



SHEBOYGAN AREA

SCHOOL DISTRICT

BOARD OF EDUCATION SHEBOYGAN AREA SCHOOL DISTRICT Sheboygan, Wisconsin

REGULAR MEETING AGENDA **(Revised)**

Tuesday, August 26, 2025

6:00 p.m.

The regular meeting of the Board of Education of the Sheboygan Area School District will be held in the Board of Education meeting room, 3330 Stahl Road, Sheboygan, Wisconsin on **Tuesday, August 26, 2025, at 6:00 p.m.** The following items will be presented for consideration at that time:

Please note that 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 livestream <https://www.youtube.com/user/SheboyganSchools> at the scheduled meeting time.

(*times may vary)

6:00 **I. CALL TO ORDER:** President

6:01 **II. PLEDGE OF ALLEGIANCE**

6:02 **III. APPROVAL OF THE AGENDA** (Action)

6:03 **IV. ROLL CALL** (Informal)

6:04 **V. APPROVAL OF MINUTES** (Discussion/Action)

Action on the Regular Board of Education meeting minutes of July 22, 2025, Closed Session meeting minutes of July 22, 2025, and Closed Session meeting minutes of August 12, 2025.

6:05 **VI. DIPLOMAS – Ms. Kay Robbins/Ms. Rachel Ledezma** (Information/Action)

- A. The Curriculum and Instruction Committee recommends that a high school diploma (early graduation) be awarded to Cole Guttman, South High School Class of 2026.
- B. The Curriculum and Instruction Committee recommends that high school diplomas be awarded to Derrik Frasch and Schyler Kennedy, North High School Class of 2025, and Jamie Alarcon, Cameron Rommelfaenger, and Jose Salgado, South High School Class of 2025.

6:08 **VII. COMMUNITY INPUT – President** (Information)

Citizens may be recognized and make statements at this time, indicating their names and addresses before speaking. Please refer to Community Input Guidelines on the last page of the agenda.

- 6:09 **VIII. SUPERINTENDENT’S REPORT – Dr. Jacob Konrath** (Information)
- A report of events/activities in the District will be provided.
- 6:15 **IX. MISCELLANEOUS**
- 15 min. **A. BOARD REVIEW OF PRESESSION MATERIALS – Dr. Jacob Konrath/Mr. Mark Boehlke/Ms. Rachel Ledezma/Ms. Jami Hintz** (Information)
- Administration will update the Board on its annual report shared during the 2025-2026 Presession.
- 5 min. **B. DAPES FORMATIVE PERFORMANCE REPORT AND ANNUAL GOALS – Mr. Santino Laster**
(Information/Discussion/Possible Action)
- President Laster will review the Superintendent’s Formative Performance Report and Annual Goals.
- 2 min. **C. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 2413 – HEALTH EDUCATION – Ms. Rachel Ledezma** (Discussion/Possible Action)
- Administration recommends the adoption (second reading) of the following revised policy:
- Policy 2413 – Program; Health Education
- 2 min. **D. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 5200 – ATTENDANCE – Ms. Rachel Ledezma** (Discussion/Possible Action)
- Administration recommends the adoption (second reading) of the following revised policy:
- Policy 5200 – Students; Attendance
- 2 min. **E. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 5330 – ADMINISTRATION OF MEDICATION/EMERGENCY CARE – Ms. Rachel Ledezma** (Discussion/Possible Action)
- Administration recommends the adoption (second reading) of the following revised policy:
- Policy 5330 – Students; Administration of Medication/Emergency Care
- 2 min. **F. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 5350 – STUDENT SUICIDE PREVENTION – Ms. Rachel Ledezma** (Discussion/Possible Action)
- Administration recommends the adoption (second reading) of the following revised policy:
- Policy 5350 – Students; Student Suicide Prevention
- 2 min. **G. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 5540 – THE SCHOOLS AND GOVERNMENTAL AGENCIES – Ms. Rachel Ledezma** (Discussion/Possible Action)
- Administration recommends the adoption (second reading) of the following revised policy:
- Policy 5540 – Students; The Schools and Governmental Agencies
- 2 min. **H. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 5610 – SUSPENSION AND EXPULSION – Ms. Rachel Ledezma** (Discussion/Possible Action)
- Administration recommends the adoption (second reading) of the following revised policy:
- Policy 5610 – Students; Suspension and Expulsion
- 2 min. **I. ADOPTION (SECOND READING) OF NEW BOARD OF EDUCATION POLICY 5610.03 – ALTERNATIVES TO EXPULSION AND RE-ENTRY PLANS – Ms. Rachel Ledezma** (Discussion/Possible Action)
- Administration recommends the adoption (second reading) of the following new policy:
- Policy 5610.03 – Students; Alternatives to Expulsion and Re-Entry Plans

- 2 min. **J. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 5722 – SCHOOL-SPONSORED PUBLICATIONS AND PRODUCTIONS – Ms. Rachel Ledezma** (Discussion/Possible Action)
- Administration recommends the adoption (second reading) of the following revised policy:
- Policy 5722 – Students; School-Sponsored Publications and Productions
- 2 min. **K. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 7540 – TECHNOLOGY – Ms. Rachel Ledezma** (Discussion/Possible Action)
- Administration recommends the adoption (second reading) of the following revised policy:
- Policy 7540 – Property; Technology
- 2 min. **L. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 7540.03 – STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY – Ms. Rachel Ledezma** (Discussion/Possible Action)
- Administration recommends the adoption (second reading) of the following revised policy:
- Policy 7540.03 – Property; Student Technology Acceptable Use and Safety
- 2 min. **M. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 7540.04 – STAFF TECHNOLOGY ACCEPTABLE USE AND SAFETY – Ms. Rachel Ledezma** (Discussion/Possible Action)
- Administration recommends the adoption (second reading) of the following revised policy:
- Policy 7540.04 – Property; Staff Technology Acceptable Use and Safety
- 2 min. **N. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 6423 – USE OF CREDIT CARDS – Mr. Mark Boehlke** (Discussion/Possible Action)
- Administration recommends the adoption (second reading) of the following revised policy:
- Policy 6423 – Finances; Use of Credit Cards
- 2 min. **O. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 8500 – FOOD SERVICES – Mr. Mark Boehlke** (Discussion/Possible Action)
- Administration recommends the adoption (second reading) of the following revised policy:
- Policy 8500 – Operations; Food Services
- 2 min. **P. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 8510 – WELLNESS – Mr. Mark Boehlke** (Discussion/Possible Action)
- Administration recommends the adoption (second reading) of the following revised policy:
- Policy 8510 – Operations; Wellness
- 7:03 **X. REPORT OF COMMITTEES**
- A. CURRICULUM AND INSTRUCTION COMMITTEE – Ms. Kay Robbins, Chair**
1. Diploma (Early Graduation) (see above)
 2. Diplomas (see above)
 3. Student Health Services Report (Information/Discussion)
 4. Seclusion and Restraint Report (Information/Discussion)
 5. Introduction (First Reading) of Revised Board of Education Policy 5771 – Search and Seizure (Discussion/Possible Action)
- B. HUMAN RESOURCES COMMITTEE – Ms. Leah Hibl, Chair**
1. Appointments (Confirming Action)
 2. Leave of Absence (Action)
 3. Separations (Information)

C. FACILITIES/RECREATION/THEATRE COMMITTEE – Mr. Peter Madden, Chair

1. Fall Community Recreation Department Marketing Insert (Information)
2. Community Recreation Department Partnership with Optimist International Club of Sheboygan (Information)
3. Horace Mann Middle School Scoreboard Update (Information)
4. Sheboygan Theatre Company Financial Report (Information)
5. Community Recreation Department Financial Report (Information)

D. FINANCE AND BUDGET COMMITTEE – Ms. Sarah Ruiz-Harrison, Chair

1. Fund 41 Capital Projects (Information)
2. Fund 49 Referendum Projects (Information)
3. Statement of Cash Flow (Information)
4. Revenues and Expenditures Reports (Information)
5. Budget Revisions and Transfers of Appropriations (Action)
6. Introduction (First Reading) of Revised Board of Education Policy 8531 – Free and Reduced-Price Meals (Discussion/Possible Action)
7. Introduction (First Reading) of Revised Board of Education Policy 8540 – Vending Machines (Discussion/Possible Action)
8. Introduction (First Reading) of New Board of Education Policy 8550 – Competitive Food Sales (Discussion/Possible Action)
9. Introduction (First Reading) of Revised Board of Education Policy 8600 – Transportation (Discussion/Possible Action)
10. Introduction (First Reading) of Revised Board of Education Policy 8660 – Transportation by Private Vehicle (Discussion/Possible Action)
11. Introduction (First Reading) of Revised Board of Education Policy 8680 – Bus Services Contracts (Discussion/Possible Action)
12. Gifts (Action)

E. COMMITTEE OF THE WHOLE – Ms. Heidi Boehmer, Chair

1. Call to Order
2. Pledge of Allegiance
3. Approval of the Agenda (Action)
4. Roll Call
5. 2026 Wisconsin Association of School Boards (WASB) Resolutions (Information/Discussion)
6. Adjourn to Closed Session (Action)
7. Reconvene to Open Session (Action)
8. Adjourn (Action)

7:08 **XI. FUTURE MEETING DATES** (Information/Possible Action)
September 9, 2025 – Committee meetings at 6:00 p.m.
September 23, 2025 - Regular Board of Education meeting at 6:00 p.m.

XII. ADJOURN (Action)



Jacob Konrath, Ph.D.
Superintendent & Secretary of the Board

JK/jjh

Community Input Guidelines At Board of Education Meetings

Welcome to this meeting of the Sheboygan Area School District Board of Education. We are pleased that you are interested in educational issues. We are interested in your comments and concerns about the school district. There will be a part of this meeting for community input. (please refer to the agenda). Individuals who live or work within the Sheboygan Area School District may address the Board. Others may address the Board at the discretion of the Board president.

In order for the meeting to flow smoothly, we would appreciate that the following guidelines be followed by anyone wishing to address the Board of Education this evening.

1. Please limit comments or suggestions to three minutes or less because we do have a full agenda to follow.
2. Comments and suggestions on the school district are welcome. Personal criticism of members of the Board of Education or employees of the school district is out of order.
3. If you are a resident within the Sheboygan Area School District or work within the Sheboygan community and would like to be recognized, **please raise your hand**. After being recognized, **please stand, and clearly state and spell your name and address for the record. Also, for the record, please sign your name and address on the clipboard after you have spoken.**

The Board normally receives citizen input and does not respond or debate. If there is a need for an answer or a response to a concern or issue, the Superintendent or one of the administrative staff members will get back to you within the next week.

Thank you for your assistance.



**BOARD OF EDUCATION
SHEBOYGAN AREA SCHOOL DISTRICT
Sheboygan, Wisconsin
REGULAR MEETING MINUTES
Tuesday, July 22, 2025**

The regular meeting of the Board of Education of the Sheboygan Area School District was held on Tuesday, the 22nd day of July, 2025, at 6:30 p.m. at the Administrative Services Building (Boardroom), 3330 Stahl Road, Sheboygan, Wisconsin, as well as members attending via teleconference or other remote access technology. This regular meeting was announced in compliance with the Open Meeting Law of the Wisconsin State Statutes.

President Laster called the meeting to order at 6:34 p.m.

President Laster requested that everyone stand and join him in the Pledge of Allegiance.

Moved by Mr. Madden, seconded by Ms. Hibl to approve the agenda. All ayes. Motion carried unanimously.

Present: Ms. Allie Tasche, Ms. Leah Hibl, Mr. Peter Madden, Ms. Kay Robbins, Mr. Santino Laster, Ms. Heidi Boehmer, Ms. Sarah Ruiz-Harrison, Ms. Denise Wittstock, Ms. Mary Lynne Donohue

APPROVAL OF MINUTES

Moved by Ms. Robbins, seconded by Ms. Tasche to approve the Regular Board of Education meeting minutes of June 24, 2025 and Closed Session meeting minutes of June 24, 2025. All ayes. Motion carried unanimously.

COMMUNITY INPUT

There was no community input.

SUPERINTENDENT'S REPORT

Dr. Konrath reported that registration for the 2025-2026 school year will run August 1-15. Open interviews were held at South High School with over 60 candidates attending, and the Back to School Bash will be held on August 19 at South High School. The Back to School Basics event for school supplies will be held on August 9 at Longfellow Elementary School. Dr. Konrath provided an update on the State and Federal budgets and discussed the Wisconsin Policy Forum education statistics. He added that despite the concerns with the State and Federal budgets, Wisconsin continues to do well when looking at ACT rankings, etc. he is comfortable with where the District is at currently, but fiscal year 2027 will be difficult.

MISCELLANEOUS

A. Ratify Collective Bargaining Agreement with the Sheboygan Education Association (SEA)

Moved by Mr. Madden, seconded by Ms. Hibl to accept administration's recommendation to ratify the collective bargaining agreement and base wage settlement with the Sheboygan Education Association (SEA) with base wage settlement of 2.95% in the aggregate. All ayes. Motion carried unanimously.

Dr. Konrath thanked the meet and confer group for working to reach an agreement. Mr. Boehlke reported that administration had hoped to do more than the Consumer Price Index (CPI). Base wage increases are capped at CPI, but they review the salary schedule to determine how they can move the monies around and then agree on the salary schedule. The starting wage increased for a new teacher (first step), and the gray cells (teachers who are above the top of the salary schedule) are going away and they are being moved up a step. The new salary schedule will go to step 28 (only teachers who have completed the Teacher Development Institute (TDI)). The group is always looking to decrease steps to move teachers up the salary schedule faster during their first ten years of employment in the District.

Mr. Laster noted he would like one motion for agenda items B. through I. and asked if the Board had any questions on any of the policies.

Moved by Ms. Tasche, seconded by Ms. Wittstock to approve agenda items B, C, D., E., F., G., H., and I. All ayes. Motion carried unanimously.

- B. Adoption (Second Reading) of Revised Board of Education Policy 3120.04 – Professional Staff; Employment of Substitutes**
- C. Adoption (Second Reading) of Revised Board of Education Policy 4120.04 – Support Staff; Employment of Substitutes**
- D. Adoption (Second Reading) of Revised Board of Education Policy 3120.08 – Professional Staff; Employment of Personnel for Co-Curricular/Extra-Curricular Activities**
- E. Adoption (Second Reading) of Revised Board of Education Policy 3431 – Professional Staff; Employee Leaves**
- F. Adoption (Second Reading) of Revised Board of Education Policy 4431 – Support Staff; Employee Leaves**
- G. Adoption (Second Reading) to Delete Board of Education Policy 4162 – Support Staff; Controlled Substance and Alcohol Policy for Employees that Transport Students**
- H. Adoption (Second Reading) of New Board of Education Policy 8601 – Operations; Controlled Substance and Alcohol Policy for Employees that Transport Students**
- I. Adoption (Second Reading) to Delete Board of Education Policy 8640 – Operations; Transportation for Field and Other District-Sponsored Trips**

REPORT OF COMMITTEES

A. CURRICULUM & INSTRUCTION COMMITTEE

Moved by Ms. Robbins, seconded by Ms. Tasche to accept the Curriculum and Instruction Committee recommendation to approve agenda items #3, #4, #5, #6, #7, #8, #9, #10, #11, #12, and #13. All ayes. Motion carried unanimously.

1. Introduction of New Course

Moved by Ms. Robbins, seconded by Ms. Tasche to accept the Curriculum and Instruction Committee recommendation to adopt the new course Digital Drawing (South High School) Grades 11-12 for the 2027-2028 school year. All ayes. Motion carried unanimously.

From the committee meeting:

Moved by Ms. Wittstock, seconded by Ms. Tasche to accept administration's recommendation to adopt the new course Digital Drawing (South High School) Grades 11-12 for the 2027-2028 school year. All ayes. Motion carried unanimously.

Ms. Ledezma provided an overview of the course and noted the proposal originated from the student body who felt this would be beneficial for post-secondary opportunities. Mr. Broten reported the course introduces students to digital drawing and painting using iPads and drawing tablets. Topics include illustration, concept art, animation, and graphic design. The course prepares students to build portfolios and explore careers in digital art. Ms. Wittstock asked if this is a pre-requisite course in order to get into a particular college offering and Ms. Ledezma responded that it is not a requirement. Digital Drawing is not a dual-credit course; however, Dr. Konrath commented that it could be looked at as a possibility.

2. 2025-2026 Sheboygan Area School District Academic Standards

Moved by Ms. Robbins, seconded by Ms. Boehmer to accept the Curriculum and Instruction Committee recommendation to approve the 2025-2026 academic standards as required by Wisconsin Act 55. All ayes. Motion carried unanimously.

From the committee meeting:

Moved by Ms. Hibl, seconded by Ms. Wittstock to accept administration's recommendation to approve the 2025-2026 academic standards as required by Wisconsin Act 55. All ayes. Motion carried unanimously.

Ms. Ledezma reported that this is required as a result of Wisconsin Act 55 wherein school boards must annually adopt and notify parents of the District's academic standards for each curricular area.

Ms. Robbins noted she would like one motion for agenda items #3 through #13 and asked if the committee had any questions on any of the policies.

Moved by Ms. Tasche, seconded by Ms. Hibl to approve agenda items #3, #4, #5, #6, #7, #8, #9, #10, #11, #12, and #13. All ayes. Motion carried unanimously.

