SHEBOYGAN AREA
SCHOOL DISTRICT

NOTE: This meeting will be held in the Boardroom.

*Starting/ending times may vary

Tuesday, June 28, 2022
Starting Time: 6:00 – 6:25 p.m.*
CHAIR: Ms. Robbins
MEMBERS: Mr. Mancl, Vice Chair
Mr. Burg
Mr. Laster
(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, June 28, 2022 at 6:00 p.m.** The following items will be presented for consideration at that time:

Please note, 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. In addition, the District is offering audio and video access to the meeting via phone connection by calling 1-312-626-6799 with Meeting ID: 859 2018 1054 and Passcode: 626263 or https://us06web.zoom.us/j/85920181054?pwd=QUZUUDBRVU5uWTBHTmpiUElXemNqUT09 at the scheduled meeting time.

REPORT TO THE CURRICULUM & INSTRUCTION COMMITTEE
AGENDA

2 Min.   1.   **DIPLOMAS - Mr. Jacob Konrath** (Information/Action)

The administration at Central and South High Schools recommend high school diplomas be awarded to Mr. Chaston Call, Central High School class of 2021, and Mr. Eli Vue, South High School class of 2021. Mr. Call and Mr. Vue have met all requirements to receive their diplomas.

9 Min.   2.   **ACHIEVEMENT GAP REDUCTION GOAL UPDATE – Mr. Jacob Konrath** (Information/Discussion)

The administration will provide an update regarding the Achievement Gap Reduction (AGR) goals at Grant, Jefferson, Longfellow, and Sheridan Elementary Schools.

4 Min.   3.   **ADOPTION OF TEXTBOOKS/INSTRUCTIONAL MATERIALS – Mr. Jacob Konrath/Ms. Kelly Blum/Mr. Eric Spielman** (Discussion/Possible Action)

The administration recommends adoption of textbooks/instructional materials for the following course:
   • French Courses 1A-5B (grades 6-12)
   • Geometry (grades 9-12) North & South High Schools

2 Min.   4.   **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 2260.02 – ENGLISH LANGUAGE PROFICIENCY – Mr. Jacob Konrath** (Discussion/Possible Action)

The administration recommends the introduction (first reading) of the following revised policy:
   • Policy 2260.02 – Program; English Language Proficiency

2 Min. 5. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 4213 – STUDENT SUPERVISION AND WELFARE – Mr. Jacob Konrath** (Discussion/Possible Action)

The administration recommends the introduction (first reading) of the following revised policy:
- Policy 4213 – Support Staff; Student Supervision and Welfare

2 Min. 6. **INTRODUCTION (FIRST READING) OF NEW BOARD OF EDUCATION POLICY 5461 – CHILDREN AT-RISK OF NOT GRADUATING FROM HIGH SCHOOL – Mr. Jacob Konrath** (Discussion/Possible Action)

The administration recommends the introduction (first reading) of the following new policy:
- Policy 5461 – Students; Children At-Risk of Not Graduating From High School

2 Min. 7. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 5511 – DRESS AND GROOMING – Mr. Jacob Konrath** (Discussion/Possible Action)

The administration recommends the introduction (first reading) of the following revised policy:
- Policy 5511 – Students; Dress and Grooming

2 Min. 8. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 5830 – STUDENT FUNDRAISING – Mr. Jacob Konrath** (Discussion/Possible Action)

The administration recommends the introduction (first reading) of the following revised policy:
- Policy 5830 – Students; Student Fundraising

EXECUTIVE SUMMARY

FOR THE SHEBOYGAN AREA SCHOOL BOARD

Topic: Achievement Gap Reduction (AGR) End of Semester Board Report

Date: June 28, 2022

Prepared by: Jake Konrath, Assistant Superintendent — Student and Instructional Services

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Recommended action: Information only

        X **Presentation/discussion**

        Discussion/action by committee

        Discussion/action by Board of Education

        Presentation/action next meeting

Purpose: Administration will provide the Board with an update on the end of year Achievement Gap Reduction (AGR) program currently in place at Grant, Jefferson, Longfellow, and Sheridan schools.

Recommendation: N/A

Background: In 2015, Wisconsin Acts 53 and 71 amended the Student Achievement Guarantee in Education (SAGE) program to create the Achievement Gap Reduction (AGR) program. Requirements of the AGR program include:

- A five-year AGR contract between the school and DPI
- Implementation of specified AGR strategy/strategies that schools must implement to achieve compliance
  - one-to-one tutoring provided by a licensed teacher
  - instructional coaching for teachers provided by a licensed teacher
  - maintaining 18:1 or 30:2 classroom ratios and providing professional development on small group instruction
- Annually report to DPI:
  - class size and low-income student counts
  - description of strategies schools implemented
  - description of the strategies that the schools did not implement
  - end-of-year and financial report
- Report to the school board at the end of every semester:
  - implementation of required strategies
  - performance objectives
  - progress in closing the achievement gap

Attachments: Grant, Jefferson, Longfellow, and Sheridan End-of-Year AGR Reports

The attached school reports provide the necessary information required for end of semester reporting as outlined in the AGR contracts. A summarization of this required reporting data for each building is provided in the table below.

	Grade Level	Reading	Mathematics	Strategies Used
Grant	Kindergarten	Objective Met & Continued Work Needed	Objective Met	Instructional Coaching
	First Grade	Objective Met	Continued Work Needed	Instructional Coaching
	Second Grade	Objective Met	Objective Met	Instructional Coaching
	Third Grade	Objective Met	Objective Met	Instructional Coaching
Jefferson	Grade Level	Reading	Mathematics	Strategies Used
	Kindergarten	Objective Met & Continued Work Needed	Continued Work Needed	Instructional Coaching
	First Grade	Objective Met	Objective Met	Instructional Coaching
	Second Grade	Objective Met	Objective Met	Instructional Coaching
	Third Grade	Continued Work Needed	Objective Met	Instructional Coaching
Longfellow	Grade Level	Reading	Mathematics	Strategies Used
	Kindergarten	Continued Work Needed	Continued Work Needed	Instructional Coaching
	First Grade	Continued Work Needed	Continued Work Needed	Instructional Coaching
	Second Grade	Objective Met	Continued Work Needed	Instructional Coaching
	Third Grade	Continued Work Needed	Objective Met	Instructional Coaching
Sheridan	Grade Level	Reading	Mathematics	Strategies Used
	Kindergarten	Objective Met & Continued Work Needed	Continued Work Needed	Instructional Coaching
	First Grade	Objective Met	Continued Work Needed	Instructional Coaching
	Second Grade	Objective Met	Continued Work Needed	Instructional Coaching
	Third Grade	Objective Met	Continued Work Needed	Instructional Coaching

Summary Questions:

- **Who is affected?** Kindergarten through third grade students and staff at the AGR buildings - Grant, Jefferson, Longfellow, and Sheridan.
- **What is the cost and budget impact?** Costs associated with the implementation of the strategies are funded by the AGR dollars schools receive through the DPI.
- **How will this be implemented and what is the timing?** Each school is required to utilize one (or more) of the three required strategies (in addition to other district and building instructional strategies/plans) to support students in meeting the identified objectives. Board reports are required at the end of each semester during the five-year contract.
- **How will we assess if this is successful?** Obtainment of the stated performance objectives will be used to measure success.

