The Board encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize assistive technology resources and assistive technology services.

Assistive technology used in conjunction with a student's Individual Education Plan (IEP) shall be used with any external communication or recording function disabled, except as provided for in the student's IEP.

The Board designates the District Administrator and the designee as the administrator(s) responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of assistive technology and services in the District.

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Legal

Individuals with Disabilities Education Act (IDEA), as amended 20 U.S.C. 1401
Section 504 Rehabilitation Act of 1973
Assistive Technology Act (P.L. 105 – 394) 1998

Book	Policy Manual
Section	7000 Property
Title	USE OF SOCIAL MEDIA
Code	po7544*jjh
Status	First Reading
Adopted	September 28, 2021
Last Revised	May 28, 2024

7544 - **USE OF SOCIAL MEDIA**

Technology is a powerful tool to enhance education, communication, and learning.

The Board authorizes the use of social media to promote community involvement and facilitate effective communication with students, parents, staff, and the general public. Social media is defined in Bylaw 0100 - Definitions.

The District Administrator is charged with designating the District-approved social media platforms/sites which shall be listed on the District's website.

In designating District-approved social media platforms/sites, the District Administrator shall specify which platforms/sites are appropriate for use at the District-level, the building or department level, for extra-curricular activities, and at the individual level by employees for professional purposes consistent with the Board's authorization for the official use of social media by individual buildings, departments, activities, or staff members.

It is critical that students be taught how to use social media platforms safely and responsibly. Social media (as defined in Bylaw 0100 - Definitions) are a powerful and pervasive technology that affords students and employees the opportunity to communicate for school and work purposes and to collaborate in the delivery of a comprehensive education. Federal law mandates that the District provide for the education of students regarding appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and regarding cyberbullying awareness and response. See Board Policy 7540.03 – Student Technology Acceptable Use and Safety.

The District recognizes that employees may use social media for personal as well as professional reasons. The District neither encourages nor discourages employees' use of social media for personal purposes. The District regulates employees' use of social media for purposes related to their District assignment to the same extent as it regulates any other form of employee communication in that regard.

The District uses approved social media platforms/sites as interactive forms of communication and accepts public comments. The District-approved social media platforms/sites are considered limited public forums. As such, the District will monitor posted comments to verify they are on-topic, consistent with the posted rules for use of the forum, and in compliance with the platform's/site's applicable terms of service. The Board's review of posted comments will be conducted in a viewpoint-neutral manner, and consistent with State and Federal law. Employees' personal posts on the public platforms/sites are limited/restricted to matters of general public interest that are not related to the employee's specific employment and wholly unrelated to the employee's job responsibilities (i.e., matters where it is clear the individual is posting not in an official capacity, but simply as a member of the public). Employees in administrative positions are ordinarily not permitted to post personal comments on matters of general public interest because to do so could be misconstrued as Board-sponsored speech.

Each District-approved social media account/site must contain a statement that specifies its purpose(s) and limits those who access the social media account/site to use of the account/site only for that/those purpose(s), in accordance with any specified procedures and applicable terms of service. Users are personally responsible for the content of their posts.

The District Administrator shall maintain the District's social media presence with respect to general announcements, notices, or other such communications that are disseminated to the public at large or specific audiences within the community. To the extent individual staff members wish to post information or announcements to a District social media

platform, the staff member may request that the District Administrator approve and post such information. (This provision does not apply to social media communications that are related to instructional and school-sponsored activities.)

Social Media for Instructional and School-Sponsored Activities

Staff may, with prior approval/authorization from the Principal, use social media platforms/sites for communications about classroom instruction or school-sponsored activities, as well as to support classroom instruction. When a staff member uses a District-approved social media platform/site for an educational purpose, it will be considered an educational activity and will not be considered a limited public forum. Students' use of District-approved social media platforms/sites must be consistent with the Student Code of Conduct, Policy 5722/AG 5722 – School-Sponsored Student Publications and Productions, Policy 7540.03/AG 7540.03 – Student Technology Acceptable Use and Safety, the instructor's directions/procedures, and the platform's/site's applicable terms of service. Students are prohibited from posting or releasing personally identifiable information about students, employees, and volunteers through District-approved social media without appropriate consent.