3. **Introduction (First Reading) of Revised Board of Education Policy 2413 – Program; Health Education**
4. **Introduction (First Reading) of Revised Board of Education Policy 5200 – Students; Attendance**
5. **Introduction (First Reading) of Revised Board of Education Policy 5330 – Students; Administration of Medication/Emergency Care**
6. **Introduction (First Reading) of Revised Board of Education Policy 5350 – Students; Student Suicide Prevention**
7. **Introduction (First Reading) of Revised Board of Education Policy 5540 – Students; The Schools and Governmental Agencies**
8. **Introduction (First Reading) of Revised Board of Education Policy 5610 – Students; Suspension and Expulsion**
9. **Introduction (First Reading) of New Board of Education Policy 5610.03 – Students; Alternatives to Expulsion and Re-Entry Plans**
10. **Introduction (First Reading) of Revised Board of Education Policy 5722 – Students; School-Sponsored Publications and Productions**
11. **Introduction (First Reading) of Revised Board of Education Policy 7540 – Property; Technology**
12. **Introduction (First Reading) of Revised Board of Education Policy 7540.03 – Property; Student Technology Acceptable Use and Safety**
13. **Introduction (First Reading) of Revised Board of Education Policy 7540.04 – Property; Staff Technology Acceptable Use and Safety**

B. HUMAN RESOURCES COMMITTEE

Moved by Ms. Hibl, seconded by Ms. Tasche to accept the Human Resources Committee recommendation to approve agenda items #1 and #3. All ayes. Motion carried unanimously.

1. Appointments

From the committee meeting:

Moved by Ms. Donohue, seconded by Ms. Robbins to confirm the following appointments. All Ayes. Motion carried unanimously.

ADMINISTRATOR

Caitlin Kugi	School Social Worker	UW-Milwaukee	Master's Degree
Thiensville, WI	District-Wide		\$60,720.00

Ms. Kugi has been hired as a School Social Worker for the 2025-2026 school year. She obtained her Master's degree in Social Work from the University of Wisconsin–Milwaukee. Ms. Kugi completed her practicum with the Brown Deer School District. Ms. Kugi was one of three candidates interviewed.

TEACHERS

Christopher Chang	Music	Lawrence University	Bachelor's Degree
Kenosha, WI	Urban		\$49,604.00

Mr. Chang has been hired for the 2025-2026 school year. He is certified in Music. He was one of five candidates interviewed.

Lejla Ganija	English	UW-Milwaukee	Bachelor's Degree
Sheboygan, WI	Horace Mann		\$48,104.00

Ms. Ganija has been hired for the 2025-2026 school year. She is certified in English/Language Arts. She was one of nine candidates interviewed.

Abby Kirst	Cross-Categorical	UW-Whitewater	Bachelor's Degree
Cedar Grove, WI	South High		\$51,604.00

Ms. Kirst has been hired for the 2025-2026 school year. She is certified in Adaptive Education, Cross-Categorical Special Education, and Regular Education. She was one of two candidates interviewed.

Brooke Lilyquist	Science	UW-Whitewater	Bachelor's Degree
Sheboygan, WI	Étude Middle		\$48,104.00

Ms. Lilyquist has been hired for the 2025-2026 school year. She will be certified in Regular Education. She was the only candidate interviewed.

Mackenzie Marquardt Sheboygan Falls, WI	Second Grade Wilson	UW-Oshkosh \$48,104.00	Bachelor's Degree
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Ms. Marquardt has been hired for the 2025-2026 school year. She is certified in Regular Education. She was one of six candidates interviewed.

Christina Martin Sheboygan, WI	Visually Impaired District-Wide	Missouri State University	Master's Degree \$65,104.00
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Ms. Martin has been hired for the 2025-2026 school year. She is certified in Visual Impairment. She was the only candidate interviewed.

Colleen Menzel Cedar Grove, WI	Cross-Categorical Cooper	Concordia University	Bachelor's Degree \$49,604.00
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Ms. Menzel has been hired for the 2025-2026 school year. She was previously an Educational Assistant with the District from November 2017 through August 2024. She will be certified in Cross-Categorical Special Education. She was one of three candidates interviewed.

Jaclyn Neerhof Sheboygan Falls, WI	Program Support District-wide	Cardinal Stritch University	Master's Degree \$62,104.00
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Ms. Neerhof has been hired for the 2025-2026 school year. She is certified in Cross-Categorical Special Education, Principal, and Director of Instruction. She was the only candidate interviewed.

Heather Paul Sheboygan Falls, WI	Cross-Categorical Cleveland	American Board	Master's Degree \$48,104.00
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Ms. Paul has been hired for the 2025-2026 school year. She will be certified in Cross-Categorical Special Education. She was one of four candidates interviewed.

Brenda Perez Hernandez Sheboygan, WI	Multi-lingual Learner Farnsworth	UW-Milwaukee	Bachelor's Degree \$48,104.00
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Ms. Perez Hernandez has been hired for the 2025-2026 school year. She will be certified in English as a Second Language. She was one of three candidates interviewed.

Gerald Ramos Anchorage, Alaska	Fourth Grade Jefferson	University of California	Bachelor's Degree \$69,604.00
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Mr. Ramos has been hired for the 2025-2026 school year. He will be certified in Regular Education and Special Education. He was one of seven interviewed.

Haley Schmidt Muskego, WI	English Central High	UW-Milwaukee	Bachelor's Degree \$48,104.00
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Ms. Schmidt has been hired for the 2025-2026 school year. She will be certified in English. She was one of four candidates.

Charles Simon Howards Grove, WI	Instrumental Music Cooper	UW-Green Bay	Bachelor's Degree \$66,604.00
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Mr. Simon has been hired for the 2025-2026 school year. He is certified in General Music and Instrumental Music. He was one of two candidates interviewed.

COOKS

Sonya Lambert	North High	August 25, 2025	\$17.64 per hour
Amber Moya	Horace Mann	August 25, 2025	\$16.07 per hour

CUSTODIANS

Tom Longrie*	Cooper	July 14, 2025	\$19.75 per hour
James Quinn	Cleveland	July 07, 2025	\$17.62 per hour
Robyn Weyer	Wilson	June 23, 2025	\$17.10 per hour

EDUCATIONAL ASSISTANTS

Anna Bennin	Sheboygan Leadership Academy	August 25, 2025	\$19.35 per hour
Erika Cunliffe-Owen	Longfellow	August 25, 2025	\$16.57 per hour
Heide Doolittle	Wilson	August 25, 2025	\$18.53 per hour
Nathaly Garcia	Cleveland	August 25, 2025	\$17.50 per hour
Sarah Landgraf	Jefferson	August 25, 2025	\$18.33 per hour
Kevana Ruffin	Longfellow	August 25, 2025	\$18.27 per hour
Brooke Xong	Grant	August 25, 2025	\$17.23 per hour
Tashmin Zaman	Longfellow	August 25, 2025	\$16.74 per hour

*Relative of SASD employee

2. Separations

From the committee meeting:

The following separations have been granted:

Susan Cornell De Vries	Educational Assistant	North High	June 04, 2025
Patrick Froh	Operations Manager	Central Support	July 01, 2025
Nicole Guillette	School Nurse	District-Wide	June 13, 2025

3. Retirement

From the committee meeting:

Moved by Ms. Donohue, seconded by Ms. Boehmer to grant the following request to retire and that the employee be recognized for their years of service per board policy. All ayes. Motion carried unanimously.

Laura Vatovetz	Custodian	Jackson	17.00 years of service
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C. FACILITIES/RECREATION/THEATRE COMMITTEE

Moved by Mr. Madden, seconded by Ms. Hibl to accept the Facilities/Recreation/Theatre Committee recommendation to approve agenda items #1 and #2. All ayes. Motion carried unanimously.

1. Sheboygan Theatre Company Financial Report

Moved by Mr. Madden, seconded by Ms. Wittstock to accept the Facilities/Recreation/Theatre Committee recommendation to accept the Sheboygan Theatre Company Financial Report through April 30, 2025. All ayes. Motion carried unanimously.

From the committee meeting:

Moved by Ms. Tasche, seconded by Ms. Ruiz-Harrison to accept the Sheboygan Theatre Company Financial Report through May 31, 2025. All ayes. Motion carried unanimously.

Mr. Brooks reported that revenues are ahead of expenses. Legally Blonde revenue was 184% of projections, and workshops are being offered for all ages of children and adults with an emphasis on education of theatre through a grant award.

2. Community Recreation Department Financial Report

From the committee meeting:

Moved by Ms. Wittstock, seconded by Ms. Ruiz-Harrison to accept the Community Recreation Department Financial Report through May 31, 2025. All ayes. Motion carried unanimously.

Revenue is outpacing expenses for May. Fields are in decent shape and a new score board, donated by the Kohler Credit Union was installed at the Horace Mann Middle School turf field.

3. Facility Permit Report

From the committee meeting:

Administration presented the Facility Permit Report through June 30, 2025.

Mr. Brooks presented the report for information and noted that the Nike basketball tournament may not be held in the future.

D. FINANCE & BUDGET COMMITTEE

Moved by Ms. Ruiz Harrison, seconded by Ms. Donohue to accept the Finance and Budget Committee recommendation to approve agenda items #1, #2, #3, and #4. All ayes. Motion carried unanimously.

Moved by Ms. Ruiz Harrison, seconded by Ms. Hibl to accept the Finance and Budget Committee recommendation to approve agenda items #5, #6, and #7. All ayes. Motion carried unanimously.

1. Fund 41 Capital Projects

From the committee meeting:

Moved by Mr. Madden, seconded by Ms. Boehmer to approve the Fund 41 Capital Projects through May 31, 2025, as presented. All ayes. Motion carried unanimously.

2. Statement of Cash Flow

From the committee meeting:

Moved by Ms. Boehmer, seconded by Ms. Donohue to approve the Statement of Cash Flow through May 31, 2025, as presented. All ayes. Motion carried unanimously.

3. Revenues and Expenditures Reports

From the committee meeting:

Moved by Ms. Boehmer, seconded by Mr. Madden to approve the Revenue & Expenditures reports through May 31, 2025, as presented. All ayes. Motion carried unanimously.

4. Budget Revisions and Transfers of Appropriations

From the committee meeting:

Moved by Ms. Donohue, seconded by Ms. Boehmer to approve the Budget Revisions and Transfers reports through May 31, 2025, as presented. All ayes. Motion carried unanimously.

GENERAL FUND (FUND 10)	Revised Budget 4-30-25	Revised Budget 5-31-25	Budget Increase (Decrease)
REVENUES			
100 Transfers-in	0.00	0.00	0.00
Local Sources			
210 Taxes	22,978,621.00	22,978,621.00	0.00
240 Payments for Services Provided Local Governments	0.00	0.00	0.00
260 Non-Capital Sales	429,380.03	434,967.60	5,587.57
270 School Activity Income	192,030.87	213,108.87	21,078.00
280 Interest on Investments	2,268,155.14	2,268,155.14	0.00
290 Other Revenue, Local Sources	221,266.20	235,155.58	13,889.38
Subtotal Local Sources	26,089,453.24	26,130,008.19	40,554.95
Other School Districts Within Wisconsin			
340 Payments for Services	1,899,944.00	1,899,944.00	0.00
Revenue from Intermediate Sources			
510 Transit of Aids	18,172.00	18,172.00	0.00
State Sources			
610 State Aid -- Categorical	1,028,148.00	1,028,148.00	0.00
620 State Aid -- General	92,186,717.00	92,186,717.00	0.00
630 DPI Special Project Grants	48,273.00	48,273.00	0.00
640 Payments for Services	130,000.00	130,000.00	0.00
650 Student Achievement Guarantee in Education	2,309,520.64	2,314,008.99	4,488.35

660 Other State Revenue Through Local Units	15,000.00	15,000.00	0.00
690 Other Revenue	7,592,638.00	7,592,638.00	0.00
Subtotal State Sources	103,310,296.64	103,314,784.99	4,488.35
Federal Sources			
710 Transit of Aids	115,948.00	115,948.00	0.00
730 DPI Special Project Grants	2,912,814.00	2,912,814.00	0.00
750 IASA Grants	2,375,973.00	2,375,973.00	0.00
780 Other Federal Revenue Through State	0.00	0.00	0.00
790 Other Revenue from Federal Sources	0.00	0.00	0.00
Subtotal Federal Sources	5,404,735.00	5,404,735.00	0.00
Other Financing Sources			
860 Compensation, Fixed Assets	27,738.00	27,738.00	0.00
Other Revenues			
960 Adjustments	0.00	0.00	0.00
970 Refund of Disbursement	155,861.07	480,754.69	324,893.62
990 Miscellaneous	334,143.68	334,143.68	0.00
Subtotal Other Revenues	490,004.75	814,898.37	324,893.62
TOTAL REVENUES	137,240,343.63	137,610,280.55	369,936.92
EXPENDITURES	Revised Budget 4-30-25	Revised Budget 5-31-25	Budget Increase (Decrease)
Instruction			
110 000 Undifferentiated Curriculum	25,812,356.72	26,037,039.07	224,682.35
120 000 Regular Curriculum	31,170,949.66	31,187,187.66	16,238.00
130 000 Vocational Curriculum	3,223,728.54	3,228,223.11	4,494.57
140 000 Physical Curriculum	3,062,563.00	3,062,317.00	(246.00)
160 000 Co-Curricular Activities	1,532,739.07	1,567,687.07	34,948.00
170 000 Other Special Needs	527,787.00	527,987.00	200.00
Subtotal Instruction	65,330,123.99	65,610,440.91	280,316.92
Support Sources			
210 000 Pupil Services	6,444,484.06	6,226,170.06	(218,314.00)
220 000 Instructional Staff Services	6,095,970.37	6,096,422.96	452.59
230 000 General Administration	2,113,507.14	2,114,969.64	1,462.50
240 000 School Building Administration	8,257,750.59	8,233,588.59	(24,162.00)
250 000 Business Administration	18,227,897.99	18,220,393.48	(7,504.51)
260 000 Central Services	595,541.35	590,454.35	(5,087.00)
270 000 Insurance & Judgments	1,247,473.00	1,247,473.00	0.00
280 000 Debt Services	1,700.00	1,700.00	0.00
290 000 Other Support Services	2,793,371.51	3,225,371.11	431,999.60
Subtotal Support Sources	45,777,696.01	45,956,543.19	178,847.18
Non-Program Transactions			
410 000 Inter-fund Transfers	14,675,631.77	14,675,631.77	0.00
430 000 Instructional Service Payments	18,884,234.37	18,917,467.37	33,233.00
490 000 Other Non-Program Transactions	0.00	0.00	0.00
Subtotal Non-Program Transactions	33,559,866.14	33,593,099.14	33,233.00
TOTAL EXPENDITURES	144,667,686.14	145,160,083.24	492,397.10

SPECIAL EDUCATION (FUND 27)	Revised Budget 4-30-25	Revised Budget 5-31-25	Change in Budget
TOTAL REVENUES	24,133,484.77	24,133,484.77	-
100 000 Instruction	19,893,165.62	19,893,165.62	-
200 000 Support Services	4,168,069.15	4,168,069.15	-
400 000 Non-Program Transactions	72,250.00	72,250.00	-
TOTAL EXPENDITURES	24,133,484.77	24,133,484.77	-

5. Introduction (First Reading) of Revised Board of Education Policy 6423 – Use of Credit Cards

From the committee meeting:

Moved by Mr. Madden, seconded by Ms. Boehmer to approve the introduction (first reading) of revised Policy 6423 – Finances; Use of Credit Cards. All ayes. Motion carried unanimously.

Mr. Boehlke explained that the revisions include more specific restrictions on the use of district credit cards.

6. Introduction (First Reading) of Revised Board of Education Policy 8500 – Food Services

Moved by Mr. Madden, seconded by Ms. Boehmer to approve the introduction (first reading) of revised Policy 8500 Finances; Food Services. All ayes. Motion carried unanimously.

Mr. Boehlke noted the revisions include changes to the dietary accommodations language and adds a grievance procedure to the dietary accommodations process.

7. Introduction (First Reading) of Revised Board of Education Policy 8510 – Wellness

From the committee meeting:

Moved by Ms. Donohue, seconded by Mr. Madden to approve the introduction (first reading) of revised Policy 8510 – Operations; Wellness. All ayes. Motion carried unanimously.

Mr. Boehlke stated that the revision adds a required non-discrimination statement to the policy.

8. Gifts

Moved by Ms. Ruiz-Harrison, seconded by Ms. Wittstock to accept the Finance and Budget Committee recommendation to accept all gifts to the District. All ayes. Motion carried unanimously.

From the committee meeting:

Moved by Ms. Donohue, seconded by Ms. Boehmer to accept all gifts to the District, approving those \$2,500 and greater. All ayes. Motion carried unanimously.

<u>Gift</u>	<u>Donor</u>	<u>Building/Program</u>	<u>Amount</u>
<u>For Information</u>			
Flute	Wallace/Charlet Endsley	SASD Music Dept.	100.00
Monetary	First Congregational Church	South	150.00
Monetary	Joanne Howe	Books on Bikes	250.00
Orlimar Ladies Golf Clubs	Wallace/Charlet Endsley	SASD Girls Golf	300.00
Monetary	Anonymous	South	1,000.00
<u>Action</u>			
Monetary	Sargento Cheese Inc.	SASD (McKinney Vento)	4,000.00

COMMUNICATIONS

Communications were received.

FUTURE MEETING DATES

August 12, 2025 – Committee meetings at 6:00 p.m.

August 26, 2025 - Regular Board of Education meeting at 6:00 p.m.

ADJOURN

Moved by Ms. Wittstock, seconded by Ms. Donohue to adjourn at 7:09 p.m. to Closed Session per Wisconsin State Statutes Section 19.85(1)(e) – To deliberate or negotiate the sale of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session; specifically, for the purpose of developing potential sale and negotiation strategy of district property. A roll call vote was taken, and motion carried unanimously (Tasche, Hibl, Madden, Robbins, Laster, Boehmer, Ruiz-Harrison, Donohue, Wittstock).