Gr	Subject	Growth Objective	EOY-Year Progress
K	Reading	By Spring of 2022 80% of all FAY (Full Academic Year) kindergarten students will identify 52 upper and lowercase letters and 80% of all FAY kindergarten students will identify 26 letter sounds using the Fountas & Pinnell letter and sound early literacy assessment.	**EOY Progress** ● 89.3% (50 of 56) of kindergarten students have met the EOY goal of identifying 52 upper and lowercase letters ● 53.6% (30 of 56) of kindergarten students have met the EOY goal of 26 letter sounds
K	Math	By Spring of 2022 80% of FAY (Full Academic Year) KG students will be secure in the ability to add and subtract within 10 using number sentences.	**EOY Progress - Goal Met** ● 82.1% (46 of 56) of students are secure in the ability to add and subtract within 10 using number sentences
1	Reading	80% of all FAY first grade students will be at F&P reading level I or will have grown **4** levels from the Fall baseline performance data to the Spring during the 2021-22 school year, using the Fountas & Pinnell benchmark reading assessment.	**EOY Progress - Goal Met** ● 87.2% (41 of 47) of students are at a level I or have grown 4 levels from fall to EOY
1	Math	In 2021-22, 50% or more of FAY students in 1st grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	**EOY Progress** ● 40.5% (17 of 42) of 1st grade students have met the goal of 50 SGP on the EOY STAR assessment *End of year targets use assessments from this current school year only (fall, winter, and spring STAR assessments)*
2	Reading	80% of all FAY second grade students will be at F&P reading level M or will have grown **2** levels from the Fall baseline performance data to the Spring during the 2021-22 school year, using the Fountas & Pinnell benchmark reading assessment.	**EOY Progress - Goal Met** ● 89.1% (49 of 55) of students are at level M or have grown 2 levels from fall to EOY
2	Math	In 2021-22, 50% or more of FAY students in 2nd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	**EOY Progress - Goal Met** ● 66% (35 of 53) of 2nd grade students have met the goal of 50 SGP on the EOY STAR assessment *End of year targets use assessments from this current school year only (fall, winter, and spring STAR assessments)*
3	Reading	80% of all FAY third grade students will be at F&P reading grade level P or will have grown **2** levels from the Fall baseline performance data to the Spring during the 2021-22 school year, using the Fountas & Pinnell benchmark reading assessment.	**EOY Progress - Goal Met** ● 92.5% (62 of 67) of student are at level P or have grown 2 levels from fall to EOY
3	Math	In 2021-22, 50% or more of FAY students in 3rd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	**EOY Progress - Goal Met** ● 69.4% (43 of 62) of 3rd grade students have met the goal of 50 SGP on the EOY STAR assessment *End of year targets use assessments from this current school year only (fall, winter, and spring STAR assessments)*

Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.

Reading

The instructional coach will aid in attaining the stated performance objective by meeting with individual or groups of teachers to discuss instructional practices that meet the identified needs of the students in their class, performing non-evaluative classroom walkthroughs and collaborating with teachers regarding research-based instructional strategies, focus on our implementation of our balanced literacy workshop model, increase the number and access to intervention for our students, and implement Fountas and Pinnell Phonics and Word Study programming to focus on foundational skills. The instructional coach will continue to plan lessons and strategies with teams and individual teachers, modeling strategies and lessons, and completing coaching cycles with individual teachers and teams on an as needed basis. Collaboratively, data will be examined and reviewed to make all needed adjustments to classroom instruction and intervention groups to help ensure all students' needs are met. Through this work, we will continue to plan and guide teachers' implementation of various instructional strategies to help the individual needs of students. We have and will continue to solidify our curriculum and instructional best practices as we continue to implement and collaborate on phonics and word study, reading mini lessons, and interactive read alouds, as well as exploring our next steps to continuously improve our readers workshop practices. This will include various professional development opportunities in partnership with other district elementary schools. We will also continue to explore and implement interventions that best meet the needs of our students such as Rise, Rise Up, Orton-Gillingham, and Reading Recovery (one-to-one tutoring). Along with other interventions that target both small groups and one-to-one to best meet the needs of our students and help them grow academically.

Math

The instructional coach will aid in attaining the stated performance objective by meeting with individual and groups of teachers to discuss student data and instructional practices that meet the identified needs of the students in their class, performing non-evaluative classroom walkthroughs and collaborating with teachers regarding research-based instructional strategies, develop common assessments with grade level teams to measure growth in particular areas of student needs in math, and work to support staff in the implementation of or new Bridges curriculum. Collaboratively data will be examined and reviewed to make all needed adjustments to classroom instruction and intervention groups to help ensure all students' needs are met. Through this work, the instructional coach will help with various instructional strategies to help the individual needs of students. We will continue to implement the AVMR practices received from training for primary and intervention teachers to better assess, analyze, and instruct our students. We will continue to explore additional interventions to meet the needs of our students such as Bridges.

Jefferson Elementary School
End-Of-Year AGR Report 2021-2022

Grade	Subject	Growth Objective	End-of-Year Report
K	Reading	In Spring of 2022, 80% of all FAY(Full Academic Year), kindergarten students will identify 52 upper and lowercase letters and 80% of all FAY kindergarten students will identify 26 letter sounds using the Fountas & Pinnell letter and sound early literacy assessment.	**End-of-Year Progress** • 79% (33 of 42) kindergarten students have met the EOY goal of identifying 52 upper and lowercase letters • 45% (19 of 42) of kindergarten students have met the EOY goal of 26 letter sounds
K	Math	By the Spring of 2021-2022, 80% of FAY (Full Academic Year) Kindergarten students will be secure in the ability to add and subtract within 5.	**End-of-Year Progress** • 76% (32 of 42) of students are secure in the ability to add and subtract within 10 using number sentences
1	Reading	By the Spring of 2022, 80% of all FAY first grade students will be at F&P reading level J or will have grown 4 levels from the Fall baseline performance data to the Spring during the 2021-22 school year, using the Fountas & Pinnell benchmark reading assessment.	**End-of-Year Progress - Goal Met** • 97%, (36 out of 37) students have met the end of the year F & P reading level of J or beyond • 3 students are at level J while 33 students are at level K and above
1	Math	In 2021-2022, 50% or more of FAY students in 1st grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	**End-of-Year Progress - Goal Met** • 86.1% (31 of 36) students score at or above the 50 SGP for math
2	Reading	By the Spring of 2022, 80% of all FAY second grade students will be at F&P reading level M or will have grown 3 levels from the Fall baseline performance data to the Spring during the 2021-22 school year, using the Fountas & Pinnell benchmark reading assessment.	**End-of-Year Progress - Goal Met** • 88% (42 of 48) students have grown at least three levels by the end of the 2021-2022 school year
2	Math	In 2021-2022, 50% or more of FAY students in 2nd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	**End-of-Year Progress - Goal Met** • 79.6% (39 of 49) students scored at or above the 50 SGP
3	Reading	By the Spring of 2022, 80% of all FAY third-grade students will be at F&P reading grade level P or will have grown 3 levels from the Fall baseline performance data to the Spring during the 2021-22 school year, using the Fountas & Pinnell benchmark reading assessment.	**End-of-Year Progress** • 74% (34 of 46) students have grown at least three levels on the F & P reading assessment
3	Math	In 2021-2022, 50% or more of FAY students in 3rd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	**End-of-Year Progress - Goal Met** • 62.5% (30 of 48) students have scored at or above the 50 SGP in math

Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.

Reading

The instructional coach has supported our school in different capacities this year beyond only assessment and coaching, due to COVID-19 and other areas of need. The following are strategies that have been implemented to reduce the achievement gap when possible.

- Meet with individual teachers or grade levels to discuss student progress and provide support as needed.
- Collaborate with other departments, such as ML, SPED, and Interventionist, to identify students who may need additional academic support.
- Data-driven instructional meetings are conducted every six weeks to analyze data and discuss best practices for core instruction.
- Data are reviewed weekly, with the data analysis team (DAT), to determine student progress and to inform decisions for appropriate support.
- Provide continued support to teachers in our implementation of Restorative Practices to foster social and emotional learning.
- Provide continued opportunity and support to teachers in the implementation of our new ELA curriculum, which includes reading mini-lessons and interactive read-a-louds.
- Our two interventionists have completed the Orton-Gillingham training and have used this structured reading approach to improve student literacy.

Math

The following strategies are in place to help aid in attaining the stated performance objectives.

- Meet with individual teachers or grade levels to discuss student progress and provide support as needed.
- Collaborate with teachers and grade level regarding best practices.
- Provide opportunities, such as our Bridges PLC, for grade levels to collaborate and share information regarding best practices for our newly adopted math curriculum.
- Bridges PLC will continue into the next school year.
- Data-driven instructional meetings as conducted every six weeks to analyze data and discuss best practices for core instruction.
- Analyze data weekly to monitor student progress and make adjustments to tiered support as needed.
- Continue to use assessment, such as AVMR, to identify student needs and address appropriate support.