Staff members must provide parents of students involved in a school-sponsored activity the ability to opt out of having their child use social media platforms/sites for communication purposes associated with that activity, and arrange for an alternative method of communicating with the participating student concerning the school-sponsored activity.

Expected Standards of Conduct on District-Approved Social Media

Employees who access District-approved social media platforms are expected to conduct themselves in a respectful, courteous, and professional manner. Students, parents, and members of the general public who access District-approved social media platforms are similarly expected to conduct themselves in a respectful, courteous, and civil manner.

District-approved social media sites shall not contain content that is obscene; is vulgar and lewd such that it undermines the school's basic educational mission; is libelous or defamatory; constitutes hate speech; promotes illegal drug use; is aimed at inciting an individual to engage in unlawful acts or to cause a substantial disruption or material interference with District operations; or interferes with the rights of others. The District may exercise editorial control over the style and content of student speech on District-approved social media if reasonably related to legitimate pedagogical concerns. Staff or students who post prohibited content shall be subject to appropriate disciplinary action.

The District is committed to protecting the privacy rights of students, parents/guardians, staff, volunteers, Board members, and other individuals on District-approved social media sites. District employees are prohibited from posting or releasing confidential information about students, employees, volunteers, or District operations through social media, without appropriate consent (i.e., express written consent from the parent of a student, the affected employee ~~or volunteer~~, or the District Administrator concerning District operations).

~~Employees and District-approved volunteers~~ are prohibited from using District-approved social media platforms/sites to communicate privately (i.e., one-on-one) with individual students.

Retention of Public/Student Records

District communications that occur through the use of District-approved social media platforms/sites – including staff members' use of social media with school-sponsored activities, and comments, replies, and messages received from the general public – may constitute public records or student records, and all such communications will be maintained (i.e., electronically archived) in accordance with the Board's adopted record retention schedule and all applicable State statutes. (See AG 8310A –Public Records)

Staff members cannot rely on social networking platforms (e.g., Facebook, Twitter, etc.) to sufficiently fulfill potential records retention requirements because these platforms, in general, do not guarantee retention and are unlikely to assist in the production of third-party comments and communications that have been edited, deleted, or are otherwise no longer available. Consequently, District employees who use such social media accounts for professional communications must operate them in accordance with the general archiving practices and technology instituted by the District so records remain within the District's control and are appropriately retained.

If a staff member uses District-approved social media platforms/sites in the classroom for educational purposes (i.e., classroom instruction), the staff member must consult with the Principal concerning whether such use may result in the creation of public and/or education records that must be maintained (i.e., electronically archived) for a specific period of time.

Employees' Use of District Technology Resources to Access Social Media for Personal Use

Employees are permitted to use District technology resources (as defined in Bylaw 0100-Definitions) to access social media for personal use during breaks, ~~and~~ mealtimes, **and before and after scheduled work hours**.

They are reminded that the District may monitor their use of District technology resources.

Employees' Use of Personal Communication Devices at Work to Access Social Media for Personal Use

Employees are permitted to use personal communication devices to access social media for personal use during breaks and mealtimes.

Employees are prohibited from posting or engaging in communication that violates State or Federal law, Board policies, or administrative guidelines. If an employee's/volunteer's communication interferes with their ability to effectively perform their job or violates State or Federal law, Board policies, or administrative guidelines, the District may impose disciplinary action and/or refer the matter to appropriate law enforcement authorities.

This policy and its corresponding administrative guideline will be reviewed and updated as necessary.

Revised 1/23/24

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Legal

Protecting Children in the 21st Century Act, Pub. L. No. 110-385, Title II, Stat. 4096 (2008)

Children s Internet Protection Act (CIPA), Pub. L. No. 106-554 (2001)