Moved by Ms. Donohue, seconded by Mr. Madden to reconvene to Open Session at 7:43 p.m. All ayes. Motion carried unanimously.

Moved by Ms. Robbins, seconded by Mr. Madden to adjourn at 7:44 p.m. All ayes. Motion carried unanimously.

Jacob Konrath, Ph.D.
Superintendent & Secretary of the Board



SHEBOYGAN AREA

— SCHOOL DISTRICT —

PRESESSION

2025-26 School Year



Agenda

- **Introduction** - Jake Konrath, *Superintendent*
- **Welcome** - Ryan Sorenson, *Mayor*
- **Community Partner** - Dr. Beth Borgen, *President - Lakeland University*
- **District Leadership**
 - Ms. Stacy Wetzel - *President, Sheboygan Education Association*
- **Review of 2025-2026 Budget** - Mark Boehlke, *Assistant Superintendent - Business Services*
- **Student & Instructional Services Vision** - Rachel Ledezma, *Assistant Superintendent - Student and Instructional Services*
- **Annual Report** - Jake Konrath, *Superintendent*
- **Department Meetings**



Great Schools = Great Communities

- Ryan Sorenson, Mayor



City of
Sheboygan



SHEBOYGAN AREA
— SCHOOL DISTRICT —

It takes a village...



**LAKELAND
UNIVERSITY**



SHEBOYGAN AREA
— SCHOOL DISTRICT —





Lakeland University

Dr. Beth Borgen

Dual Enrollment Partnership

- 0 cost for families
- 900 students enrolled each year (up from 450)
- \$4.5m of college credit earned
- 7 credits per student on average earned (per year)



Partnership Potential

What could be next?

AA completion
at HS
graduation

Career
exploration

Summer boot
camps

Youth
Apprenticeship
and Co-Op
alignment

University
facility usage

Innovator
Fellowship
expansion

Travel abroad


Cooperative Education: Rooted in Theory

Since its inception in 2018....


- 3,580 co-op placements
- 12,474 credits earned
- 668,000 hours worked
- Average 35,000 hours worked each semester
- Average \$2,800 earned each placement
- More than \$10m earned in total!








LAKELAND
UNIVERSITY · JAPAN



VIRGINIA
WESLEYAN
UNIVERSITY
GLOBAL



LAKELAND
UNIVERSITY

- 1 of only 2 American Universities in Japan
- More than 40 countries represented
- Master's degrees added



Mission-based programs

- Lakeland Promise
Increasing access
- Sheboygan County Scholars
Keeping talent local
- Life & Career Studies
Creating opportunity

**Thank
you!**

District Leadership

- Ms. Stacy Wetzel - President, Sheboygan Education Association





SHEBOYGAN AREA
— SCHOOL DISTRICT —

2025-26 Budget Update

Sheboygan Area School District

Budget Timeline

- **School Board passed a preliminary 2025-26 budget on June 24th**

- Budget assumed a \$325 per pupil revenue increase and a special education reimbursement increase of 10%
- These revenue assumptions created a balanced budget with a 2.95% employee salary increase. (increase was equal to the 2.95% CPI determined by WERC for 2025-26)



Budget Timeline

- **Governor Evers signed the 2025-27 state budget into law on July 3rd**

- State budget included the \$325 per pupil revenue increase and the special education reimbursement increase of 10% that was included in the 2025-26 SASD preliminary budget
- The 10% special education increase assumed in the SASD preliminary budget was thought to be very conservative, so it was very disappointing that the state budget included only a 10% increase for 2025-26 and only a 3% increase for 2026-27.
- An unexpected \$1,140 increase to the public school open enrollment amount resulted in a \$457,140 deficit for the district



Budget Timeline

- **What's Next**

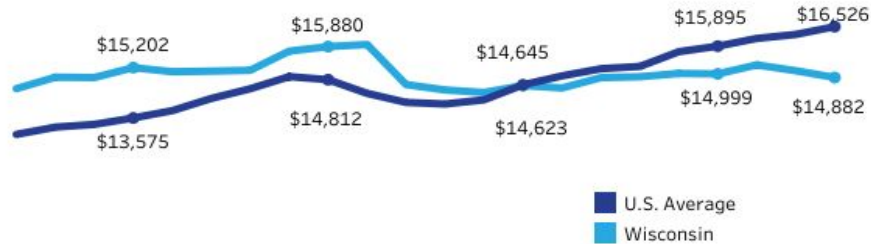
- The final original 2025-26 budget and tax levy will be approved by the school board at the October 28th meeting
- The administration will work to bring a balanced budget to the board for approval
- The 2.95% employee salary increases will not be reduced as part of balancing the budget



Takeaways From State Funding of Public Schools

Figure 1: Wisconsin Increasingly Trails on Per Pupil Spending

Per pupil spending, 2002-2023, 2023 dollars



2002: Wisconsin ranked **11th** in per pupil spending

2023: Wisconsin ranks **26th**

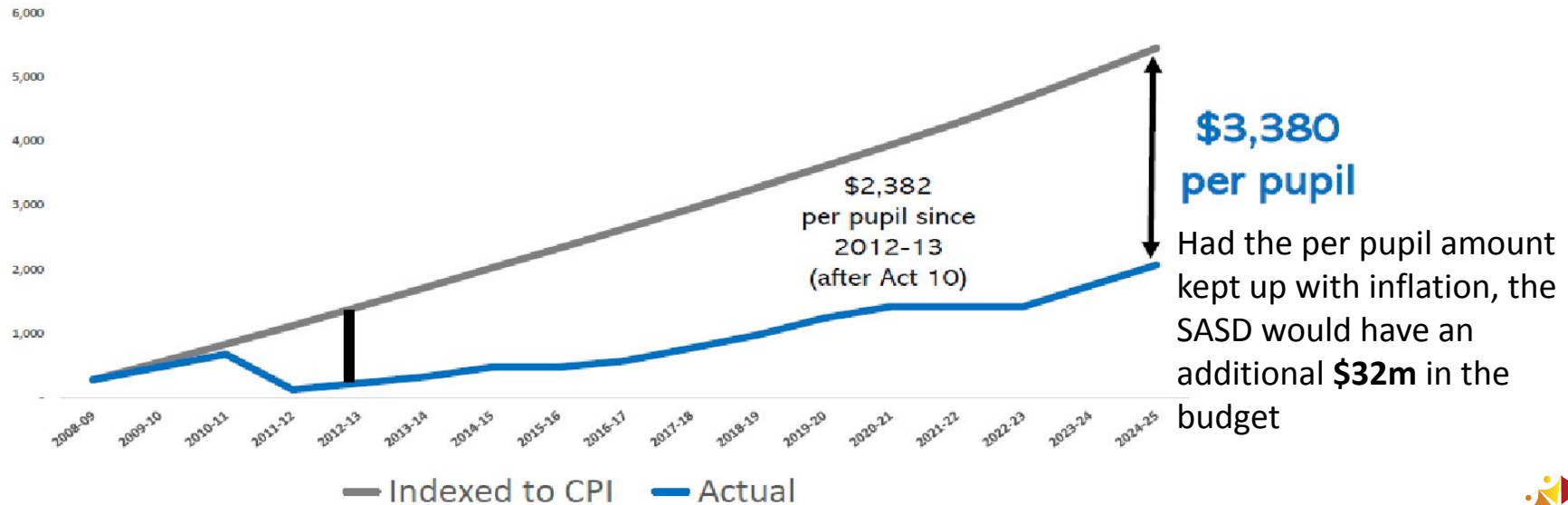
2002 2004 2006 2008 2010 2012 2014 2016 2018 2020 2022 2024

Source: U.S. Census Bureau



Takeaways From State Funding of Public Schools

General school district revenues per pupil lag inflation by more than \$3,300 since 2009



Tax Levy History for SASD vs. Private School Vouchers

	SASD Levy	SASD Levy Percentage Decrease	Private School Voucher Levy	Private School Voucher Levy Percentage Increase
2024-25	\$27,403,542	-2.5%	\$6,573,317	+5.6%
2023-24	\$28,100,801	-2.7%	\$6,226,286	+34.8%
2022-23	28,884,529	-7.5%	4,620,626	+7.4%
2021-22	31,240,685	-8.6%	4,302,937	+28.3%
2020-21	34,180,225	-0.7%	3,354,207	+31.3%
2019-20	34,423,672	-0.5%	2,555,244	+50.2%
2018-19	34,585,412	-1.5%	1,701,012	+113.4%
2017-18	35,098,973	-1.0%	797,218	+79.0%
2016-17	35,453,452		445,409	



In spite of the state underfunding public education, the SASD has maintained a better financial position compared to its peers

- Moody's bond rating upgrade from Aa2 to Aa1
- The upgrade was attributed to the districts strong financial position and budgeting practices
- Only 12 other districts in the state are rated Aa1 or better
- The upgrade resulted in a better than expected interest rate on the referendum borrow, reducing the taxpayer cost of the borrow by \$16m over the life of the loan



In spite of the state underfunding public education, the SASD has prioritized excellent employee salary and benefits

- The SASD Employee Wellness Program is recognized as a model program around the state.
- Over the last 10 years SASD health insurance premium increases have been 4% lower than annual medical inflation
- Average Total Monthly Employee Cost for Individual Coverage (includes payroll contribution and all out-of-pocket costs)

Individual Coverage

SASD: \$167 WI Public Schools: \$241 Wisconsin Employers: \$307

Family Coverage

SASD: \$522 WI Public Schools: \$583 Wisconsin Employers: \$939



65% referendum approval shows wide community support for our schools

- Preliminary design work is completed for the Farnsworth and Urban Middle School projects
- Construction scheduled to begin in the Spring of 2026





SHEBOYGAN AREA
— SCHOOL DISTRICT —

2025-26 S&I Update

Sheboygan Area School District

STRATEGIC VISION FOR S&I

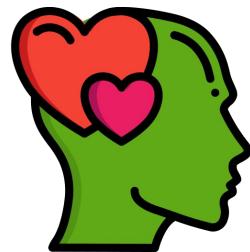
“Every student in the Sheboygan Area School District will demonstrate **continuous growth** toward academic standards and social-emotional competencies, as evaluated by the **implementation of an evidence based curriculum** and a **balanced system of formative and summative assessments**. Each school will maintain a Multi-Level System of Supports (MLSS) and **data driven Professional Learning Communities (PLCs)** to ensure that each student **learns, grows, belongs, and graduates College, Career, and Life Ready.**”



PROGRAMMATIC PRIORITIES



1. Every learner demonstrates **continuous growth** towards the [academic standards](#)
2. Every learner demonstrates **continuous growth** towards the [social-emotional competencies](#)
3. Educators use an **evidence-based curriculum** and measure student growth with a **balanced system of formative and summative assessments**.
4. Each school maintains a [Multi-Level System of Supports \(MLSS\)](#) **Multi-Level System of Supports (MLSS)** and **data-driven Professional Learning Communities (PLCs)**.
5. Every student **learns, grows, belongs**
6. Every learner **graduates Life Ready and Career or College Ready** based on their self-defined pathway.



OPERATIONALIZE THE VISION



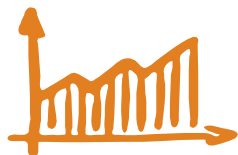
Link to Priorities

Link all that we do in our schools to at least one priority.



Flip Filters

1. Do we have data to inform decisions?
2. Is there research and/ or evidence to support strategy use?
3. Will there be a positive ROI for students for the time, energy, and money?



Pair Up

Pair our efforts with the use of Implementation Science & the Continuous Improvement Cycle

OPERATIONALIZE THE VISION

- **28 Key Performance Indicators (KPIs)**
monitored by S&I
- **Departmental goals** drive the S&I Vision and Goals
- **School goals** drive the S&I Vision and Goals
- **Connect** school based **professional development** and **initiatives** to standardize practices

Beliefs

- Strong advocate for public education
- All students can learn and thrive given the proper supports
- Public schools are the backbone of our community
- Our jobs are worth the sacrifices we make



Focus - Pride in the SASD and Public Education

- Focus on ensuring **ALL** students receive the education and individual supports to be successful
- Strong culture/climate of respect and high performance
- Ability to make mistakes for the right reasons
- **IMMENSE PRIDE** in the work we do for students, families and our community

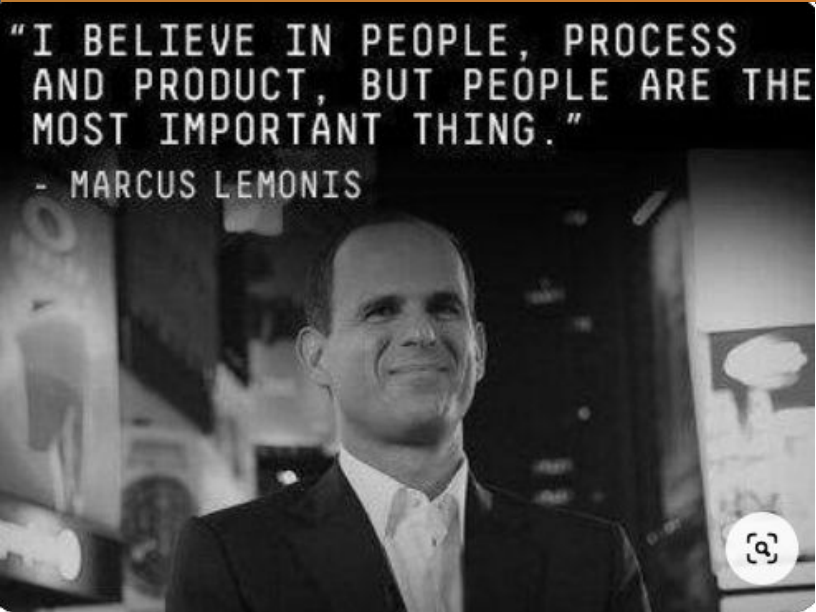


Transforming School Culture

Classification	Organizational Goal	Characteristics
Believer	Success for each student	<ul style="list-style-type: none">• Intrinsically motivated• Flexible and mission driven• Confront negative talk/attitudes toward kids• Believe in learning for all
Tweener	Organizational stability	<ul style="list-style-type: none">• Enthusiastic and supportive of students• Follow instruction and avoid conflict
Survivor	Emotional and mental survival	<ul style="list-style-type: none">• Overwhelmed with complexity of the job• Suffer from burn-out• Very small number of individuals in this group
Fundamentalist	Maintaining the status quo	<ul style="list-style-type: none">• Maintain status quo• Organize to thwart change initiatives• Actively work against “Believers”



Culture and Climate



Culture and Climate



THE BELIEVER

IN HIS TIRELESS FAITH IN THE POTENTIAL OF THOSE HE COACHES, SHAKA SMART DRAWS ON HIS OWN BASKETBALL JOURNEY.

"I learned that basketball is basketball - the things that go into winning, the things that make it fun, the competitiveness, the camaraderie. Those things exist across any types of lines."



"My goal is to create the conditions where amazing people come to do their life's work."



State Budget

CATEGORY: EDUCATION

WISCONSIN EDUCATION SPENDING FALLS FURTHER BEHIND NATIONAL AVERAGE

FOCUS #11 • JULY 2025

FULL REPORT

PRINT



SHARE



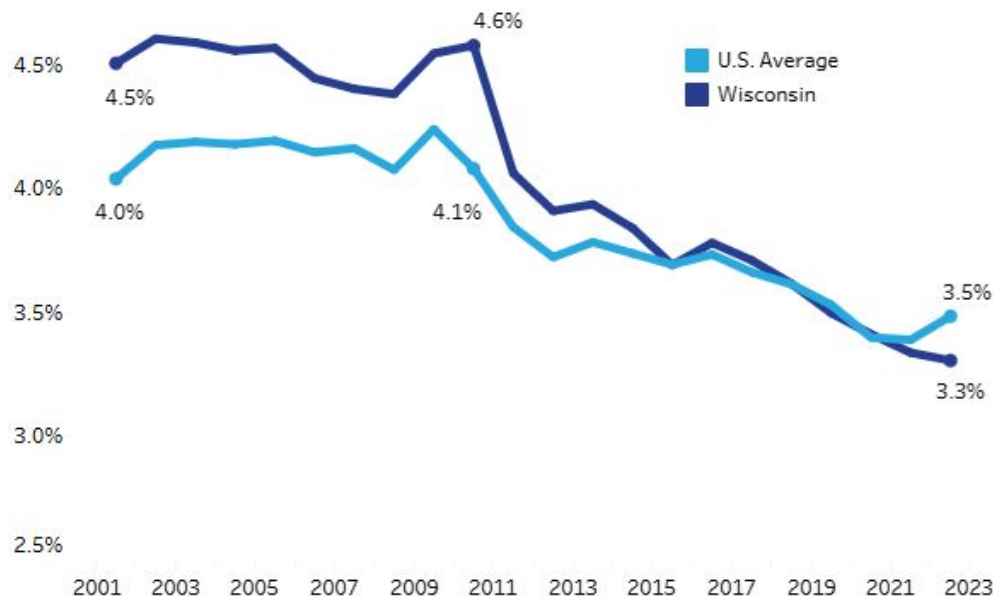
Spending per pupil by Wisconsin public schools has lagged inflation in recent years and fallen further behind the U.S. average. This is due to a series of policy choices, including a recent two-year freeze on state-imposed caps on school district revenues, that have also helped to hold down state and local taxes. In a related trend, the share of Wisconsinites' incomes spent on public education has fallen below the national average.



Challenges

Figure 3: Wisconsin Now Spends a Smaller Share of Personal Income on Education Than the U.S. Average

Share of total personal income dedicated to education spending



Source: U.S. Census Bureau, Bureau of Economic Analysis, and Wisconsin Policy Forum Analysis



Challenges

Public education is a primary responsibility of state and local government and these findings may be worth policymakers considering as they move forward. Tracking what our state and school districts collect and expend demonstrates the public's investment in our education system – and what families, educators and taxpayers should expect in return.