Grade	Subject	Growth Objective	End-of-Year Report
K	Reading	In 2021-2022, 80% of all FAY (Full Academic Year), kindergarten students will identify 52 upper and lowercase letters, and 80% of all FAY kindergarten students will identify 26 letter sounds using the Fountas & Pinnell letter and sound early literacy assessment.	**Objective partially met, continued work needed:** ● 74% (20 out of 27) have met the end-year goal for letter identification ● 63% (17 out of 27) have met the end-year goal letter sounds *Note: While we did not reach our goal of 80% this year, we have made a significant improvement over last year in which only 50% of FAY students were able to identify 52 or more upper- and lowercase letters and only 25% of students were able to identify 26 or more letter sounds*
K	Math	By the Spring of 2021-2022, 80% of FAY (Full Academic Year) Kindergarten students will be secure in the ability to add and subtract within 5.	**Objective partially met, continued work needed:** ● 78% (21 out of 27) are secure in addition within 5 ● 70% (19 out of 27) are secure in subtraction within 5
1	Reading	By the Spring of 2022, 80% of all FAY first grade students will be at F&P reading level J or will have grown 4 levels from the Fall baseline performance data to the Spring during the 2021-22 school year, using the Fountas & Pinnell benchmark reading assessment.	**Objective partially met, continued work needed:** ● 77% (23 out of 30 students tested) are at a level J or have grown 4 levels or more from Fall to Spring *Note: 80% of students grew 3 levels or more*
1	Math	In 2021-2022, 50% or more of FAY students in 1st grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	**Objective partially met, continued work needed:** ● 30% (9 out of 30) students have met the SGP goal of 50 *Note: 63% of students met either the SGP of 50 or are at/above the 40th percentile rank*
2	Reading	By the Spring of 2022, 80% of all FAY second grade students will be at F&P reading level M or will have grown 3 levels from the Fall baseline performance data to the Spring during the 2021-22 school year, using the Fountas & Pinnell benchmark reading assessment.	**Goal met** ● 81% (26 out of 32) students are at Level M or have grown 3 or more levels from Fall to Spring
2	Math	In 2021-2022, 50% or more of FAY students in 2nd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	**Objective partially met, continued work needed:** ● 41% (12 out of 29) students tested met the SGP of 50 *Note: 55% of students met either the SGP of 50 or are at/above the 40th percentile rank*
3	Reading	By the Spring of 2022, 80% of all FAY third grade students will be at F&P reading grade level P or will have grown 3 levels from the Fall baseline performance data to the Spring during the 2021-22 school year, using the Fountas & Pinnell benchmark reading assessment.	**Objective partially met, continued work needed:** ● 50% (20 out of 40) students are at Level P or have grown 3 or more levels from Fall to Spring *Note: 73% of students met either the SGP of 50 or are at/above the 40th percentile rank on the STAR Reading Assessment*
3	Math	In 2021-2022, 50% or more of FAY students in 3rd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	**Goal met** ● 63% (26 out of 41) students tested met the SGP of 50

Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.
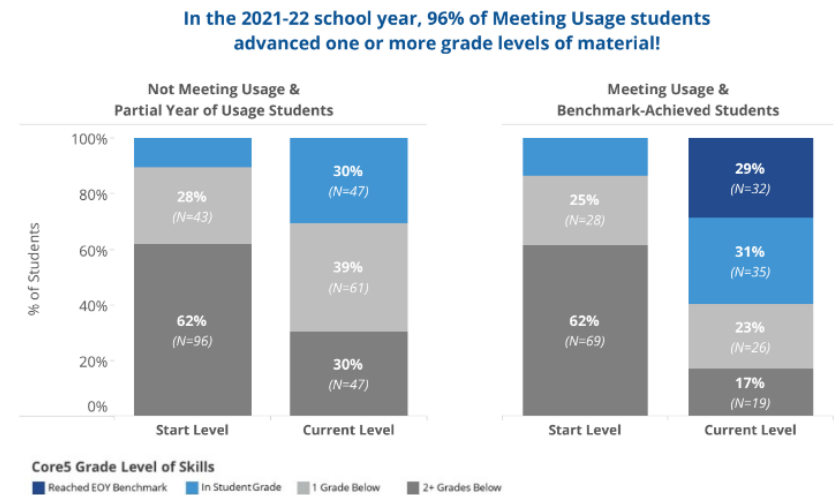
Reading

Note: The instructional coach role is part-time in the building and has been used in many different capacities this year (other than just assessment and coaching) to meet the varying needs of the school/District due to the Covid-19 Pandemic. The following support has been provided when possible.
- Meet with each grade level to discuss student progress as seen in the classroom and on various formal and informal assessments.
- Participate in collaborative conversations with classroom teachers, EL teachers, and SPED teachers as needed to determine how best to meet the needs of students while continuing to move forward in the grade-level curriculum.
- Provide resources for understanding data and using it to make informed instructional decisions.
- Provide training and support to teachers in their implementation of LEXIA
- Recognize student usage and progress in LEXIA on a monthly basis with certificates and a video
- Provide continued support to teachers in their implementation of routines and strategies for the Wilson Fundations and Just Words programs
- Provide coaching opportunities for individual teachers

The Interventionist implemented RISE, a new framework for delivering reading instruction designed to accelerate growth to close the gaps. It was done to fidelity in Grade 3 to try to meet the high demand for reading instruction for students below grade level. Based on the success of students growing at higher rates than in the past, we will be using it again next year and hope to try it with one or more other grade levels. The approach utilizes the interventionist, EL teacher, and classroom teacher to deliver focused instruction to students in flexible groups. Progress was monitored and groups were adjusted regularly to accommodate the progress of the students.

In the 2021-22 school year, 96% of Meeting Usage students advanced one or more grade levels of material!

In addition, we implemented LEXIA Core5 as a supplement to the core curriculum. Our progress in closing gaps is evident in the graph (LEFT) which shows what percentage of students started the program 2 or more years below grade level, 1 year below grade level, at grade level, and above grade level, and (RIGHT) the growth made. We began the year with no one above grade level and 62% of students 2 or more years below grade level. We ended the year with 29% above grade level, 31% at grade level, 23% only 1-grade level below, and 17% 2 or more grade levels below.

Math
Note: The instructional coach role is part-time in the building and has been used in many different capacities this year (other than just assessment and coaching) to meet the varying needs of the school/District due to the Covid-19 Pandemic. The following support has been provided when possible.

- Provide support to teachers in their implementation of the new math curriculum: Bridges
- Provide resources for understanding data and using it to make informed instructional decisions.
- Meet with each grade level to discuss student progress as seen in the classroom and on various formal and informal assessments.
- Participate in collaborative conversations with classroom teachers, EL teachers, and SPED teachers as needed to determine how best to meet the needs of students while continuing to move forward in the grade-level curriculum.
- Provide coaching opportunities for individual teachers

Sheridan Elementary School
End-of-Year AGR Report 2021-2022

Grade	Subject	Growth Objective	End-of-Year Report
K	Reading	By the Spring of 2022, 80% of all FAY (Full Academic Year), kindergarten students will identify 52 upper and lowercase letters and 80% of all FAY kindergarten students will identify 26 letter sounds using the Fountas & Pinnell letter and sound early literacy assessment.	**Objective Met/Continued Work Needed** ● 80% (33 of 41) of students identified 52 upper and lower case letters ● 59% (24 of 41) of students produced 26 letter sounds
K	Math	By the Spring of 2022, 80% of FAY (Full Academic Year) Kindergarten students will be secure in the ability to add and subtract within 5.	**Continued Work Needed** ● 59% (25 of 42) of students are secure in the ability to add within 10 using number sentences ● 38% (16 of 42) of students are secure in the ability to subtract within 10 using number sentences
1	Reading	80% of all FAY (Full Academic Year) first grade students will be at F&P reading level J or will have grown 4 levels from the Fall baseline performance data to the Spring during the 2021-22 academic year, using the Fountas & Pinnell benchmark reading assessment.	**Objective Met** ● 80% (40 of 50) students have at least reached level J or have grown at least 4 levels from Fall to the Spring
1	Math	By the Spring of 2022, 50% or more of FAY (Full Academic Year) students in 1st grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	**Continued Work Needed** ● 20% (10 of 50) students have an SGP of 50 or higher on the STAR 360 Math Assessment
2	Reading	80% of all FAY (Full Academic Year) second grade students will be at F&P reading level M or will have grown 3 levels from the Fall baseline performance data to the Spring during the 2021-22 academic year, using the Fountas & Pinnell benchmark reading assessment.	**Objective Met** ● 90% (28 of 31) students have at least reached level M or have grown at least 3 levels from Fall to the Spring
2	Math	By the Spring of 2022, 50% or more of FAY students in 2nd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	**Continued Work Needed** ● 19% (6 of 31) students have a SGP of 50 or higher on the STAR 360 Math Assessment
3	Reading	80% of all FAY (Full Academic Year) third grade students will be at F&P reading grade level P or will have grown 3 levels from the Fall baseline performance data to the Spring during the 2021-22 academic year, using the Fountas & Pinnell benchmark reading assessment.	**Objective Met** ● 82% (29 of 35) students have at least reached level P or have grown at least 3 levels from Fall to the Spring
3	Math	By the Spring of 2022, 50% or more of FAY students in 3rd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	**Continued Work Needed** ● 20% (7 of 35) students have a SGP of 50 or higher on the STAR 360 Math Assessment

Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.

Reading
Although this year our instructional coach was temporarily reassigned to kindergarten, our grade level teams continued to use guided reading to attain the stated performance objectives that met the identified needs of the students in their class through performing non-evaluative classroom walkthroughs and collaborating with teachers regarding research-based instructional strategies focused on our implementation of our balanced literacy workshop model, increasing access to intervention and support for our students. Grade level class sizes of 18-1 or less were maintained while our instructional coach was reassigned to ensure greater focus on student needs at the Tier 1 Level. Grade level teams assisted in the implementation of the Fountas and Pinnell Phonics and Word study program and Benchmark Taller Fónetica to focus on foundational skills in both English and Spanish. Together, in teams, with supporting teachers, they continued to plan lessons and strategies, modeling strategies and lessons, and completing coaching cycles with individual teachers and teams as needed. The Instructional Leadership Team chose to focus on differentiating the universal curriculum, ensuring guided reading lessons were highly structured and organized to support student learning. In accordance with Sheridan's Long Range Plan, grade level teams collaborated in PLCs around strategies and lesson plan components to support their guided reading groups. Moving forward, grade level teams will continue focusing on their Tier 1 instructional strategies, collaboratively refining those strategies, and discussing how to best meet their students' needs in their guided reading groups. Collaboratively data was also examined and reviewed to make needed adjustments to classroom instruction and intervention groups. Sheridan has and will continue to refine and enhance our curriculum and instructional best practices as we implement and collaborate on phonics and word study, reading mini lessons, and interactive read alouds. Sheridan will also explore our next steps to continuously improve our readers' workshop practices, including implementing a new Benchmark Reading Curriculum, Taller del Lector, to build the foundation for students' whose first language is Spanish which will strengthen their second language acquisition. Staff will also receive continued professional development around their English reading mini-lessons books to continue the development of their readers' workshop delivery in English. Staff will continue to utilize Lexia in English and Imagine Learning in Spanish to monitor student skills and adapt their instruction to meet the needs of their students. This year, Sheridan also received bronze recognition from the Wisconsin RtI center for foundational implementation of multi-level systems of support in reading and we will continue to build upon and further strengthen those systems going forward by taking the SIR as an Instructional Leadership team to start the school year and using the information gathered in the SIR to guide our goals for the 2022-23 academic year.

Math
Although this year our instructional coach was temporarily reassigned to kindergarten, our grade level and teacher groups met weekly to discuss student data and instructional practices that met the identified needs of the students in their class through performing non-evaluative classroom walkthroughs and collaborating with teachers regarding research-based instructional strategies focused on developing common assessments with grade level teams to measure growth in identified areas of student needs in math. Grade level class sizes of 18-1 or less were maintained while our instructional coach was reassigned to ensure greater focus on student needs at the Tier 1 Level. Our staff supported each other in the continued implementation of Number Talks and Achieve the Core. Following Sheridan's Long Range Plan, collaborative data was examined and reviewed to make needed adjustments to classroom instruction and intervention groups to ensure student needs were met. Sheridan's staff implemented the district's new Bridges math curriculum joining with other schools in discussion of the best strategies to use to move our students forward. Sheridan will continue to implement the instructional strategies and assessments learned through implementation of Bridges math this year and AVMR training that all Sheridan math teachers received as well as support teachers in instructing our students. The Instructional Leadership Team chose to focus on ensuring guided instruction lessons were highly structured, differentiated, and organized to support student learning. Math will take a heightened focus in the 2022-23 academic year with this year's data driving the focus of our progress next academic year. Sheridan will explore programs and tools within Bridges to monitor student growth and achievement. This year, Sheridan received bronze recognition from the Wisconsin RtI center for foundational implementation of multi-level systems of support in mathematics and we will continue to build upon and further strengthen those systems going forward by taking the SIR as an Instructional Leadership team to start the school year and using the information gathered in the SIR to guide our goals for the 2022-23 academic year.

EXECUTIVE SUMMARY

FOR THE SHEBOYGAN AREA SCHOOL BOARD

Topic: French 1A-5B

Date: 6//22

Prepared by: Kelly L. Blum, Coordinator of Student & Instructional Services

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Recommended action:

    Information only

    Presentation/Discussion

X   Discussion/Possible Action by Committee

    Discussion/Possible Action by Board of Education

    Presentation/Possible Action next meeting

Purpose: The district French teachers worked during the 2021/22 school year to determine the best option(s) for updating instructional materials for the middle school and high school French courses. As a result of this work, the recommendation is to purchase text series from Vista Higher Learning, entitled *Chemins and Themes,* The current text series, Bien dit!, was adopted in 2016. These materials are out of print and no longer meet the instructional needs of teachers and students.

How does this relate to the Principles of Equity: Rigorous and identity-relevant curriculum is created for all learners

Recommendation: Adoption/approval of the new instructional resources for middle school and high school French courses (1A – 5B).

Background:

- **Who is affected?** Students taking French 1-5 and the French instructors.
- **What is the cost and budget impact?** This adoption will cost $40,239. Funds from the S&I textbook account will be used to purchase the materials
- **How will this be implemented and what is the timing?** The materials will be ordered in July of 2022 and will be ready for implementation in the fall.
- **How will we assess if this is successful?** The new adoption will be deemed successful based upon the feedback and performance of the students, as well as the feedback of the teachers.

Attachments: Criteria for Selection

TEXTBOOK & SUPPLEMENTARY INSTRUCTIONAL RESOURCES
ADOPTION PROPOSAL

Date: __May 2022__

Course Number and Title: __4047/4048 French 1A/1B, MS, 4051/4052 French 1A/1B, 40534054 French 2A/2B, 4055/4056 French 3A/3B, 4057/4058 French 4A/4B, 4059/4060 French 5A/5B__

Type of Instructional Material(s): __Print and Online Text__
(Textbook, Computer Software, Multimedia, Other)
Author(s): __Vista Higher Learning__

Title(s): __Chemins 1, Chemins 2, Chemins 3, Chemins 4 Thèmes, 2nd edition__

Publisher: __Vista Higher learning Copyright__ Copyright Date: __2023/2022__

Members of adoption committee: __Kelly Blum, Blanca Martinez, Angela Geiszler, Jennifer Zalewski__

Change, delete, add criteria as appropriate to each selection. Rate possible adoptions by writing the appropriate number in the blank before each criterion. Average ratings by selection. Review with attention to essential criteria.