“Tracking what our state and school districts collect and expend demonstrates the public’s investment in our education system - and what families, educators and taxpayers should expect in return.”



LARGE DISTRICT ENROLLMENT TRENDS

Large Public School Districts	2019-20	2020-21	2021-22	2022-23	2023-2024	Percent Change Over 5 years
Green Bay	20,248	19,171	19,166	18,922	18,579	-8.24%
Racine	17,529	16,254	16,516	16,182	15,963	-8.93%
Appleton	16,081	15,745	15,217	15,270	15,230	-5.29%
Waukesha	12,523	12,344	12,080	11,855	11,318	-9.62%
Eau Claire	11,556	11,008	10,973	10,871	10,866	-5.97%
Sheboygan	10,057	9,661	9,592	9,438	9,427	-6.26%
Janesville	9,899	9,574	9,552	9,537	9,414	-4.90%
Oshkosh	9,747	9,191	9,203	9,149	9,113	-6.50%
Sun Prairie	8,475	8,366	8,381	8,350	8,411	-0.76%
Wausau	8,149	7,786	7,989	7,899	7,783	-4.49%
West Allis - West MKE	8,020	7,418	7,347	7,095	6,938	-13.49%
Fond du Lac	7,050	6,678	6,630	6,603	6,419	-8.95%
Manitowoc	4,987	4,760	4,762	4,726	4,641	-6.94%

*Data retrieved from WISEdash (<https://wisedash.dpi.wi.gov/Dashboard/dashboard/18110>).
2024-2025 data currently unavailable.



ENROLLMENT: NON-PUBLIC HISTORY

Non-Public Schools	2021-22	2022-23	2023-24	2024-25
Lutheran High	223	207	185	185
Sheboygan Christian	419	505	547	566
Bethlehem Lutheran	180	173	167	158
St Paul Lutheran	80	74	78	65
Trinity Lutheran	175	189	188	191
Christ Child Academy	131	123	115	123
Seton Catholic	113	73	82	74
Other	2	0	0	0
Total	1,323	1,344	1,362	1,362



Challenges

MIT News

ON CAMPUS AND AROUND THE WORLD

 [SUBSCRIBE](#)

Is it the school, or the students?

Study shows perceptions of “good” schools are heavily dependent on the preparation of the students entering them.

Peter Dizikes | MIT News

March 28, 2024



For release:
Aug. 9, 2024

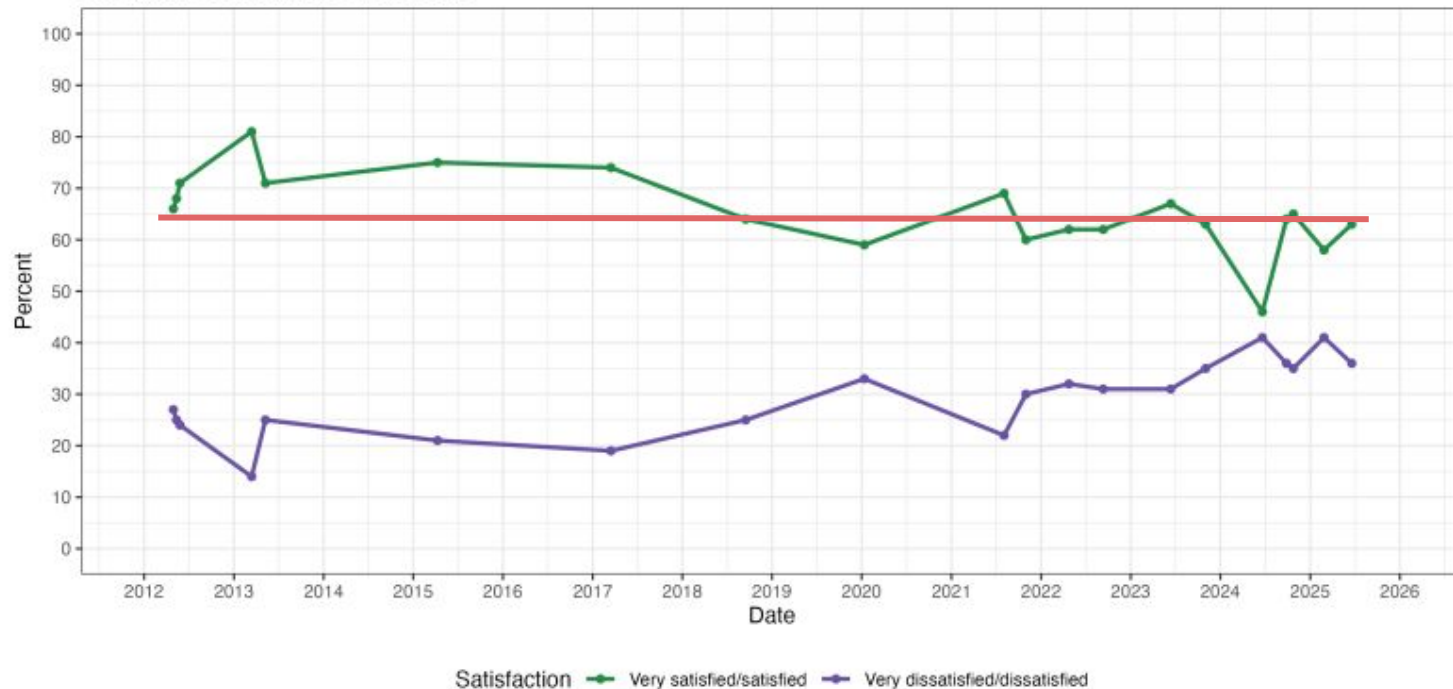
Transformed System Has Not Transformed Outcomes for Children

A core premise of the parental choice movement in the 1990s was that Milwaukee's K-12 system at the time was not serving children well. The intervening years and efforts have made many more schooling options available, especially to low-income families of color. There is little evidence, however, that the average Milwaukee child receives a higher quality education today. Key observations from our analysis of student outcomes and school performance are summarized below.



School Satisfaction

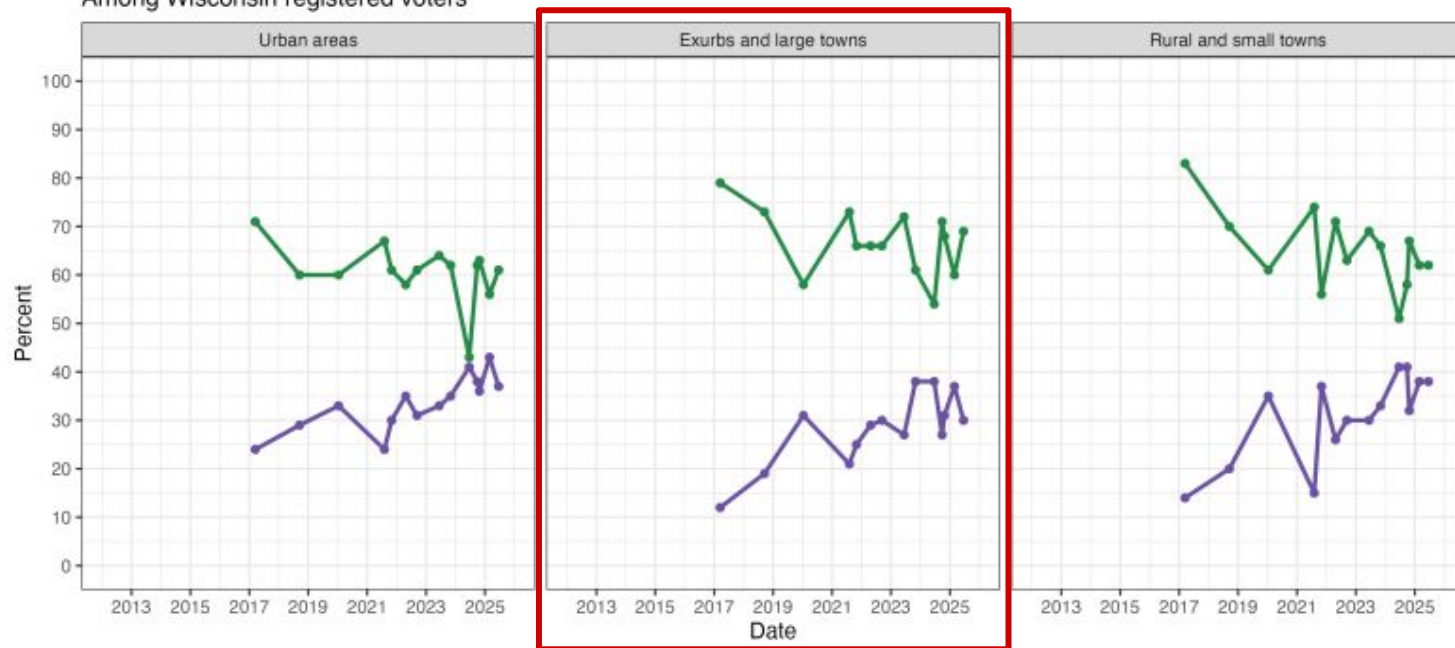
Satisfaction with schools trend
Among Wisconsin registered voters



School Satisfaction

Satisfaction with schools by urban-rural trend

Among Wisconsin registered voters



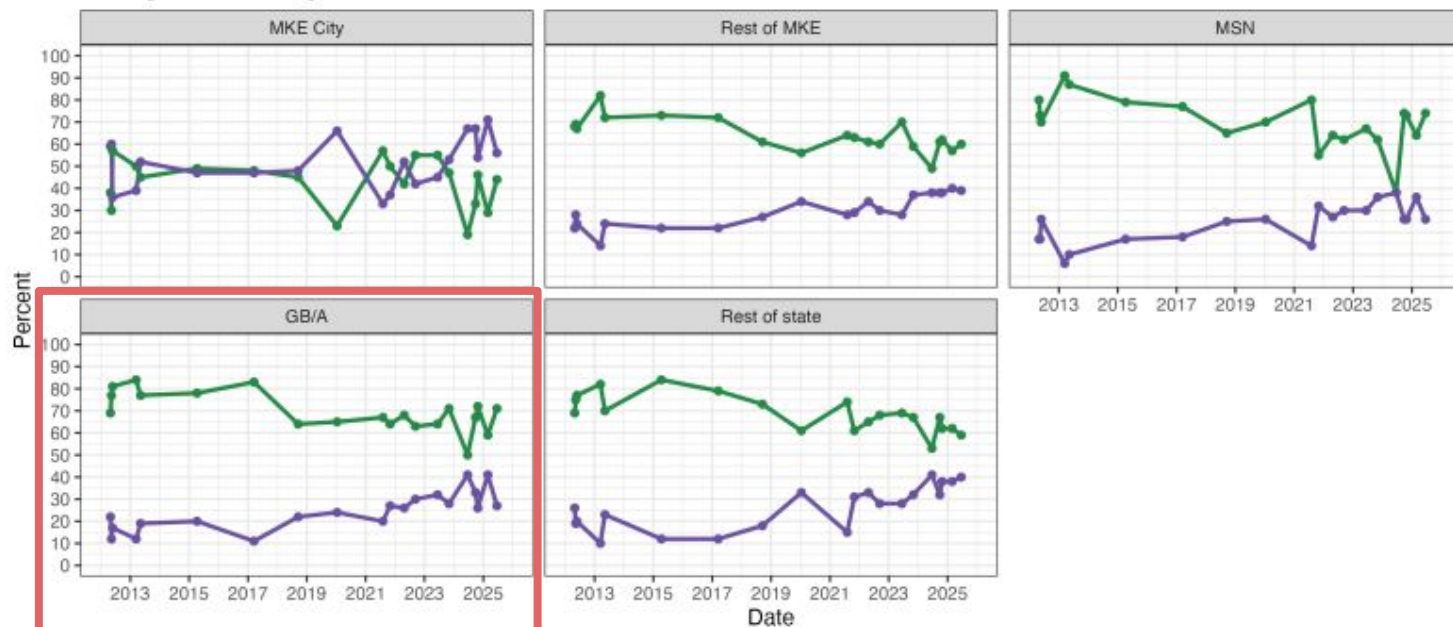
Satisfaction — Very satisfied/satisfied — Very dissatisfied/dissatisfied



Challenges

Satisfaction with schools by region trend

Among Wisconsin registered voters



Satisfaction — Very satisfied/satisfied — Very dissatisfied/dissatisfied



Data - Parents/Community

92% of SASD Parents
Believe their Child has
Every Opportunity to be
Successful at School

95% of Parents Believe
their Child's Learning is a
Top Priority at SASD



Solutions

Educator Workforce

Use of **emergency teaching licenses** has **tripled** in past decade

Plus, **teacher pay** has **fallen by 12%** relative to inflation since 2009

Forces districts into difficult tradeoffs:
Balance budget or retain staff?

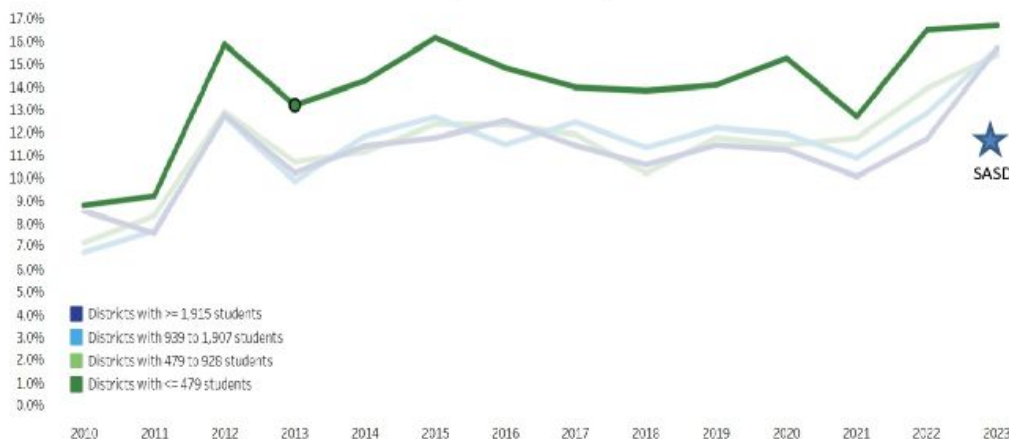
Teacher turnover has been a challenge since Act 10, especially in smaller districts and high poverty districts

COTW Attach 6



Figure 3: Districts with Fewest Students Experience Most Turnover

Statewide annual average teacher turnover rate by student enrollment



Sources: Wisconsin Department of Public Instruction, National Center for Education Statistics, and Wisconsin Policy Forum analysis. *District size bins correspond with 25th percentiles for district size, meaning the same amount of districts are in each bin.



2025-2026 BOARD OF EDUCATION

Community members may contact all members of the Board of Education by email at schoolboard@sasd.net or individually as listed below.

Learn more about our Board Members here: [SASD Board of Education Bios 2025-2026](#)

Santino Laster

PRESIDENT

Term Expires 2027

slaster@sasd.net

Heidi Boehmer

VICE PRESIDENT

Term Expires 2026

hboehmer@sasd.net

Kay K. Robbins

TREASURER

Term Expires in 2026

krobbins@sasd.net

Sarah Ruiz-Harrison

CLERK

Term Expires 2026

sruizharrison@sasd.net

Mary Lynne Donohue

Term Expires 2028

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Leah Hibl

Term Expires 2027

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Peter Madden

Term Expires 2027

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Allie Tasche

Term Expires in 2028

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Denise Wittstock

Term Expires in 2028

dwittstock@sasd.net





SHEBOYGAN AREA
— SCHOOL DISTRICT —

COMMUNITY REPORT

2025





COMPARITIVE PEER DISTRICT ANALYSIS

An independent analysis of comparable districts conducted by the ECRA K12 analytics and research firm identified the Sheboygan Area School District as outperforming our comparable group average in every category of overall proficiency and achievement scores, while serving the second-highest percentage of economically disadvantaged students.

Indicator	Peer Group Average	SASD
ELA Proficiency	40.9%	43.3%
Math Proficiency	38.4%	44.9%
Achievement Score	47.7%	52.9%
ELA Achievement Score	50.6%	53.6%
Math Achievement Score	44.8%	52.2%

1 Early Learning Center

12 Elementary Schools

5 Middle Schools

2 4K-8 Schools

5 High Schools

A photograph of a smiling female teacher with long brown hair, wearing a grey t-shirt, sitting at a desk in a classroom with her arms crossed. A student's hand is visible in the foreground.

9,323 Students

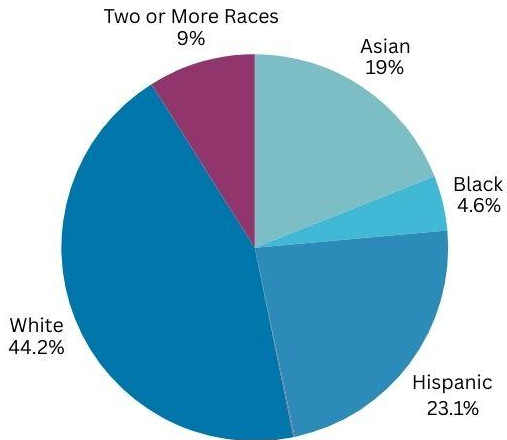
1,698 Staff

35 Languages spoken by families in the SASD

PEER DISTRICTS FOR COMPARISON

Peer Districts were selected based on similar enrollment levels and the make-up for economically disadvantaged students.