1 = Not at all attained
2 = Little attained
3 = Partly attained
4 = Largely attained
5 = Fully attained

A. Content

___5___ Suits course description.

___5___ Fits in curriculum sequence.

___4___ Adequate organization coverage and accessibility of major course content.

___5___ Content of text is compatible with SASD standards and benchmarks.

___5___ Assessment options available and useful in assessing district standards/benchmarks.

B. Authenticity

___5___ Up-to-date/current copyright.

___5___ Authors' expertise.

___5___ Accurate information.

___N/A___ Field-tested (districts that are using these materials).

___*5___ Upgrades and enhancements available.

___5___ Research-based.

C. Readability (to be completed by Reading/Language Arts Supervisor or designee).

___5___ Appropriate reading level for students.

___5___ Appropriate conceptual depth and frequency for students.

___5___ Good study aids including key vocabulary, study questions, and summaries.

___5___ Good visual aids such as pictures, graphs, charts, diagrams.

___5___ Adequate Glossary.

D. Teacher Materials

___5___ Components are easily accessed in planning and implementation.

___5___ Complete explanation of objectives, instructional strategies, and activities.

___5___ Complete evaluation of plans and materials.

___5___ Provision of complementary instructional media such as tapes, transparencies, computer software and videos.

___4___ References to related instructional materials.

___4___ Provision for individual differences among students.

___N/A___ Availability of existing related instructional materials in media centers.

___*5___ Computer software compatible with SASD computer system.

___5___ Availability of existing equipment to utilize recommended teacher materials.

E. Viewpoint

___5___ Free of stereotyping or bias by gender.

___5___ Balanced, unbiased representation of religious, ethnic, or racial groups.

___5___ Balanced, objective inclusion of the handicapped.

___5___ Fair presentation of different viewpoints on controversial issues.

___5___ Appropriate tone for students and community.

F. Construction

___5___ Durable

___5___ User Friendly

G. <u>Cost</u>

    5   In line with parallel products on the market.

H. <u>Technical Support</u>

    5   Representative available for questions.

    5   Technical assistance hotline.

Additional Considerations:

Gender/Ethnic Equity: Strong representation of all groups

Additional Resources (CD Rom's, Interactive Tests, etc.): embedded within

Is This Textbook Available Through an On-Line Service?: Yes

Adaptability for ELL/Bilingual and CWD Students: Yes

Overall Rating (1 is low, 5 is high):

1   2   3   4   **5**

_____   6/21/22
Signature of S & I Administrator   Date

Title	Author	Publisher	ISBN Number	Type of item (book,wrkbk, CD, DVD, Etc)	Student Ed.	Teacher Ed.	Supplement	Quantity	Unit Cost (List Price)	Total Cost (reflects25%discount from list price
Chemins Level 1		Vista Higher Learning		Online student & teacher accounts, teacher resource book, classroom textbook set	x	x		140/2TRB	$189.95/ $411.95TRB	$15,695.75
Chemins Level 2		Vista Higher Learning		Online student & teacher accounts, teacher resource book, classroom textbook set	x	x		80/2TRB	$189.95/ $411.95TRB	$7,697.92
Chemins Level 3		Vista Higher Learning		Online student & teacher accounts, teacher resource book, classroom textbook set	x	x		80/2TRB	$189.95/ $411.95TRB	$7,697.92
Chemins Level 4		Vista Higher Learning		Online student & teacher accounts, teacher resource book, classroom textbook set	x	x		80/2TRB	$189.95/ $411.95TRB	$7,697.92
Themes (AP)		Vista Higher Learning		Online student & teacher accounts, teacher resource book, classroom textbook set	x	x		10/2TRB	$144.95/$313.95TRB	$1,449.50

EXECUTIVE SUMMARY

FOR THE SHEBOYGAN AREA SCHOOL BOARD

Topic: Geometry Textbook Adoption

Date: 6/28/22

Prepared by: Eric Spielman, Coordinator - Student and Instructional Services

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Recommended action: Information only

                             Presentation/Discussion

                    X   Discussion/Possible Action by Committee

                             Discussion/Possible Action by Board of Education

                             Presentation/Possible Action next meeting

Purpose: Our district math team made the recommendation to adopt the Reveal math series in 2020. We purchased and implemented Reveal in grades 6-8 for the 2020-2021 school year. We continued this adoption in 2021-2022 by implementing Reveal Algebra at the high school level. Geometry is next in our SASD math course sequence. Thus, the administration is proposing the purchase of a seven-year license of the McGraw Hill Reveal Geometry curriculum. Our current geometry book was purchased 7 years ago and that contract has ended. The update to Reveal Geometry will allow us to better meet the instructional needs of students and teachers.

How does this relate to the Principles of Equity: "Principle 5 states that instruction is collaboratively developed based on individual learning differences and delivered in a flexible learning environment. Student data is used to drive instruction for all learners." The digital components of the Reveal curriculum are a significant upgrade to our current resources. Students have access to online tutorials at all times. Similarly, teachers have digital assessment tools that allow for immediate feedback on student understanding that can support instructional decisions.

Recommendation: Adoption and approval of the Reveal Geometry resources for grades 9-12

Background:

- **Who is affected?** High school math students and teachers.
- **What is the cost and budget impact?** The adoption will cost $42,768.75. Funds from the S&I textbook account will be used to purchase the materials.
- **How will this be implemented and what is the timing?** The materials will be ordered this summer with implementation for the 2022-2023 school year. Many math teachers and all of our Algebra students are already familiar with the Reveal series, so professional development will be focused largely on new teachers.
- **How will we assess if this is successful?** The success of the adoption will be measured by feedback from teachers, students, parents, as well as student performance on district common assessments.

Attachments: Form 2510 F

TEXTBOOK & SUPPLEMENTARY INSTRUCTIONAL RESOURCES
ADOPTION PROPOSAL

Date: __6/28/22__

Course Number and Title: ___1571 and 1572, Geometry___

Type of Instructional Material(s): ___Teacher Materials, Online licenses, 50 textbook.___
(Textbook, Computer Software, Multimedia, Other)
Author(s): ___Cathy Seeley, Cheryl R. Tobey, Nevel Nevels, Raj Shah___

Title(s): ___Reveal Geometry___

Publisher: ___McGraw-Hill___   Copyright Date: ___2020___

Members of adoption committee: <u>Brian Londre, Karl Bekkum, Brittany Bohman, Cathy Tipple, Sara Opgenorth, Brad Traas, Michelle Daugherty, Courtney Kissinger, Jennifer Zemlicka, Jenny Zalewski, Robert Fleuchaus, Tara Berchem, Aubrey Kooistra, Barb Virant, Dave Wilke, Levi Goins, Troy Gerstner, Ryan Schmitz, Allison Norman, Tony Johannes, Eric Spielman</u>

Change, delete, add criteria as appropriate to each selection. Rate possible adoptions by writing the appropriate number in the blank before each criterion. Average ratings by selection. Review with attention to essential criteria.

1 = <u>Not at all attained</u>
2 = <u>Little attained</u>
3 = <u>Partly attained</u>
4 = <u>Largely attained</u>
5 = <u>Fully attained</u>

A. <u>Content</u>

_____5_____ Suits course description.

_____5_____ Fits in curriculum sequence.

_____5_____ Adequate organization coverage and accessibility of major course content.

_____5_____ Content of text is compatible with SASD standards and benchmarks.

_____5_____ Assessment options available and useful in assessing district standards/benchmarks.

B. <u>Authenticity</u>

_____5_____ Up-to-date/current copyright.

_____5_____ Authors' expertise.

_____5_____ Accurate information.

_____4_____ Field-tested (districts that are using these materials).

_____4_____ Upgrades and enhancements available.

_____5_____ Research-based.

C. <u>Readability</u> (to be completed by Reading/Language Arts Supervisor or designee).

    4   Appropriate reading level for students.

    5   Appropriate conceptual depth and frequency for students.

    5   Good study aids including key vocabulary, study questions, and summaries.

    5   Good visual aids such as pictures, graphs, charts, diagrams.

    5   Adequate Glossary.

D. <u>Teacher Materials</u>

    4   Components are easily accessed in planning and implementation.

    5   Complete explanation of objectives, instructional strategies, and activities.

    5   Complete evaluation of plans and materials.

    4   Provision of complementary instructional media such as tapes, transparencies, computer software and videos.

    5   References to related instructional materials.

    5   Provision for individual differences among students.

    4   Availability of existing related instructional materials in media centers.

    5   Computer software compatible with SASD computer system.

    5   Availability of existing equipment to utilize recommended teacher materials.

E. <u>Viewpoint</u>

    5   Free of stereotyping or bias by gender.

    5   Balanced, unbiased representation of religious, ethnic, or racial groups.

    5   Balanced, objective inclusion of the handicapped.

    5   Fair presentation of different viewpoints on controversial issues.

    5   Appropriate tone for students and community.

F. <u>Construction</u>

    4   Durable

    5   User Friendly

G. Cost

     5   In line with parallel products on the market.

H. Technical Support

     5   Representative available for questions.

     5   Technical assistance hotline.

Additional Considerations:

Gender/Ethnic Equity: The team found the resources to represent a diverse population including names, pictures, occupations, and various scenarios within examples. Students of various cultures and backgrounds have the opportunity to see themselves in the text.