2023-24 data
Source: ECRA Group K-12 Data and Analytic Solutions



Source: SASD 2024-25
Third Friday Enrollment Report



a strong elementary Academic Foundation

- The SASD invested \$910K in Benchmark Advance, a universal curriculum for K-5th grade, with implementation starting next school year. This new reading curriculum is engaging for students, will **build knowledge across content areas**, is standard-aligned, and is more user-friendly for staff.
- The SASD adjusted our professional development time for teachers to remove early release Wednesdays. Instead, we added nine full-day professional development opportunities. This year, a significant portion of the time was allocated to curriculum and instruction work focused on **improving literacy**.
- In 2024-25, the SASD expanded 4K programming to five half-days per week. The 4K programs provide age-appropriate learning experiences that support the development of social, emotional, physical, and cognitive skills, as well as general learning skills, for all children. The change to five days per week is positively impacting students by **increasing these learning experiences by 20%**.



*The nationally normed Star assessment considers growth levels above 50% to be above average.

- **68%** of elementary school students met or exceeded their individual growth target on Star Reading in Spring 2025.*
- **66%** of elementary school students met or exceeded their individual growth target on Star Math in Spring 2025.*
- **94%** of elementary school students attend school daily.



**2024 National ESEA
Distinguished School**



beyond the basics in **ELEMENTARY SCHOOL**

A WELL-ROUNDED EDUCATION

Elementary students receive a strong foundation in core academic subjects while also participating in a rotation of Art, Music, and Physical Education classes. In addition, students have enrichment opportunities to explore their interests and expand their skills:

- Over **350** students participated in coding clubs in grades 3-5.
- **456** 5th-grade students participated in Band and Orchestra.
- **615** students participated in the 5th Grade Sports Day.
- Over **85** students participated in the new district-wide choir for 4th and 5th graders.
- Over **550** students in grades 5-12 performed in the 46th annual SASD String Festival.
- **24** students from grades K-12 had their artwork featured at the John Michael Kohler Arts Center.



SCREENER & SURVEY RESULTS

- **90%** of Elementary students were considered Healthy in the Spring b.e.s.t. Universal Screener.
- **70%** of Elementary students responded favorably on the Panorama Survey to questions about Self-Management Skills, which include being prepared, paying attention, following directions, and completing work.



104 5th-grade students earned the President's Award for Educational Excellence.

Over **3,400 students** were **invited** to individual Great Start Conferences held before the first day of school to build strong connections between teachers and families.



MIDDLE SCHOOL

leaders in the making

ENRICHING THE MIDDLE SCHOOL EXPERIENCE

Middle school students study all core academic areas, in addition to a quarterly rotation through our Allied Arts classes like Art, Music, Technical Education, Physical Education, World Languages, and Family and Consumer Science. Students can also choose electives such as band and orchestra, and participate in clubs and interscholastic sports.

- **65%** of middle school students met or exceeded their individual growth target on Star Reading in Spring 2025.*
- **62%** of middle school students met or exceeded their individual growth target on Star Math in Spring 2025.*
- **93%** of our middle school students attend school daily.
- Over **700** middle school students participated in the band and orchestra programs.
- **148** middle school students participated choir.
- **23** interscholastic sports are offered across three middle schools, with **580** students participating.
- **57** clubs and activities offered across three middle schools with **1,480 students** participating over the course of the school year in clubs like STEM, Drama, Speedball, Newspaper, Yearbook, and more!
- **82** middle school students competed in the Lakeland Math Meet.

*The nationally normed Star assessment considers growth levels above 50% to be above average.



REDgen launched in the 2024-25 school year, with **19** students serving as student leaders. REDgen's mission is to advocate for youth mental health and well-being.

SCREENER & SURVEY RESULTS

73% of students responded favorably on the Panorama Survey to questions about Self-Management Skills, which target being prepared, paying attention, following directions, and completing work.

HIGH SCHOOL preparing for what's next

FREE COLLEGE COURSES

In June 2022, the Sheboygan Area School District and Lakeland University signed an innovative agreement, providing high school students with access to college credit courses at no cost to students. SASD students now have free access to dual credit courses, **which provide high school and college credits simultaneously.**

- Over **50 Dual Credit Career Pathway courses** are offered at North and South High Schools.
- In the 2024-25 school year, high schools had nearly **3,000 enrollments** in Dual Credit courses, resulting in over **\$3.6 million of tuition-free college credit!** *(Students may be enrolled in more than one dual credit class.)*



ACT Performance

All 11th-grade students in Wisconsin are required to take the ACT each March. The ACT is a nationally recognized standardized test used for college admissions. It measures a student's overall educational development and readiness for college-level coursework.

To support student success, SASD students in grades 9, 10, and 11 take the PreACT assessment each fall. These practice tests help students build familiarity with the ACT format and track their academic progress leading up to the official test.

In the 2024-25 School Year:

Average composite ACT scores are in the top half of our peer districts.

- **290** juniors scored at or above the state average ACT score of 19.
- **83** juniors earned a 25 or higher.
- **21** juniors earned a 30 or higher.
- **2 juniors earned a perfect score of 36!**

planning FOR THE FUTURE

The SASD was one of the first districts to adopt 'Redefining Ready,' the research-based college and career readiness accountability measures - such as attendance, community service, workplace learning experiences, dual credit course enrollment, participation in co-curricular activities, GPA, ACT scores, and other course participation - and use it to measure students' readiness to enter college or a career after graduation.

The **SASD Career and College Readiness Report Cards** show schools, as well as individual students, if they are meeting the research-based benchmarks for success in future plans, whether entering directly into a career or attending a two-year or four-year college. The benchmarks are aligned to the National College and Career Readiness Indicators to ensure our students have relevant coursework, academic performance, and workplace experience to prepare them for success after high school.



CLASS OF 2025

57%

Participated in
2+ co-curricular
activities
150+ offered

40%

Earned Credit for
a Workplace
Learning
Experience

70%

Earned college
credit
at no cost to
students!

Over **380** students from North and South High signed commitments at the 7th Annual Signing Day.

Senior Signing Day recognizes graduating seniors whose future plans include:

- attending a four-year college or university
- enrolling in a technical or community college
- entering the workforce
- joining the military



FROM FRESHMEN

to finish line



Graduation rate increased by 3%
for the Class of 2024.



Over **\$4 million in scholarships**
awarded to Class of 2025.



728 students to participate in the
annual joint graduation ceremony.

74

Cum Laude
4.600-4.999
Weighted GPA

59

Magna Cum Laude
5.000-5.299
Weighted GPA

53

Summa Cum Laude
5.3+
Weighted GPA

STANDOUT PERFORMANCES

- **2 students** qualified as National Merit Finalists (2025)
- **27 students** qualified for the AP Scholars Award (in 2024)
- **1 student** was selected as a 2025 WIAA Scholar-Athlete out of only 16 senior boys statewide.
- **3 State Championships:** North High Dance Team, North High Esports, South High Esports
- **79 students** attended Regional Competitions with Robotics, DECA, and Honors Society.
- **31 students** attended national and international competitions with clubs like Model UN and DECA.
- **33** high school students traveled abroad as part of a school-sponsored trip.
- **55** 11th and 12th grade students participated in the GEAR UP Rising Phoenix program, with **21** seniors on track to earn an Associate of Arts and Sciences (AAS) degree.

27TH STUDENT-BUILT HOME IN SHEBOYGAN



Recognition for Service

- South High School won the **United Way Group Volunteer of the Year Spirit Award** for its annual school-wide day of service.
- A current South High student and a graduate won the **United Way Youth Star Volunteer of the Year** for their creation of 'Under the Wing,' a student-led initiative that pairs 6th graders with trained high school mentors at Horace Mann Middle School.



SERVICES THAT MAKE A DIFFERENCE

The Sheboygan Area School District has a unique demographic make-up and is rich in diversity. We take pride in offering a range of services to support the diverse educational needs of every student.

- Over **300** Special Education staff members (Special Education Teachers, Special Education Assistants, Speech Therapists, Occupational Therapists, Physical Therapists, etc.) provided services to over **1,700** students across 12 areas of need.
- **80** Multilingual Language staff (Multilingual Teachers and Multilingual Assistants) provide language services to over **1,790** students, speaking over 35 languages.
- The PATH program provided services to **501** students and conducted **6,297** mental health therapy sessions.
- **293** homeless students and their families were supported through the SASD McKinney-Vento Homeless Assistance Program.
- In Summer 2024, **2,670** students participated in summer school to strengthen core academic skills, explore elective and enrichment courses, or recover high school credits.
- Over **520** students were served in the KidStop before- and after-school program at nine sites, including our partnerships with the Boys & Girls Club and YMCA.
- As of May 1, 2025, over **1,320,000** breakfasts, lunches, and suppers were served to students free of charge.

EXPANDING HORIZONS

Dual Language Program

- Two-way immersion is offered starting in 4K at the Early Learning Center or from K-5th grade at Sheridan Elementary School, with an option to continue into Horace Mann Middle School.

Field Trips

- Elementary school students enjoy field trips to JMKAC, Weill Center, Sheboygan Marsh, Sheboygan County Historical Museum, Heritage School, and more!

Access to Technology

- Over 9,000 one-to-one Wi-Fi-enabled devices are provided to SASD students.



ECONOMICALLY
DISADVANTAGED



ENGLISH
LEARNERS



STUDENTS WITH
DISABILITIES

2023-24 data
Source: SASD Data Tool by the Wisconsin Policy Forum

In-District School Choice

Annually, around **1,000** students utilize our in-district school choice to enroll in a school other than their neighborhood school.

Open Enrollment (from outside SASD)

Last year, **78** students were accepted to enroll in the SASD who live outside our district boundaries.



community OPPORTUNITIES



The Sheboygan Theatre Company rounded out its 91st season with **6,836** community members in attendance at its **5 mainstage productions**.

- **207 volunteers** helped behind the scenes.
- **116 cast members** ranging in age from 5 to 70+ participated in productions.
- **36 musicians** shared their talents.



SHEBOYGAN AREA — SCHOOL DISTRICT — Community Recreation

The Sheboygan Community Recreation Department offers a variety of recreational events and activities for residents of all ages.

- Outdoor sports leagues engaged more than **880** youth, with tee ball, baseball, and flag football all showing increased participation compared to last year.
- Basketball, volleyball, and aquatics were offered for youth, high school students, and adults, with participation in volleyball at the youth and high school student levels on the rise.
- Adult fitness and aquatic classes both saw over **30% increases** in participation over the last year.



Expanded Professional Development

- **286** staff trained in Early Literacy Practices aligned to the Science of Reading.
- **9 full-day professional development** opportunities for teachers.
- Free, in-house **Teacher Development Institute** offered for 8 years with 115 teachers participating.
- New **Principal Development Institute** will launch in the 2025-26 school year, with three participants selected through an interview process.
- **20** employees are working toward a teaching license through the RITE program.



128 educators participated in the SASD Mentor Program, including 65 new teachers who were supported throughout their first year in the SASD.



Recognizing Retirees

In the spring of 2025, students created one-of-a-kind mugs for **50** retiring staff members with over **1,300 years in combined service!**

SASD Teachers Have Experience

- SASD teachers have an average of 14.4 years of experience, which ranks in the top half of comparable districts.

Competitive Compensation

- Average teacher salary is above the state average and is in the top half of comparable districts.

Teacher Retention

- SASD has a high teacher retention rate, placing it in the top half of peer districts.

New Department Leaders

New for the 2025-26 school year, 12 Department Leaders have been appointed to provide additional instructional leadership and support in our elective and exploratory areas.

Annual Teacher Recruitment Campaign

For the third year in a row, SASD advertised teacher openings in a billboard campaign featuring our own teachers. Billboards were displayed in Sheboygan, Milwaukee, Oshkosh and Green Bay, attracting professionals to the Sheboygan community.

The *only* school district in Wisconsin named by

Forbes

as one of

2024
AMERICA'S
**BEST EMPLOYERS
BY STATE**




SHEBOYGAN AREA
SCHOOL DISTRICT





SHEBOYGAN AREA
— SCHOOL DISTRICT —

COMMUNITY REPORT

2025



NOVEMBER 5

V  **TE**

SHEBOYGAN AREA
— SCHOOL DISTRICT —

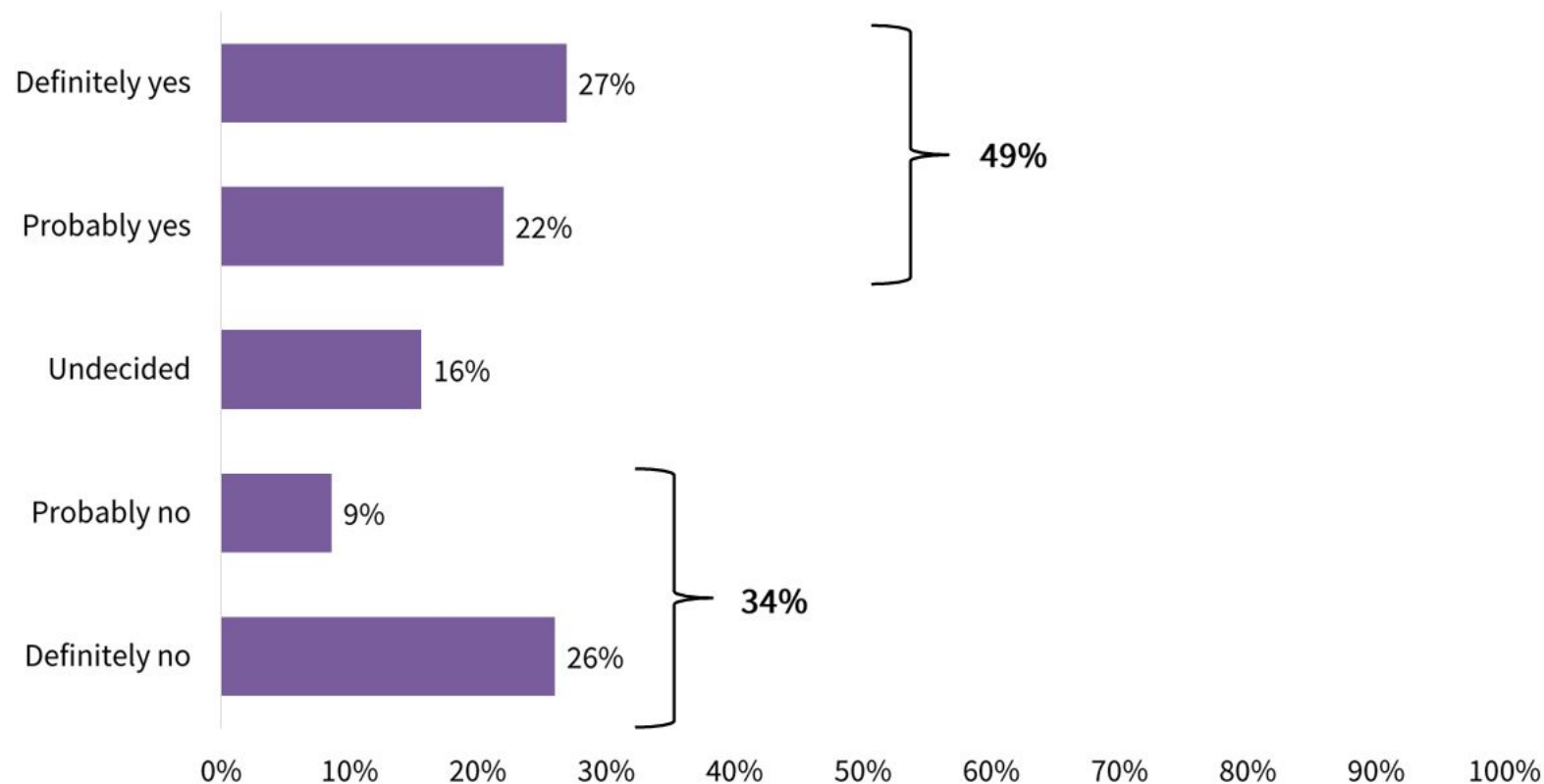
REFERENDUM

Survey Information

- May 22, 2024 survey deadline
- 3,315 total respondents (3,249 in 2016)
- +/- 1.7% statistical margin of error



Would you support a \$126 million referendum to fund the recommended plan? (*Non-Parent/Non-Staff Residents*)



BALLOT QUESTION

Shall the Sheboygan Area School District, Sheboygan and Manitowoc Counties, Wisconsin be authorized to issue pursuant to Chapter 67 of the Wisconsin Statutes, general obligation bonds in an amount not to exceed \$121,000,000 for the public purpose of paying the cost of a school building and facility improvement project consisting of: construction of additions and renovations for new Farnsworth Middle School and Urban Middle School buildings at the current sites, and demolition of portions of the existing buildings; site, outdoor recreation space and traffic flow improvements; and acquisition of furnishings, fixtures and equipment?

☐

YES

☐

NO



SHEBOYGAN AREA SCHOOL DISTRICT

VOTE • NOVEMBER 5

RESULTS

Thank You, Residents!

NOVEMBER 6, 2024

[Home](#) > [News](#) > Thank You, Residents!

Thank you, SASD residents! Voters in the Sheboygan Area School District approved the question on the November 5, 2024 ballot, with the unofficial results showing that 65% of voters supported the referendum! This outcome underscores the community's dedication to enhancing public education and supporting the needs of our students, teachers, and schools.



SHEBOYGAN AREA SCHOOL DISTRICT

VOTE • NOVEMBER 5



THE **INVESTMENT**



SHEBOYGAN AREA SCHOOL DISTRICT

VOTE • NOVEMBER 5

Moody's Upgrades SASD Credit Rating to Aa1

DECEMBER 13, 2024

Home > News > Moody's Upgrades SASD Credit Rating to Aa1

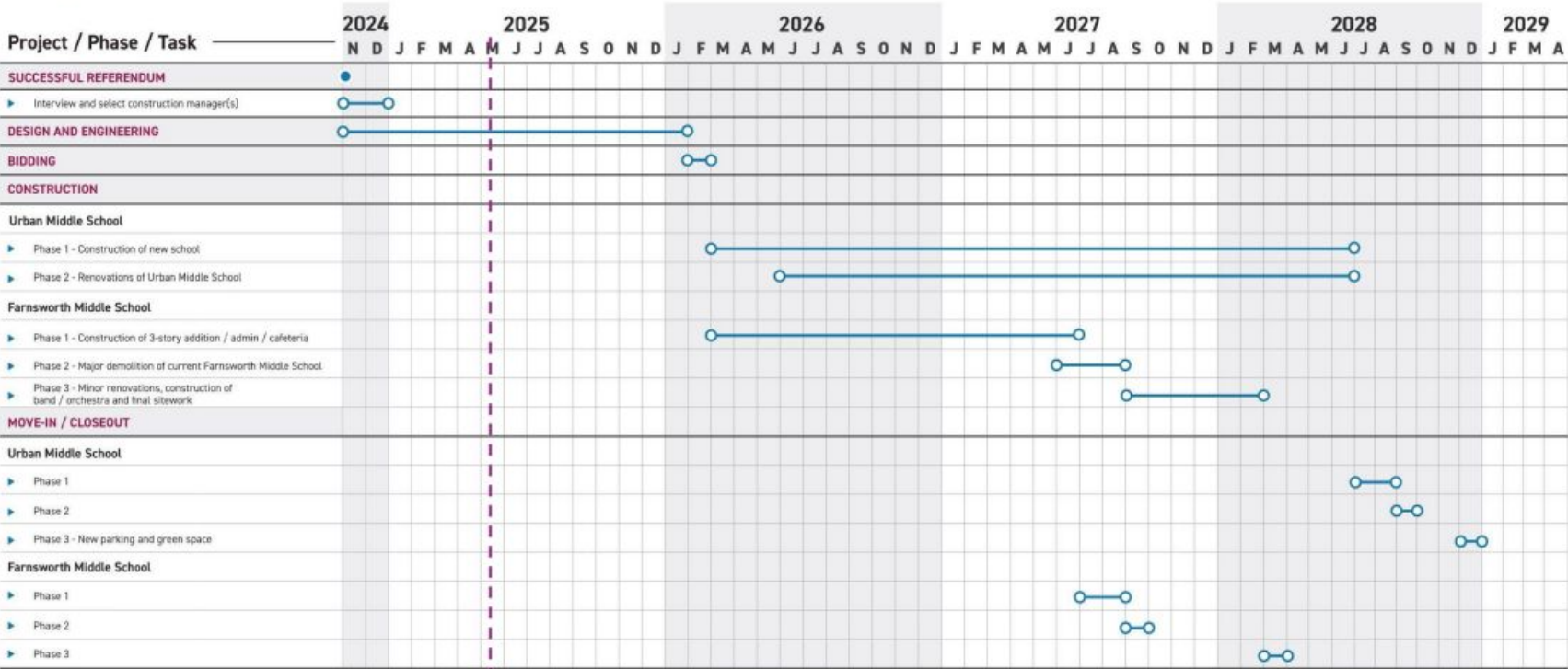


project schedule



Sheboygan Area School District | Preliminary Design & Construction Schedule

Like-New Urban Middle School on Existing Site | Like-New Farnsworth Middle School on Existing Site



1942



May 2019



JuxtaposeJS

Photo Credits: Before Sheboygan Press files After Gary C. Klein/USA TODAY NETWORK-Wisconsin

farnsworth middle school











Circa: 1940

Reference: sheboyganpress.com

Circa: 2019

Reference: sheboyganpress.com



preliminary rendering of urban middle school









Beliefs

- Strong advocate for public education
- All students can learn and thrive given the proper supports
- Public schools are the backbone of our community
- Our jobs are worth the sacrifices we make





Thank You



Department Meetings

District-wide Departments	Room (North High)	Start-End Time	Facilitator
Art	221	10:15-11:30	Adam Broten
School Social Workers	109	10:15-11:30	Team Lead
Business Education	21	10:15-11:30	Michelle Daugherty
Multilingual Learners	144	10:15-11:30	Kristi TeRonde Heimerl
Library/Media Specialists	IMC	10:15-11:30	Kate Kiel/Stacy Gloede
Music- Elementary	131	10:15-11:30	Katy Ries
Music- MS/HS	101	10:15-11:30	Amy Beekhuizen
OT/PT	111	10:15-11:30	Miranda Toutenhoofd
School Psychologist	106	10:15-11:30	Team Lead
Special Education - Speech/Language	115	10:15-11:30	Lisa Timm
Technology Education	2	10:15-11:30	Al Rekowski
Family & Consumer Science	132	10:15-11:30	Cathy Newport
World Language (MS & HS)	233	10:15-11:30	Ryan LaCrosse

Middle School/High School	Location	Start-End Time	Facilitator
Middle School Reading/Language Arts	242	10:15-11:30	Jim Renzelmann
High School Science	117	10:15-11:30	Kelly Blum
HS/MS School Counselors	105	10:15-11:30	Katie Loest
Middle School Impact	15	10:15-11:30	Michelle Bernhardt
EC/ELEMENTARY	Location	Start-End Time	Facilitator
All Elementary Kindergarten Teachers	116	10:15-11:30	ELA, Math and Sci Updates
All Elementary 1st Grade Teachers	118	10:15-11:30	ELA, Math and Sci Updates
All Elementary 2nd Grade Teachers	119	10:15-11:30	ELA, Math and Sci Updates
All Elementary 3rd Grade Teachers	125	10:15-11:30	ELA, Math and Sci Updates
All Elementary 4th Grade Teachers	127	10:15-11:30	ELA, Math and Sci Updates
All Elementary 5th Grade Teachers	133	10:15-11:30	ELA, Math and Sci Updates
Elementary Interventionists	135	10:15-11:30	Team Led
EC/Elementary Special Education	148	10:15-11:30	Jason Ledermann
Elementary School Counselors	107	10:15-11:30	Sara Christian



APPENDICES

A. DAPES EVALUATION CYCLE

The following suggested timeline maps out the use of the DAPES 2.0 forms, as well as the District Administrator and Board of Education responsibilities by quarter. For each performance evaluation session, schedule a Board meeting with closed session.

SCHOOL YEAR TIMELINE	DISTRICT ADMINISTRATOR RESPONSIBILITIES	BOARD OF EDUCATION RESPONSIBILITIES
JULY/AUGUST PLAN	GOAL SETTING <ol style="list-style-type: none"> 1. Evaluate district strategic plan or work using data. 2. Complete self-assessment of Performance Standards. Begin determining possible artifacts 3. Complete standard-driven goal setting including indicators with success measures. 	<ol style="list-style-type: none"> 1. Attend closed session meeting to review and finalize <u>Goal Setting Plan</u> and review evidence suggestions for the other standards.
OCTOBER/NOVEMBER STUDY, ACT	PROGRESS CHECK <ol style="list-style-type: none"> 1. Provides formative reflection on evidence of mid year progress towards indicators of success for each goal and evidence collection for the other standards. 2. If necessary, adjust the goal action plan based on evidence. 	<ol style="list-style-type: none"> 1. Provide <u>formative reflection</u> on evidence presented by DA of mid year progress towards indicators of success for each goal and evidence collection for the other standards.
JANUARY/FEBRUARY REFLECT, STUDY, ACT	PROGRESS CHECK <p>Provides <u>formative reflection</u> on evidence of mid year progress towards indicators of success for each goal and evidence collection for the other standards.</p> <ol style="list-style-type: none"> 2. If necessary, adjust the goal action plan based on evidence. 	<ol style="list-style-type: none"> 1. Provide <u>formative reflection</u> on evidence presented by DA of mid year progress towards indicators of success for each goal and evidence collection for the other standards.
MAY/JUNE STUDY, CELEBRATE	PRIOR TO BOARD COMPLETING SUMMATIVE EVALUATION REPORT <ol style="list-style-type: none"> 1. Provides <u>summative reflection</u> on each individual goal outcome as evidenced by the success indicators. The reflection includes how the outcome(s) supports progress on the overall strategic plan. 2. Ensure all six (6) standards include artifacts and reflections that demonstrate effective performance. 	<ol style="list-style-type: none"> 1. After reviewing artifacts that include goal outcomes, use the DAPES Rubric to evaluate District Administrator performance at the Standard Level for all six (6) standards. Include evidence based summative Board reflection for each standard as well as overall performance.

WI DAPES Annual Goals

Preliminary goal approval granted by school board on: _____

Mid-year goal review conducted by school board on: _____

Year-end goal review conducted by school board on: _____

Goal: Guide and support district administrative team in the implementation and achievement of the district's Strategic Long-Range Plan.

Check the standard(s) to which the goal relates:

- | | |
|---|--|
| <input checked="" type="checkbox"/> 1. Strategic Leadership | <input type="checkbox"/> 2. Instructional Leadership |
| <input type="checkbox"/> 3. Human Resources Leadership | <input type="checkbox"/> 4. Operations and Resource Management |
| <input type="checkbox"/> 5. Communication and Community Relationships | <input type="checkbox"/> 6. Professionalism |

Role of District Administrator in Achieving the Goal:

- ☐ Direct Responsibility: District Administrator is directly responsible for the results of the goal.
- ☐ Facilitator: Success of the District Administrator for this goal is measured on the basis of his/her performance in leading the process toward achievement.
- ☒ Guide: The District Administrator is responsible for engaging and assisting others in the organization and community to fulfill this goal.

Expected term to completion:	Short-term	Mid-term	Long-term
------------------------------	------------	----------	-----------

Indicators of Success

Quarterly Long-Range Plan updates meet stated measures or communication to Board on actions taken to get back on track. Specific Points of Emphasis:

- Graduation rate improvement
- Implementation of Act 20 reading standards

Mid-year Assessment of Goal by School Board

Evidence to Date

WI DAPES Annual Goals

Preliminary goal approval granted by school board on: _____

Mid-year goal review conducted by school board on: _____

Year-end goal review conducted by school board on: _____

Goal: Ensure district has a high-functioning administrative team that is prepared to meet the current and future educational needs and challenges.

Check the standard(s) to which the goal relates:

- | | |
|---|--|
| <input checked="" type="checkbox"/> 1. Strategic Leadership | <input type="checkbox"/> 2. Instructional Leadership |
| <input checked="" type="checkbox"/> 3. Human Resources Leadership | <input type="checkbox"/> 4. Operations and Resource Management |
| <input type="checkbox"/> 5. Communication and Community Relationships | <input type="checkbox"/> 6. Professionalism |

Role of District Administrator in Achieving the Goal:

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- ☐ Guide: The District Administrator is responsible for engaging and assisting others in the organization and community to fulfill this goal.

Expected term to completion:	Short-term	Mid-term	Long-term
------------------------------	------------	----------	-----------

Indicators of Success

- Create and maintain a succession plan for all administrative positions.
- Utilize grow your own programs to promote the next group of SASD leaders.
- Define the “We” mentality and how we work with employees to ensure high levels of staff retention.

Mid-year Assessment of Goal by School Board

Evidence to Date

WI DAPES Annual Goals

Preliminary goal approval granted by school board on: _____

Mid-year goal review conducted by school board on: _____

Year-end goal review conducted by school board on: _____

Goal: Complete the planning and initial construction phase for two new middle schools.

Check the standard(s) to which the goal relates:

- | | |
|--|---|
| <input checked="" type="checkbox"/> 1. Strategic Leadership | <input type="checkbox"/> 2. Instructional Leadership |
| <input type="checkbox"/> 3. Human Resources Leadership | <input checked="" type="checkbox"/> 4. Operations and Resource Management |
| <input checked="" type="checkbox"/> 5. Communication and Community Relationships | <input type="checkbox"/> 6. Professionalism |

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- ☐ Guide: The District Administrator is responsible for engaging and assisting others in the organization and community to fulfill this goal.

Expected term to completion:	Short-term	Mid-term	Long-term
------------------------------	------------	-----------------	-----------

Indicators of Success

- Continue to engage the SASD staff and community in the referendum planning, building, and eventual opening of two new middle schools that reflect the needs of all students in our district.
- Ensure the building construction exceeds the expectations of the community while staying within the budget parameters granted through the referendum.

***Mid-year Assessment of Goal by
School Board***

Evidence to Date

WI DAPES Annual Goals

Preliminary goal approval granted by school board on: _____

Mid-year goal review conducted by school board on: _____

Year-end goal review conducted by school board on: _____

Goal: Complete the planning and initial construction phase for two new middle schools.

Check the standard(s) to which the goal relates:

- | | |
|--|---|
| <input checked="" type="checkbox"/> 1. Strategic Leadership | <input type="checkbox"/> 2. Instructional Leadership |
| <input type="checkbox"/> 3. Human Resources Leadership | <input checked="" type="checkbox"/> 4. Operations and Resource Management |
| <input checked="" type="checkbox"/> 5. Communication and Community Relationships | <input type="checkbox"/> 6. Professionalism |

Role of District Administrator in Achieving the Goal:

- ☒ Direct Responsibility: District Administrator is directly responsible for the results of the goal.
- ☒ Facilitator: Success of the District Administrator for this goal is measured on the basis of his/her performance in leading the process toward achievement.
- ☐ Guide: The District Administrator is responsible for engaging and assisting others in the organization and community to fulfill this goal.

Expected term to completion:	Short-term	Mid-term	Long-term
------------------------------	------------	----------	-----------

Indicators of Success

Communicate the challenges and achievements of the district in a manner that is accessible to all members of our community, and in a manner this transparent, factual, and in advocacy of the SASD. This includes:

- Creating an annual district communication plan that utilizes key data points at key times in the year to celebrate and present information about the school district.
- Create an annual report that can be shared in various formats across the community to highlight the achievements of the SASD.
- Create a new district website and communication tools that best allow us to communicate with our families and communities.

Mid-year Assessment of Goal by School Board

Evidence to Date

CESA 6 District Administrator Performance Evaluation System (DAPES) Guidebook



WI DAPES Formative Performance Report

Directions: Use this form to comment on evidence related to the standards. Evaluators may use multiple formative assessment forms, as applicable.

District Administrator/Superintendent: _____ **Date:** _____

Evaluator: _____

Performance Standard 1: Strategic Leadership

The district administrator/superintendent creates, monitors, and facilitates the process of strategic improvement, and seeks to ensure the district's mission, vision and goals are fulfilled in a manner that all students are prepared to be career and college ready and globally competitive.

Comments:

Performance Standard 2: Instructional Leadership

The district administrator/superintendent fosters the success of all students by leading the creation, implementation and review of instructional systems that promote high student achievement and professional development and growth for staff.

Comments:

Performance Standard 3: Human Resources Leadership

The district administrator/superintendent fosters the success of all students by implementing effective and collaborative human resources systems resulting in a student-centered, diverse, high-performing staff.

Comments:

Performance Standard 4: Operations and Resource Management

The district administrator/superintendent fosters the well-being and success of all staff and students through continuous improvement processes for effective operations and resource management.

Comments:

ESA 6 District Administrator Performance Evaluation System (DAPES) Guidebook

Performance Standard 5: Communication and Community Relationships

The district administrator/superintendent fosters the success of all students by communicating, collaborating, and connecting effectively with the board, staff, families, community and other stakeholders.

Comments:

The district administrator/superintendent fosters the success of all students and staff by modeling professional and ethical behavior, engaging in continuous professional growth, and contributing to the profession.

Comments:

Commendations:

Opportunities for Growth:

District Administrator's/Superintendent's Name: _____

District Administrator's/Superintendent's Signature: _____

Date: _____

Evaluator's Name:

Evaluator's Signature:

Date: _____

Book	Policy Manual
Section	2000 Program
Title	HEALTH EDUCATION
Code	po2413*jjh
Status	Second Reading
Adopted	October 22, 2013
Last Revised	August 22, 2017

2413 - HEALTH EDUCATION

The Board of Education, in compliance with State law, has adopted a comprehensive program of health education which that will prepare students to maintain good health and enable them to adapt to changing health problems of our society.

The Board recognizes that this program, like others the District offers, may contain content and/or activities that some parents find objectionable. ~~The District shall notify the parents, in advance of the instruction and about the content of the instruction and give the parents an opportunity to review the materials to be used.~~ A student may not be required to take instruction in physiology and hygiene, sanitation, the effects of controlled substances pursuant to State law and alcohol upon upon the human system, symptoms of disease, and the proper care of the body if the student's parent files with the teacher a written objection.

Instruction in physiology and hygiene shall include instruction on sexually transmitted diseases and shall be offered in every high school.

The District Administrator shall notify parents of planned instruction in the health education curriculum regarding human growth and development topics as identified and in accordance with Policy 2414 - Human Growth and Development.

Students in grades seven (7) through twelve (12) will be provided instruction in cardiopulmonary resuscitation and cardiocerebral resuscitation including instruction on the psychomotor skills necessary to perform both skills as part of any health education course offered.

Students in grades seven (7) through twelve (12) will be provided instruction about automated external defibrillators as identified in Policy 8452 - Automated External Defibrillators.

The District Administrator shall prepare administrative guidelines that will ensure:

- A. the health education program includes appropriate learning experiences related to such topics as use, abuse, and effects of drugs, alcohol, and tobacco; mental, physical, and dental health; disease prevention and control; accident prevention; and related health and safety topics;
- B. periodic evaluation of student understanding;
- C. continual analysis of the effectiveness of the program and the accuracy, completeness, and relevancy of the information and instructional procedures.

In implementing the program, the District Administrator may use whatever District and outside resources, including Wisconsin Department of Public Instruction guidelines and consultants, ~~s/he deems~~ deemed appropriate.