Additional Resources (CD Rom's, Interactive Tests, etc.): All resources are available online.

Is This Textbook Available Through an On-Line Service?: Yes. The textbook is available online and offline. Additionally, students have access to language supports, tutorial videos, and practice banks that provide immediate feedback.

Adaptability for ELL/Bilingual and CWD Students: The resource includes a Language Development Handbook intended to help teachers support students who are building their language proficiency. Additionally, the textbook is available in English and Spanish. Activities within the curriculum support a balance of conceptual understanding and procedural fluency, giving students multiple access points to learning. The curriculum uses manipulatives to support interventions and leveled assessments to be used as needed.
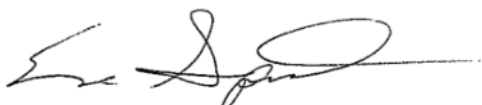

Overall Rating (1 is low, 5 is high):

1   2   3   4   **5**

_____   6/28/22
   Signature of S & I Administrator   Date

Title	Author	Publisher	ISBN Number	Type of item (book,wrkbk, CD, DVD, Etc)	Student Ed.	Teacher Ed.	Supplement	Quantity	Unit Cost (List Price)	Total Cost
Reveal Geometry Student Edition (Digital)	McGraw Hill	McGraw Hill	978-0-07-702302-7	Digital Book	x			480		$35,857.08
Reveal Geometry Student Edition (Hardcover)	McGraw Hill	McGraw Hill	978-0-07-702302-7	Hard Cover	x			50		$6631.50
Reveal Geometry Teacher Ed	McGraw Hill	McGraw Hill	978-0-07-697-242-5	Teacher Guide		x		12		Free

C&I Attachment #4

Book	Policy Manual
Section	2000 Program
Title	ENGLISH LANGUAGE PROFICIENCY
Code	po2260.02*pdw
Status	First Reading
Adopted	October 22, 2013
Last Revised	May 4, 2022

2260.02 - **ENGLISH LANGUAGE PROFICIENCY**

The Board recognizes that there may be students whose primary language is not English residing within the District. With that in mind, the Board shall provide appropriate identification and transition services for District students who possess limited English language proficiency. The purpose of these services is to develop English language skills that will enable the students to function successfully in an all English classroom and complete the District's required curriculum.

These services shall include the identification of students who are English Learners (ELs), the implementation of curricular and instructional modifications, the assessment of the **English Learner (EL)**~~EL~~ student's academic progress, identification of EL students that achieve English Language Proficiency (ELP), and continued monitoring of ELP students. The degree of modification, the duration and the type of services shall be determined individually and shall be based on the needs of each student.

If a sufficient number of the students identified with limited English proficiency are of the same language group to meet statutory requirements; the Board shall establish and implement a bilingual-bicultural education program as required by the law.

The El Coordinator shall be responsible for taking a count of limited-English proficient students in the District that shall be completed on or before August 1st of each school year. The District will also assess the language proficiency of such students and classify them by language group, grade level, age, and English language proficiency. The annual assessment will measure a student's oral language, reading, and writing skills in English.

The District shall submit the report of English Learner (EL) students to the Department of Public Instruction as required by law.

Assessing English Proficiency

Every family who registers to attend the District for the first time will be asked to identify the primary language spoken in their home by the parents and by the child.

Identification of students requiring additional services as English Learners will be identified by the District using the following process:

A. **Every family who registers to attend the District for the first time will be asked to identify the primary language spoken in their home by the parents and by the child by completing a Home Language Survey (see Form 2260.02 F1).**

B. **The student's prior academic records in or outside the United States will be reviewed to identify areas of concern where poor performance may be attributable to language barriers.**

Students not initially identified as in need of EL services who are observed through classroom performance as exhibiting language barriers to educational achievement should be re-evaluated.

Students identified above must be given the formal evaluation screening test. Students that score less than English language proficiency (ELP) 6 on the test must be identified as EL and entered into the Wisconsin Information System for Educators (WISEdata) system.

The District will provide programs for English Learners (ELs)/Limited-English Proficient (LEP) students so they may become proficient in English while achieving academically.

Parental Notification and Consent

If a student is identified and assessed as EL and determined to be eligible for services, the District will send written notice to the student's parent within thirty (30) days of the start of the school year or within two (2) weeks of assessment (if the student is not identified prior to the beginning of the school year). Every effort will be made to obtain permission from the student's parent(s) to place the student in language instructional programming prior to the start of the school year or as soon as practicable after identification. The notice will include the information required by law. The notice to the parent(s) shall be in their native language.

All EL students are entitled to services. Parents may however choose to opt their children out of the school district's program or out of a particular EL service within an EL program. Additionally, the student's parent(s) will be given the opportunity to participate and provide input into the student's program and will be regularly informed of the student's progress. Finally, the student's parent(s) shall be given the opportunity to participate in the determination that their student has the language skills necessary to compete with mainstream English language speakers, as identified below, and the student may exit the program.

The EL student's English proficiency assessment records shall be maintained by the District in accordance with State and Federal laws and District student records policies and procedures.

Assessing Academic Achievement and English Language Proficiency

An EL student may not be exempted from academic assessments based on their EL status. The District shall administer State-required tests to EL students unless a determination has been made that an individual student's results on the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. If an EL student is exempted from taking a State-required test, the student shall be administered a DPI-approved alternative assessment.

All EL students' assessment results, as well as a student's alternative assessment results, shall be communicated to the student's parent(s) and to the DPI as required by law.

EL students must annually be administered assessment testing for English proficiency determination. The District will update WISEdata if appropriate.

Exit Procedures

Once a student has been placed in the EL Program, the student will be provided with programs and services and will be evaluated on an annual basis until it is determined that the student has the language skills necessary to compete with mainstream English speakers in age and grade-appropriate settings in all areas of language development without the use of adapted or modified English materials.

EL students with the language skills necessary to compete will:

A. understand and speak English in relation to the full range of demands of the classroom and the academic language needed to succeed;

B. read, comprehend and write English as evidenced by successful classroom performance and average District score on standardized achievement tests;

C. meet or exceed District guidelines in their academic subjects.

Students may be identified as reaching these English proficiency standards by either:

A. receiving an ELP 5 per DPI or higher on an annual assessment, in which case the student is automatically classified as English Language Proficient in WISEdata; or

B. The Coordinator of EL may also consider reclassification of an EL student in grade Kindergarten or above as fully English proficient if the District has sufficient evidence on file establishing:

1. the student has attained at least an ELP 4.5-4.9 on an annual assessment; and

2. the student can demonstrate his/her understanding of the English language; and

3. the file contains at least two (2) pieces of evidence establishing academic English language proficiency; and

4. the parents and educators agree that the student has reached full English proficiency.

Parents must be notified and consulted prior to the formal reclassification of a student. Parents who disagree with an ELP assessment shall be given the opportunity to review the ELP assessment with the EL Coordinator. The EL Coordinator may recommend additional assessment and confirm the formal reclassification of the student.

Upon exit from the EL Program, the reclassification/exit decisions will be monitored and reviewed, and documentation maintained, for two (2) years. The documentation will include, at a minimum: grade level, ELP composite score, and two (2) or more pieces of evidence.