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Legal 115.35, 118.076, Wis. Stats.

Book	Policy Manual
Section	5000 Students
Title	ATTENDANCE
Code	po5200*jjh
Status	Second Reading
Adopted	October 22, 2013
Last Revised	August 22, 2023

5200 - **ATTENDANCE**

State law requires the Board to enforce the regular attendance of students. Further, the Board recognizes that the District's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

~~All children between six (6) and eighteen (18) years of age shall attend school regularly during the full period and hours, religious holidays excepted, that the school in which the child is enrolled is in session until the end of the term, quarter, or semester of the school year in which the child becomes eighteen (18) years of age, unless they fall under an exception under State law, this policy, or administrative guideline issued under this policy. A child who is enrolled in five (5) year old kindergarten shall attend school regularly, religious holidays excepted, during the full period and hours that kindergarten is in session until the end of the school term.~~

Parent Notification of Absence required

The District Administrator shall require, from the parent or guardian of each student or from an adult student, who has been absent for any reason a written, ~~signed, dated statement or phone call~~ **or oral notification** stating the reason for the absence and the time period covered by the absence, **except a parent-excused, pre-planned absence requires written notification as indicated below.** The Board reserves the right to verify such statements and to investigate the cause of each:

- A. single absence;
- B. prolonged absence;
- C. repeated unexplained absence and tardiness.

School Attendance Officer

The District Administrator shall designate an administrator at each school to be the School Attendance Officer. The School Attendance Officer shall perform any duties and responsibilities as required by State law, this policy, and any administrative guidelines issued by the school. The duties of the School Attendance Officer shall include, but not be limited to, the following.

- A. Determining daily from attendance reports submitted by teachers which students enrolled in the school are absent from school and whether the absence is excused.
- B. Submitting to the District Administrator, on or before August 1st of each year, a report of the number of students enrolled in the school who were absent in the previous year and whether the absences were excused. The District Administrator shall then submit this information to the State Superintendent.
- C. Providing student attendance information to individuals and agencies for purposes authorized by State law and the Board's Policy 8330 - Student Records.

Excused Absences

As required under State law, a student shall be excused from school for the following reasons:

A. Physical or Mental Condition

The student is temporarily not in proper physical or mental condition to attend a school program.

B. Obtaining Religious Instruction

To enable the student to obtain religious instruction outside the school during the required school period (see Policy 5223 - Absences for Religious Instruction).

C. ~~Permission of Parent or Guardian~~ Parent-Excused Pre-Planned Absence

The student has been excused by their parent or guardian before the absence for any or no reason. A student may not be excused for more than ten (10) days per school year under this paragraph and must complete any course work missed during the absence. Examples of reasons for being absent that should be counted under this paragraph include, but are not limited to, the following:

1. professional and other necessary appointments (e.g., medical, dental, and legal) that cannot be scheduled outside of the school day
2. to attend ~~the~~^a funeral
3. legal proceedings that require the student's presence
4. college visits
5. job fairs
6. vacations

D. Religious Holiday

For observance of a religious holiday consistent with the student's creed or belief.

E. Suspension or Expulsion

The student has been suspended or expelled.

F. Program or Curriculum Modification

The Board has excused the student from regular school attendance to participate in a program or curriculum modification leading to high school graduation or a high school equivalency diploma as provided by State law.

G. High School Equivalency – Secured Facilities

The Board has excused a student from regular school attendance to participate in a program leading to a high school equivalency diploma in a secured correctional facility, a secured child caring institution, a secure detention facility, or a juvenile portion of a county jail, and the student and the student's parent(s) or guardian agree that the student will continue to participate in such a program.

H. Child at Risk

The student is a "child at risk" as defined under State law and is participating in a program at a technical college on either a part-time or full-time basis leading to high school graduation, as provided under State law.

I. Election Day Official

A high school student, including students enrolled in private schools and students enrolled in home-based private education, age sixteen (16) or seventeen (17) is permitted to be excused to serve as an election official provided that the following criteria are met: (1) the student has the permission of their parent to serve as an election official on election day; (2) the student has signed up and the municipal clerk has informed the principal that the student has been assigned to serve in this capacity; and (3) the student has at least a 3.0 grade point average or equivalent, or has met alternative criteria established by Board, if any. The principal shall promptly notify the

municipal clerk or the board of election commissioners of the municipality that appointed the child as an election official if the child no longer has at least a 3.0 grade point average or the equivalent, or no longer meets the established alternative requirements. A student's absence to serve as an election official under this policy shall be treated as an excused absence. Where possible students are encouraged to provide advance notice as much as possible. Students are responsible for completing any missed school work and responsible for making appropriate arrangements to do so.

A student **may** be excused from school, as determined by the School Attendance Officer, or the School Attendance Officer's designee, for the following reasons:

A. Quarantine

Quarantine of the student's home by a public health officer.

B. Illness of an Immediate Family Member

The illness of an immediate family member.

C. Emergency

An emergency that requires the student to be absent because of familial responsibilities or other appropriate reasons.

D. Severe Weather Conditions

In the parent's reasonable judgment, weather conditions are a danger to the health and welfare or safety of the student.

E. Sounding Taps

A student in grades 6-12 may be excused for the purpose of sounding "Taps" during military honors funeral for a deceased veteran.

Unexcused Absences

Unexcused absences are absences from school for part or all of one (1) or more days from school without an acceptable excuse. Unexcused absences demonstrate a deliberate disregard for the educational program and are considered a serious matter. The District Administrator shall develop administrative guidelines to address unexcused absences.

Definitions

A. Truancy

A student will be considered truant if the student is absent part or all of one (1) or more days from school during which the School Attendance Officer, principal, or teacher has not been notified of the legal cause of such absence by the parent of the absent student. A student who is absent intermittently for the purpose of defeating the intent of the Wisconsin Compulsory Attendance Statute 118.15, Wis. Stats., will also be considered truant.

B. Habitual Truant

A student will be considered a habitual truant if the student is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester.

C. Part of a School Day

Part of a school day is any time period within a school day, which is from the time the first class period of that day begins until the end of the last class period of that day.

Tardiness/Late Arrival and Early Dismissal

It is necessary that a student be in attendance throughout the school day, or as required by the student's virtual instruction program, in order to benefit fully from the educational program of the District.

The Board recognizes, however, that from time-to-time compelling circumstances require that a student be late to school or dismissed before the end of the school day.

As agent responsible for the education of the children of this District, the Board shall require that the school be notified in advance of such absences by written (including email) or personal (phone or face-to-face) request of the student's parent, who shall state the reason for the tardiness or early dismissal. Justifiable reasons shall be determined by the school principal.

No student who has a medical disability which may be incapacitating may be released without a person to accompany him/her the student.

No student shall be released to anyone who is not authorized by a parent with authority to do so such custody by the parents.

Truancy Plan

The Board will issue a Truancy Plan based upon the recommendations of the County Truancy Committee convened under State law, the Board's policies and procedures, and applicable provisions of State law. The Board will review and, if appropriate, revise the Truancy Plan at least once every two (2) years.

The Truancy Plan will include, at a minimum, the following:

- A. procedures to be followed for notifying the parents or guardians of the unexcused absences of a student who is truant or a habitual truant and for meeting and conferring with such parents or guardians;
- B. plans and procedures for identifying truant children of all ages and returning them to school, including the identity of school personnel to whom a truant child shall be returned;
- C. methods to increase and maintain public awareness of and involvement in responding to truancy within the school district;
- D. a provision addressing the immediate response to be made by school personnel when a truant child is returned to school;
- E. the types of truancy cases to be referred to the District Attorney and the time periods within which the District Attorney will respond to and take action on the referrals;
- F. plans and procedures to coordinate the responses to the problems of habitual truants, as defined under Sec. 118.16(1)(a), Wis. Stats., with public and private social services agencies;
- G. methods to involve the truant child's parent or guardian in dealing with and solving the child's truancy problem.

A student will be considered truant if s/he is absent part or all of one (1) or more days from school during which the School Attendance Officer, principal, or a teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent student. A student who is absent intermittently for the purpose of defeating the intent of the Wisconsin Compulsory Attendance Statute Sec. 118.15, Wis. Stats., will also be considered truant.

A student will be considered a habitual truant if the student is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester.

Notice of Truancy

The School Attendance Officer shall notify a truant student's parent or guardian of the student's truancy and direct the parent or guardian to return the student to school no later than the next day on which school is in session or to provide an excuse for the absence. The notice under this paragraph shall be given before the end of the second school day after receiving a report of an unexcused absence. The notice may be made by electronic communication, personal contact, telephone call, or 1st class mail, and a written record of this notice shall be kept. The School Attendance Officer shall attempt to give notice by personal contact, telephone call, or, unless the parent has refused to receive electronic communication, notice by 1st class mail may be given. This notice must be given every time a student is truant until the student becomes a habitual truant.

Notice of Habitual Truancy

When a student initially becomes a habitual truant, the School Attendance Officer shall provide a notice to the student's parent ~~or guardian~~, by registered or certified mail, or by 1st class mail. The School Attendance Officer may simultaneously notify the parent of the habitually truant student by electronic communication. The notice must contain the following:

- A. a statement of the parent's ~~or guardian's~~ responsibility under State law to cause the student to attend school regularly;
- B. a statement that the parent, ~~guardian~~, or student may request program or curriculum modifications for the student under State law and that the student may be eligible for enrollment in a program for children at risk;
- C. a request that the parent ~~or guardian~~ meet with the appropriate school personnel to discuss the student's truancy;

The notice shall include the name of the school personnel with whom the parent ~~or guardian~~ should meet, a date, time, and place for the meeting and the name, address, and telephone number of a person to contact to arrange a different date, time, or place. The date for the meeting shall be within five (5) school days after the date that the notice is sent, except that with the consent of the student's parent ~~or guardian~~ the date for the meeting may be extended for an additional five (5) school days.

- D. a statement of the penalties, under State law or local ordinances that may be imposed on the parent ~~or guardian~~ if upon failure to cause the child to attend school regularly as required by State law;
- E. If the student is attending the District through the Open Enrollment Program, each notification shall also inform the parent: (1) that the student's open enrollment may be terminated if the student is habitually truant; and (2) the process described in Board Policy 5113 - Open Enrollment Program (Inter-District), which the parent or student may follow if they believe the student was erroneously marked truant.

The School Attendance Officer will also continue to notify the parent ~~or guardian~~ of a habitual truant's subsequent unexcused absences.

Referral to the District Attorney

Truancy cases will be referred to the District Attorney as provided in the County Truancy Committee Plan. The School Attendance Officer will ensure that appropriate school personnel have done the following before any case is referred to the District Attorney:

- A. met with the student's parent ~~or guardian~~ to discuss the student's truancy or attempted to meet with the student's parent ~~or guardian~~ and received no response or were refused;
- B. provided an opportunity for educational counseling to the student to determine whether a change in the student's curriculum would resolve the student's truancy and have curriculum modifications under State law;
- C. evaluated the student to determine whether learning problems may be a cause of the student's truancy and, if so, have taken steps to overcome the learning problems, except that the student need not be evaluated if tests administered to the student within the previous year indicate that the student is performing at grade level;
- D. conducted an evaluation to determine whether social problems may be a cause of the student's truancy and, if so, have taken appropriate action or made appropriate referrals.

Note that paragraph A. is not required if the meeting between school personnel, the student, and the student's parent ~~or guardian~~, which was requested in the Notice of Habitual Truancy to the parent ~~or guardian~~, did not occur within ten (10) school days after the Notice was sent. Paragraphs B., C., and D. are not required if appropriate school personnel were unable to carry out the activity due to the student's absences from school.

Make-up Course Work and Examinations

Students who are absent from school, whether the absence was excused or unexcused, shall be permitted to make-up course work and examinations missed during the absence when they return to school. It is the student's responsibility to contact their teachers to determine what course work and examinations must be made-up. Teachers shall have the discretion to assign substitute course work and examinations. Teachers shall also have the discretion to specify where and when examinations and course work shall be completed, including outside regular school hours. The time for completing the work shall be commensurate with the length of the absence unless extended by the principal based upon extenuating circumstances.

District Administrator Guidelines

The District Administrator shall develop administrative guidelines concerning the attendance of students which:

- A. ensure a school session which is in conformity with the requirement of the law;
- B. ensure that students absent for an excusable reason have an opportunity to make-up work they missed;
- C. govern the keeping of attendance records in accordance with State law;
- D. facilitate implementation of the Truancy Plan;
- E. identify the habitual truant, investigate the cause(s) of his/her behavior, and consider modification of his/her educational program to meet particular needs and interests;
- F. ensure that any student who, due to a specifically identifiable physical or mental impairment, exceeds or may exceed the District's limit on excused absence is referred for evaluation for eligibility either under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 and Chapter 115, Wis. Stats.;
- G. provide that a student's grade in any course is based on his/her performance in the instructional setting and is not reduced for reasons of conduct. If a student violates the attendance or other rules of the school, s/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate s/he has learned;
- H. ensure that all parents and students are informed of the District's Attendance Policy and related guidelines;
- I. enable the School Attendance Officer to perform his/her duties under State law and this policy; and
- J. address unexcused absences.

Revised 12/13/16

Revised 12/11/18

Revised 3/23/21

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Legal	990.001(4), Wis. Stats.
	115.28(51), Wis. Stats.
	7.30(2)(am), Wis. Stats.
	118.15, Wis. Stats.
	118.153, Wis. Stats.
	118.16, Wis. Stats.
	118.162, Wis. Stats.

Book	Policy Manual
Section	5000 Students
Title	ADMINISTRATION OF MEDICATION/EMERGENCY CARE
Code	po5330*jjh
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Last Revised	January 23, 2024

5330 - ADMINISTRATION OF MEDICATION/EMERGENCY CARE

The Board shall not be responsible for the diagnosis and treatment of student illness. The administration of medication to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication were not administered during school hours, or ~~the child is disabled and a student with disabilities~~ requires medication to benefit from ~~their~~ **the student's educational program** educational program.

For purposes of this policy, **the following definitions shall be used:**

"Practitioner" shall include any physician, **naturopathic doctor**, dentist, podiatrist, optometrist, physician assistant, and advanced practice nurse prescriber or physician's assistant who is licensed in any state.

"Medication" shall include all drugs including those prescribed by a practitioner and any nonprescription drug products.

"Administer" means the direct application of a nonprescription drug product or prescription drug, whether by injection, ingestion, or other means, to the human body.

"Nonprescription drug product" means any non-narcotic drug product which may be sold without a prescription order and which is prepackaged for use by consumers and labeled in accordance with the requirements of State and Federal law.

Administration of Prescription Drug Products by School Staff

Before any prescribed medication may be administered to any student during school hours, the Board shall require written instructions from the child's practitioner accompanied by the written authorization of the parent. **Such documentation shall be kept on file in the school office. Prescription medication must be provided in the original container with the prescription label showing the name and telephone number of the pharmacy, the student's name, the name of the physician, the name of the drug, and the dosage to be administered.**

All prescription medication shall be secured and appropriately stored (allowing for quick access and retrieval before, during, and after school hours), unless the medication is an emergency medication that the student is authorized to carry by Administration and self-administer by authorization of both the student's parent(s) and practitioner, and the possession of such medication by the student in school is not prohibited by law or regulation.

Administration of Nonprescription Drug Products by School Staff

Nonprescription drug products may be administered to any student during school hours only with the prior written consent of the parent. **Such documentation shall be kept on file in the school office.** Substances, ~~which that~~ are not FDA-approved (i.e., natural products, food supplements), will require the written instruction of a practitioner and the written consent of the parent. Nonprescription drugs that are provided by the parent may be administered **by school staff only** if ~~they~~ **the nonprescription drugs** are supplied in the original manufacturer's package which lists the ingredients, ~~and~~ recommended therapeutic dosage in a legible format, **and the student's name.** Any dosage of nonprescription medication other than that listed on the medications' packaging must be authorized in writing by a medical practitioner.

Student Possession of Medication

Students are prohibited from possessing, using, carrying, or distributing in school, **at school-sponsored events**, or on school grounds **any** drugs or other products which, even though not defined as a drug, are used or marketed for use for **medical/medicinal** purposes, such as to relieve pain or to relieve the symptoms of an underlying medical condition (including aspirin, ibuprofen, dietary supplements, CBD oil products, etc.). ~~This provision of policy is to be viewed together with the Board policy on Drug Prevention, Policy 5350.~~

The provisions of this policy are to be viewed together with Board Policy 5530 - Student Use or Possession of Intoxicants, Drugs, or Paraphernalia.

CBD Products at Schools

No CBD products ~~will be~~ permitted for use at school **or at school-sponsored events**.

Use of Essential Oils

Avoid the broad and general application of aromatic substances in the classroom (including essential oils).

General Provisions

~~The document authorizing the administration of both prescribed medication and nonprescription drug products shall be kept on file in each building's administrative office.~~

~~Only medication in its original container, labeled with the date, if a prescription; the student's name; and the exact dosage will be administered. Parents, or students authorized in writing by their practitioner and parents, may administer medication.~~ **Parents may administer medication at school or at school-sponsored events.**

No student is allowed to provide or sell any type of medication to another student. Violations of this rule will be considered violations of Policy 5530 - ~~Drug Prevention and of the Student Code of Conduct~~ **Student Use or Possession of Intoxicants, Drugs, or Paraphernalia.**

~~Medications will be administered and the instruction and consent forms will be maintained in accordance with the District Administrator's guidelines.~~

Any bus driver, staff member, or volunteer, authorized in writing by the District Administrator or a principal, is immune from liability for their acts or omissions in administering medication including, but not limited to, glucagon, an opioid antagonist, and epinephrine, unless the act or omission constitutes a high degree of negligence and, in the case of any staff member or volunteer who administers an opioid antagonist, the staff member or volunteer contacts emergency medical services as soon as practicable after administering the drug to report the suspected overdose. Such immunity does not apply to health-care professionals.