Re-entry

During the two (2) year monitoring period, if the student is unable to compete with mainstream English speakers in age and grade-appropriate settings in all areas of language development, the student will be allowed to re-enter a bilingual or ESL program.

The EL Coordinator will be responsible for assuring that parents are involved in each entry, exit, and re-entry decision, that these guidelines are followed and that EL reclassification/exit and the re-entry decisions abide by Department of Public Instruction standards.

Counseling Services for Students Who Are Limited English Proficient Students will be provided.

The District believes that all students should have an opportunity to have the guidance of a counselor in course selection and career planning. A student who has limited English proficiency should be able to communicate his/her ambitions with a counselor so that there is no discrimination or bias in class placement or career planning. A counselor should not make any predictions of success or failure based on a student's classification as limited English proficiency.

If any materials, interpreters, or resource people are used to recruit students to a particular career path or vocational choice, the counselors and teachers must be sure that such materials and/or presentations can be made accessible to a student, as well as a parent, who is limited English proficient.

If a counselor knows that a parent has limited English proficiency, and communication with a parent is necessary based upon concerns about their child, the counselor should attempt to utilize an interpreter to assist in a discussion regarding the matters being discussed.

To contact someone regarding limited English proficiency, please contact:

___Kelly Blum_____
(Name)

___Coordinator of Student and Instructional Services_____
(School District Title)

___920-459-3560_____
(Telephone Number)

___920-459-6465_____
(Fax Number)

__3330 Stahl Rd, Sheboygan, WI 53081_____
(Office Address)

Testing

The parent(s) of EL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. The notifications shall be consistent with legal requirements and presented in such manner as to ensure that the student's parent(s) understands them.

The District shall assess the English proficiency and academic progress of EL students in accordance with legal requirements. Decisions regarding the administration of State-required tests to EL students shall be made on a case-by-case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. The District shall administer State-required tests to an EL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Any EL student exempted from taking a State-required test shall be administered an alternative assessment approved by the Department of Public Instruction.

The results of both State-required tests and alternate assessments shall be consistent with District policies in making instructional, promotion, and graduation decisions. Test results may not be used as the sole criterion in re-classifying an EL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation, or eligibility for post-secondary education opportunities.

~~The parent(s) of English Learner (EL) students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic~~

achievement. The notifications shall be consistent with legal requirements and presented in such manner as to ensure that the student's parent(s) understands them.

The District shall assess the English proficiency and academic progress of English Learner (EL) students in accordance with legal requirements. Decisions regarding the administration of State-required tests to English Learner (EL) students shall be made on a case-by-case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. The District shall administer State-required tests to an English Learner (EL) student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Any English Learner (EL) student exempted from taking a State-required test shall be administered an alternative assessment approved by the Department of Public Instruction.

The results of both State-required tests and alternate assessments shall be consistent with District policies in making instructional, promotion, and graduation decisions. Test results may not be used as the sole criterion in re-classifying an English Learner (EL) student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for post-secondary education opportunities.

The Board shall provide the following services, through the school counselors' office, for students who have limited English proficiency:

A. an effective instructional program and supportive services appropriate to meet the needs of the student;

B. the opportunity to access supportive services, such as language development and speech therapy as appropriate to the individual needs of the student; and

C. programs and services that reflect the cultural background of students who have limited English proficiency. This may include instruction in the student's native language to assist the student in becoming proficient or advanced in all subject areas. School counseling personnel are directed to provide information and direction to students with English Leaner (EL) regarding access to programs and offerings within the District. Such personnel are also directed to provide information and direction to students with sensory impairments regarding available resources and access to those resources.

English Learner (EL) students will no longer be considered limited-English proficient when they have the language skills necessary to compete with mainstream English speakers. The District Administrator shall establish administrative guidelines that provide the:

A. standards for reclassification/exit decisions;
B. process for monitoring and maintaining documentation on the exiting student for two (2) years;
C. access for students to re-enter a bilingual or ELESL program if there is evidence that the reclassification decision was premature;
D. opportunity for the parent(s) to participate in each entry, exit and re-entry decision;
E. opportunity for the parent(s) to appeal the exit or re-entry decision.

The District will include in its annual report to the public information required by statute regarding the performance of English Learner (EL) students.

Revised 9/25/18
Revised 10/28/19

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Legal	P.I. 13 Wis. Admin Code
	118.13, 118.30(2), 115 Wis. Stats.

C&I Attachment #5

Book	Policy Manual
Section	4000 Support Staff
Title	STUDENT SUPERVISION AND WELFARE
Code	po4213*pdw
Status	First Reading
Adopted	October 22, 2013
Last Revised	April 26, 2022

4213 - **STUDENT SUPERVISION AND WELFARE**

Support staff members may be confronted with situations which, if handled incorrectly, could result in liability to the District, personal liability to the staff member, and/or harm to the welfare of the student(s). It is the intent of the Board of to direct the preparation of guidelines that would minimize that possibility.

A support staff member, or a person who works or volunteers with children, who is found to have had sexual contact with a student shall be referred to the proper authorities and be subject to discipline up to and including discharge.

This policy should not be construed as affecting any obligation on the part of staff to report suspected child abuse under Wis. Stats. 48.981 and Policy 8462.

Each District support staff member shall maintain a standard of care for the supervision, control, and protection of students commensurate with his/her assigned duties and responsibilities which include, but are not limited to the following standards:

A. A support staff member shall report immediately any accident or safety hazard about which s/he is informed or detects to his/her supervisor as well as to other authorities or District staff members as may be required by established policies and procedures. Further, each support staff member shall also promptly report to the Principal any accident or safety hazard s/he detects.

B. A support staff member shall report unsafe, potentially harmful, dangerous, violent or criminal activities, or threat of these activities by students to the District Administrator and local public safety agencies and/or school officials in accordance with Policy 8420 - School Safety. Additionally, each support staff member shall also promptly report to the Principal any knowledge of threats of violence by students.

C. A support staff member shall not send students on any personal errands.

D. A support staff member shall not associate with students at any time in a manner which gives the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as tobacco, alcohol, or drugs. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and District discipline up to and including termination of employment.

   This provision should not be construed as precluding a support staff member from associating with students in private for legitimate or proper reasons or to interfere with familial relationships that may exist between staff and students.

E. A support staff member shall not disclose personally identifiable information about a student to third parties unless specifically authorized by law or the student's parent(s) to do so.

F. A support staff member shall not transport students for school-related activities in a private vehicle without the approval of his/her immediate supervisor and consistent with the provisions of Policy 8660. This does not apply to any student who is the support staff member's family member.

G. A student shall not be required to perform work or services that may be detrimental to his/her health.

H. Staff members shall not engage students in social media and online networking media, (see also Policy 7544), except for appropriate academics, extracurricular and/or professional uses only.

I. Staff members are expressly prohibited from posting any picture, video, meme, or other visual depiction or comment pertaining to any student on personal or unauthorized social networking media or similar forums. **This provision of the policy does not apply to pictures and/or videos taken of public events that may involve, or incidentally include, depictions of students participating in or observing such events where the purpose of the photo or video is to depict the event, not a particular student.**

Since most information concerning a child in school, other than directory information described in Policy 8330 - Student Records, is a confidential student record under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse (see Policy 8330).

Pursuant to the laws of the State and Board Policy 8462, each support staff member shall report to the proper legal authorities immediately, any sign of suspected child abuse, abandonment, or neglect.

Revised 5/27/14

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Legal   48.981, 948, 948.095 Wis. Stats.

C&I Attachment #6

Book	Policy Manual
Section	5000 Students
Title	CHILDREN AT-RISK OF NOT GRADUATING FROM HIGH SCHOOL
Code	po5461*pdw
Status	First Reading

5461 - CHILDREN AT-RISK OF NOT GRADUATING FROM HIGH SCHOOL

The Board shall establish programs to serve children in the District who are identified as "children-at-risk" in compliance with State statutes. This policy meets the requirements of State law which includes identifying and serving "children-at-risk" students as defined below:

Students who are at risk of not graduating high school because they are dropouts or are at least two (2) of the following:

A. one (1) or more years behind their age group in the number of high school credits attained

B. two (2) or more years behind their age group in basic skill level (math and reading)

C. habitually truant

D. parents

E. adjudicated delinquents, and

F. eighth grade students whose score in each area of the student assessment was below basic level of failing and eighth grade students that were not promoted to ninth grade

The District shall identify all children at-risk enrolled in the District. The District shall annually develop a plan describing how the Board will meet the needs of such students. Each plan shall be completed on or before August 15th of each year.

All programs and services developed for "children-at-risk" shall be designed to improve and expand educational opportunities for these children on an individualized basis, through a variety of means (e.g., additional instruction, differentiation, intervention), and provide alternative courses or program modifications which satisfactorily meet the District's graduation requirements.

Principals are responsible for identifying and addressing barriers to learning through a variety of strategies. The plan will communicate the structure, strategies, and program offerings for students at-risk which will vary by individual. Strategies for support, interventions, programs, and alternative educational options are made available to all students and at all levels as needed.

The Board uses a Response to Instruction (RtI) Model that is designed as a continuum for Literacy, Mathematics, and Behavior. RtI is defined as a systemic process for achieving high levels of academic and behavioral success for all students through:

A. multi-level, high-quality instructional approached for general, at-risk, advanced learners, and special education student needs;

B. a balanced assessment system;

C. collaborative practices.

The Board will make reasonable efforts to help each student acquire the necessary skills, concepts, and content of course or subject area they are enrolled through systemic practices of RtI. Student capabilities will be identified for RtI using multiple criteria in accordance with District guidelines. These guidelines are aligned with the Wisconsin Department of Public Instruction's recommendations.

The District will maintain an RtI Continuum and supporting documents which outline specific implementation procedures and guidelines that will be reviewed annually.

Parent involvement will be actively solicited to improve student success. Community service agencies' participation and partnerships will be encouraged and actively sought to meet student needs.

Students shall be identified and referred to these programs and services in accordance with State regulations and guidelines established by the administration. An annual report concerning "children-at-risk" shall be made to the Board.

118.153, Wis. Stats.
P.I. 15

Book	Policy Manual
Section	5000 Students
Title	DRESS AND GROOMING
Code	po5511*pdw
Status	First Reading
Adopted	October 22, 2013
Last Revised	April 26, 2022

5511 - **DRESS AND GROOMING**

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices interfere with the educational program of the schools.

Accordingly, the District Administrator shall establish such grooming guidelines as are necessary to promote discipline, maintain order, secure the safety of students, and provide a healthy environment conducive to academic purposes. Such guidelines shall prohibit student dress or grooming practices which:

- A. present a hazard to the health or safety of the student himself/herself or to others in the school**, including by way of communicating threats of harm or depictions of harmful conduct directed at others**;

- B. interfere with school work, create disorder, or disrupt the educational program**, including dress that promotes or depicts illegal activity, such as illegal drug use, underage alcohol consumption, or similar activities**;

- C. cause excessive wear or damage to school property;

- D. prevent the student from achieving his/her own educational objectives because of blocked vision or restricted movement.

Such guidelines shall **also apply to** ~~establish~~ the dress requirements for members of the athletic teams, bands, and other school groups when representing the District at a public event. **Where appropriate, a uniform or specific dress requirement shall be used for students when representing the District as described.**

In enforcing the dress code, the following procedures shall be used: ~~The District Administrator shall develop administrative guidelines to implement this policy which:~~

- A. ~~designate~~ the Principal **shall serve as the initial** ~~as the~~ arbiter of student dress and grooming in his/her building;

- B. **before taking action to enforce dress code requirements, including by requiring that a student remove, cover, or otherwise conceal the item of depiction at issue, the principal shall determine whether the item constitutes protected speech in so far as the item independently makes a statement of a discernable nature to the observer be depiction, words, or combination of the two that does not require separate explanation.** ~~provide an appeal procedure to review decisions of the building principal in situations involving expressive conduct which the student believes is legally protected;~~

Expressive dress may not be protected speech if it involves:

- A. **Obscenity**

- B. **Language or depictions intended to incite violence or foment hatred of others**

Dress that is speech may still be prohibited if it is likely to cause a substantial disruption to the educational environment. This may include dress that includes the use of vulgarity, discriminatory language including racial or ethnic slurs, negative stereotypes, violence, or other communication when the clear intent is to invoke strong reactions in observers so as to impair the ability of teachers and/or students to engage in educational pursuit.

No protected speech may be prohibited on the basis of disagreement by District officials with the specific point of view expressed if the topic is otherwise permitted (e.g. permitting depictions of support for one political party, but

prohibiting depictions of support for the other~~).~~

Students who violate the foregoing rules will not be admitted to class and may be **subject to additional consequences** ~~suspended from school~~.

If the clothing cannot be removed **or concealed,** and alternative attire is not available, the student may be sent home after contact is made with the student's parent/guardian.

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Legal   120.13(1), Wis. Stats.

C&I Attachment #8

Book	Policy Manual
Section	5000 Students
Title	STUDENT FUNDRAISING
Code	po5830*pdw
Status	First Reading
Adopted	October 22, 2013
Last Revised	April 26, 2022

5830 - **STUDENT FUNDRAISING**

The Board of Education acknowledges that the solicitation of funds from students must be limited since compulsory attendance laws make the student a captive donor and may also disrupt the program of the schools.

For purposes of this policy "student fundraising" shall include the solicitation and collection of money from students for any purpose and shall include the collection of money in exchange for tickets, papers, or any other goods or services for approved student activities.

Student-Led Fundraising for School-Related Organizations

The Board will permit student fundraising by students in school, on school property, or at any school-sponsored event only when the profit therefrom is to be used for school purposes or for an activity connected with the schools. The Board requires that fundraisers by student clubs and organizations that involve the sale, **to students, of** ~~to students~~ food **and/or beverage** items ~~and/or beverage~~ that will be consumed on campus, the food and/or beverage~~s~~ items to be sold comply with the current USDA Dietary Guidelines for Americans and the Smart Snack Rules~~. in accordance with policy 8510 Wellness.~~ Each student organization shall be permitted two (2) fundraising exceptions per school year where foods and beverages that are not allowable under the Smart Snack Rules can be sold. ~~Fundraisers granted an exception are limited in duration to two consecutive weeks. If approved, fundraisers that involve the sale, to students, of food items or beverages to be consumed on District property shall not compete directly with the sale of reimbursable meals.~~

Fundraising by approved school organizations, those whose funds are managed by the District, may be permitted in school, ~~or off school grounds,~~ by the Principal.

~~Crowdfunding activities aimed at raising funds for a specific classroom or school activity, including extra-curricular activity, or to obtain supplemental resources (e.g., supplies or equipment) that are not required to provide a free, appropriate, public education to students in the classroom may be permitted, but only with the specific approval of the Superintendent or designee.~~

Fundraising by students on behalf of school-related organizations whose funds are not managed by the District may be permitted on school grounds by the District Administrator. If the fundraising activity will involve students under age twelve (12), such students' parents must provide written permission for the student to participate in the fundraising activity. Any student under nine (9) years of age, or each group containing one (1) or more students under nine (9) years of age, must be physically accompanied by a parent or a person at least sixteen (16) years of age.

~~All other fundraising shall be done in accordance with Board Policy 9700.~~
~~The District Administrator shall establish administrative guidelines for the solicitation of funds which shall:~~
  A. ~~specify the times and places in which funds may be collected;~~
  B. ~~describe permitted methods of solicitation which do not place undue pressure on students;~~
  C. ~~limit the kind and amount of advertising for solicitation;~~
  D. ~~ensure proper distribution or liquidation of monies remaining in a student activity account when the organization is defunct or disbanded;~~
  E. ~~limit the number of fundraising events.~~
~~The District Administrator shall distribute this policy and any administrative guidelines which implement it to each organization granted permission to solicit funds.~~

~~Revised 4/28/15~~

Revised 12/13/16

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Legal   Wis. Stat. 103.23