~~All prescription medication shall be secured and appropriately stored (allowing for quick access and retrieval before, during, and after school hours), unless the medication is an emergency medication that the student is authorized to carry and self-administer by authorization of both the student's parent(s) and practitioner, and the possession of such medication by the student in school is not prohibited by law or regulation.~~

The Board shall permit the administration by staff of any medication requiring a delivery method other than oral ingestion when both the medication and the procedure are prescribed by a practitioner and the delivery is under the supervision of a licensed nurse, provided that the staff member has completed any necessary training and that staff member voluntarily agrees to deliver the medication. No staff member, other than a health care professional, may be required to administer medications that are administered by means other than oral ingestion.

Any staff member or volunteer, who, in good faith, renders emergency care to a student, is immune from civil liability for their acts or omissions in rendering such emergency care.

Any Administrator or principal who authorizes an employee or volunteer to administer a nonprescription drug product or prescription drug to a student is immune from civil liability for the act of authorization unless it constitutes a high degree of negligence or the administrator or principal authorizes a person who has not received the required Department of Public Instruction training to administer the nonprescription drug product or prescription drug to a student. School nurses, as District employees, are regulated by the Wisconsin Nurse Practice Act and are therefore not necessarily immune from civil liability.

The school nurse(s) providing services or consultation on the District's Emergency Nursing Services Plan has provided assistance in the development of this policy and will also provide a periodic review of the written instructions, **and** consent forms, **and** the Medications Administration Daily Log(s). ~~The plan shall state whether, and at what extent, the District or~~

~~individual schools will retain opioid antagonists.~~

Opioid Antagonist Plan

The District's Emergency Nursing Service Plan shall state whether and to what extent the District or individual schools will retain opioid Antagonists for use in the event an authorized employee or volunteer observes an apparent overdose.

Stock Epinephrine ~~Auto-Injectors~~

The Board intends to adopt and maintain a plan for managing students with life-threatening allergies so as to permit each school to obtain a school prescription for **stock** epinephrine ~~auto-injectors~~ and to permit each school nurse and designated school personnel to administer them. Accordingly, the Board directs the school nursing staff, in consultation with the District Administrator, to develop a plan that meets the following:

- A. specifies those designated school personnel that have agreed to receive training and that will be trained and authorized to perform the functions of the plan;
- B. identifies the specific training program that will be implemented to prepare each school nurse and designated school personnel to identify the signs of anaphylaxis and to provide or administer **stock** epinephrine ~~auto-injectors~~ accordingly;
- C. delineates the permissible scope of usage to include providing District-owned **stock** epinephrine ~~auto-injectors~~ to students who have a prescription on file with the school in the event the student is experiencing an anaphylactic event and/or administering **stock** epinephrine ~~auto-injectors~~ to such students, and/or administering **stock** epinephrine ~~auto-injector~~ treatment to any student, regardless of whether the student has a prescription on file or the staff member so trained is not aware of whether the student has a prescription on file, but believes, in good faith, the student is suffering from anaphylaxis, provided that the staff member immediately contacts emergency medical services;
- D. identifies the number and type of **stock** epinephrine ~~auto-injectors~~ each school will keep on-site and identifies a member of the nursing staff or other school official who will be responsible for maintaining the **stock** epinephrine ~~auto-injectors~~ supply;
- E. is approved by a physician licensed in the State of Wisconsin;
- F. notes that the school and any school nurse or designated school personnel that provide or administer **stock** epinephrine ~~auto-injectors~~ under this plan are immune from civil liability for any harm that may result, regardless of whether there is a parental or medical provider authorization, unless the administration was a result of gross negligence or willful or wanton misconduct;
- G. is published on the District's website or the website of each school.

Use of Essential Oils

~~Avoid the broad and general application of aromatic substances in the classroom (including essential oils).~~

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Revised 12/12/17

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Legal	118.29, Wis. Stats.
	118.291, Wis. Stats.
	118.292, Wis. Stats.
	118.2925, Wis. Stats.
	121.02, Wis. Stats.
	PI 8.01(2)(g)

Wis. Admin. Code N 6.03

2009 Wisconsin Act 160

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5350 - **~~STUDENT~~ SUICIDE PREVENTION, INTERVENTION, AND POSTVENTION**

~~The Board recognizes that depression and self-destruction are severe problems among children and adolescents. A student who suffers the psychological disability of depression cannot benefit fully from the educational program of the schools, and a student who has attempted self-destruction poses a danger both to himself/herself and to other students.~~

~~All school personnel should be alert to the student who exhibits signs of unusual depression or who threatens or attempts suicide. Any such signs or the report of such signs from another student or staff member should be taken with the utmost seriousness.~~

~~The District Administrator shall develop and implement administrative guidelines whereby members of the professional staff understand how to use an intervention procedure which includes the following:~~

~~Step 1—Stabilization~~

~~Step 2—Assessment of the Risk~~

~~Step 3—Use of Appropriate Risk Procedure~~

~~Step 4—Communication with Appropriate Parties~~

~~Step 5—Follow up~~

~~Throughout any intervention, it is essential that Board policies and District guidelines regarding confidentiality be observed at all times.~~

~~Any officer, employee, or volunteer of this Board who, in good faith, attempt to prevent suicide by a student is immune from civil liability for his/her acts or omissions in respect to the suicide or attempted suicide.~~

~~Using the Department of Public Instruction notice, the District Administrator shall annually inform the professional staff of the resources available from the Department and other resources regarding suicide prevention.~~

~~F.C. 12/21/21~~

The Board recognizes that suicide is a leading cause of death among youth and must be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the District Administrator shall develop prevention, intervention, and postvention strategies and procedures.

The District Administrator may involve school health professionals, school counselors, administrators, other staff, parents/guardians, students, local health agencies and professionals, and community organizations in planning, implementing, and evaluating the District's strategies for suicide prevention, intervention, and postvention.

The District's comprehensive health education program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and self-esteem. Suicide prevention instruction shall be incorporated into the health education curriculum in the secondary grades. Such instruction shall be aligned with state content standards and shall be designed to help students analyze signs of depression and self-destructive behaviors, including potential suicide, and to identify suicide prevention strategies.

The District Administrator may offer parents education or information which describes the severity of the youth suicide problem, the District's suicide prevention curriculum, risk factors and warning signs of suicide, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.

Prevention and Instruction

Using the Department of Public Instruction notice, the District Administrator shall annually inform the professional staff of the resources available from the Department and other resources regarding suicide prevention. The District Administrator shall also implement procedures to obtain payment or reimbursement for professional mental health services provided by any licensed treatment professional.

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.

Developmentally appropriate, student-centered education materials will be integrated into the curriculum of all K-12 health classes. The content of these materials will:

- A. encourage positive social and emotional development.
- B. teach life skills such as problem-solving and sound decision-making.
- C. provide knowledge of the relationship between youth suicide and the use of alcohol and controlled substances.
- D. promote awareness of the warning signs of suicide, how to respond to potential suicidal persons and available community counseling and mental services.
- E. stress the importance of safe and healthy choices and coping strategies.
- F. instruct how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others.
- G. facilitate help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students.

Staff Development

Suicide prevention training for staff shall be designed to help staff identify and respond to students at risk of suicide. The training shall be offered under the direction of a school counselor/school psychologist and/or in cooperation with one or more community mental health agencies and must include information on:

- A. the role of protective factors with an emphasis on school climate, connectedness, caring staff, and positive student relationships, and building support for these protective factors within staff and community as a positive purpose of suicide prevention.
- B. research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.
- C. research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.
- D. school and community resources and services.
- E. District procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.

Training will be provided annually for all teachers and staff.

Suicide Intervention; Civil Liability Exemption

Any School District officer, employee, or volunteer who in good faith attempts to prevent suicide by a student is immune from civil liability for their acts or omissions in respect to the suicide or attempted suicide.

Postvention

The Board recognizes that the death of a staff member or student, whether by suicide or other means, affects the entire school and community. In the event of a staff member or student's death, it is critical that the school's response be swift, consistent, and intended to protect the student body and community.

Confirming the News and Convening the Education Support Team

Upon receiving news of a student's or employee's death, including an unconfirmed rumor, a staff member must immediately contact the Principal, and/or designee. Contact must be made whether this is during or outside school hours.

The Principal will:

- A. contact the District Administrator.
- B. contact key staff who will comprise the support team; i.e., teaching and classified staff, parents, students, and/or community members.
- C. compose a potential "shared statement" to for students and staff so the same message is disseminated to everyone. This statement should not be read over the intercom but delivered in person by a teacher who has a relationship with the students. This is very important in grades where the deceased student had close connections to his/her classmates.
- D. compose a potential public statement to notify the community at large what the school is experiencing and that the school is focused on providing support to the students. This may be beneficial in the event that the matter becomes publicly discussed, including on social media.
- E. will convene the educational support team which may include:
 1. administrators
 2. school counselor(s)
 3. school psychologist(s)
 4. social worker(s)
 5. community mental health provider

In the case of a death by suicide, other concerns such as the prevention of suicide contagion will be taken into account. Suicide contagion is the process by which suicidal behavior or a suicide completion influences an increase in the suicide risk of others. Identification, modeling, and guilt are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides within a community.

Publication and Distribution

This policy will be included in age-appropriate student handbooks and on the school website.

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Legal

895.48(1), Wis. Stats. (Liability Exemption)

118.295, Wis. Stats. (Suicide Intervention, Civil Liability Exemption)

118.01(2)(d)7, Wis. Stats. (Educational Goals and Expectations)

115.365, Wis. Stats. (Assistance for Schools for Suicide Prevention Programs)

Book	Policy Manual
Section	5000 Students
Title	INVESTIGATIONS INVOLVING LAW ENFORCEMENT AND OTHER GOVERNMENTAL AGENCIES
Code	po5540*jjh
Status	Second Reading
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Last Revised	February 22, 2022

5540 - ~~THE SCHOOLS AND GOVERNMENTAL AGENCIES~~ INVESTIGATIONS INVOLVING LAW ENFORCEMENT AND OTHER GOVERNMENTAL AGENCIES

The Board is committed to maintaining the educational atmosphere of the schools and restricting access by individuals not part of the school system but also recognizes its responsibility to cooperate with law enforcement agencies and its need for assistance from law enforcement in certain circumstances.

The District contracts with one or more municipalities for the services of School Resource Officers (SROs) pursuant to its shared agreement or Memorandum of Understanding, which sets forth the relationship between school officials and SRO.

When law enforcement requests permission to interview a student at the school, the District Administrator or building administrator shall be contacted prior to any further action by law enforcement. The administrator shall determine whether it is appropriate to provide access to the student based on the law enforcement officer's purpose, whether the law enforcement officer has stated that there is an emergency involving imminent threat, or that the law enforcement officer is in possession of a valid warrant. A warrant shall be deemed valid if executed by a judicial officer and describes the school premises.

If law enforcement is contacted by the administration for assistance, the administration shall maintain the lead role in the investigation and shall be present or contact a parent to be present for any interview to the extent reasonable.

When an agency requests permission to remove a student, or does remove a student without prior permission, the building administrator shall notify the District Administrator.

Law enforcement investigations on school premises fall into two (2) primary categories. First, some investigations will occur at the request of school administration due to suspicion of a violation of school policy that may also be criminal. Second, law enforcement investigations may occur without the initiation of school officials and may or may not involve activity on school grounds.

Different procedures are to be followed in each instance as outlined below:

A. By law enforcement personnel, on request of school authorities

1. An administrator may exercise his/her discretion in determining whether to request the assistance of law enforcement in investigating a crime, or allegation of a crime, committed in his/her the administrator's school building or on school grounds during school hours. If assistance is so requested, it shall be directed to the local law enforcement agency and the administration shall remain the primary investigator with assistance from law enforcement. When determining whether to contact law enforcement, a school administrator shall consider the mandatory reporting requirements of Section 48.981, Wis. Stats., in the event the allegations involve suspected child abuse or neglect.
2. If the administrator requests assistance, a law enforcement officer may conduct an investigation within the school building and interview students as witnesses in school during the school day. Administrators shall take steps to assure that students are not removed from classes if at all possible. The administrator shall be present during the interview unless the law enforcement officer, student or his/her the student's parent requests that the school official not be present. The student may request other representation such as legal

counsel. If a student requests legal counsel, the administrator will make an effort to contact the parent(s) and the student will be put in the custody of the law enforcement officer~~agency~~. The administrator shall attempt to contact the parent(s) of any student prior to questioning by a law enforcement officer~~officer~~. A decision whether to take a student into custody is the decision of the law enforcement officer.

3. If the investigation focuses on a particular student as a prime suspect of crime, the administrator and the law enforcement officer shall abide by the guidelines with respect to any interrogation, search, and arrest. Once law enforcement is involved in an investigation of possible criminal activity on school grounds, assuring that the constitutionally protected rights are respected during the investigation process is the law enforcement officers' responsibility.
4. School officials shall assist and cooperate in investigations as requested by law enforcement and consistent with District responsibility to maintain the confidentiality of student records under State and Federal law.

B. By law enforcement personnel without request of school authorities

1. Law enforcement officers will be asked to make every effort to interview students outside of the school hours and outside of the school setting in those cases where assistance has not been requested by school authorities. This procedure will not apply to circumstances where a serious crime may be involved, or where imminent threats to persons or property may be involved, or where law enforcement states that it is not feasible to interview the student outside of school due to the nature of the investigation and that they are not able to provide specific information substantiating the need to immediately interview the student.
2. If the law enforcement officer~~officer~~ deems it absolutely necessary to interview a student at school, the law enforcement personnel~~officer~~ shall first contact the administrator regarding the planned visit and inform the administrator of the circumstances that require him/her law enforcement to investigate within the school and obtain his/her the administrator's approval to interview a student during school hours. The police law enforcement officer shall not commence his/her an investigation until such approval is obtained. The law enforcement personnel may appeal to the District Administrator if it is deemed that approval was unreasonably withheld.

The administrator shall make every effort to maintain the privacy of the student.

3. Accordingly, the administrator shall do the following:
 - a. Require the law enforcement officer to sign in upon arrival at the school and complete a form stating the reasons why questioning may not wait until after school hours. If the officer indicates it is a confidential investigation, officials shall allow access;
 - b. request that law enforcement arrive at school inconspicuously (e.g., dressed in plain clothes and driving undercover vehicle);
 - c. Request that every attempt be made to schedule questioning during a time the student is not in class;
 - d. Request that the student be pulled out of class by a school administrator, rather than a law enforcement officer, if necessary.
 - e. Notify the law enforcement officer that the school official will be attempting to contact the student's parent prior to questioning, unless specifically requested not to because such contact would unduly impede the investigation.
4. If law enforcement officer is in possession of a **valid warrant**, school officials shall in no way interfere with the officer's execution of the warrant. A warrant shall be considered "valid" if it accurately describes the school facility and is executed by an authorized judicial official. District officials shall not attempt to evaluate the sufficiency of probable cause upon which the warrant is based.

In the event a law enforcement officer seeks to execute a warrant on school grounds, the officer is to be directed to building administration. The administration shall attempt to assist in executing the warrant by directing the student to report to the office. The school administration shall then: (1) contact the student's parent if the student is a minor; and (2) contact the District Administrator. This process shall be followed unless the law enforcement official states that s/he the official has reason to believe that the subject of the warrant poses an immediate threat to the health and safety of others while in the school. In such a case, school officials shall grant access to the facility for execution of the warrant.

The District Administrator shall prepare guidelines to promote understanding and cooperation between staff members and students and these agencies.

Revised 8/29/17

Revised 10/24/17

Revised 12/11/18

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Legal

118.257, Wis. Stats.

120.13(35), Wis. Stats.

175.32, Wis. Stats.

Book	Policy Manual
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Last Revised	May 28, 2024

5610 - **SUSPENSION AND EXPULSION**

The Board of Education recognizes that exclusion from educational programs of the School District, by suspension or expulsion, is a substantial sanction and that such action must comply with the student's due process rights. Exclusionary discipline is appropriate to address serious misconduct or when alternatives, such as in-school discipline or restorative practices, have been ineffective to address a student's repeated refusal or neglect to obey school rules. The Board supports utilizing developmentally appropriate interventions and supports rather than exclusionary discipline for students in second grade or below.

SUSPENSION

For purposes of this policy, "suspension" shall be the short-term exclusion of a student from a regular District program.

The District Administrator, any principal, or a teacher designated by the District Administrator may suspend a student for up to five (5) school days or, if a notice of expulsion hearing has been sent, for up to fifteen (15) consecutive school days, or ten (10) consecutive school days for each incident if the student is eligible for special education services under Chapter 115, Wis. Stats.. Students identified with a disability may be suspended in accordance with AG 5605 - Disciplining Students with Disabilities.

The suspension must be reasonably justified based upon the grounds authorized under Sec. 120.13, Wis. Stats., which include, but are not limited to: noncompliance with school rules or Board rules; knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives; conduct by the student while at school or while under the supervision of a school authority that endangers the property, health, or safety of others; conduct while not at school or while not under the supervision of a school authority that endangers the property, health, or safety of others at school or under the supervision of a school authority; or conduct while not at school or while not under the supervision of a school authority that endangers the property, health, or safety of any employee or School Board member of the District in which the student is enrolled.

The District Administrator, any principal, or a teacher designated by the School District Administrator shall suspend a student if the student possessed a firearm, as defined in 18 U.S.C. 921(a)(3), while at school or while under the supervision of a school authority.

The parent of a suspended minor must be given prompt notice of the suspension and the reason for the suspension. The student's suspension from school shall be entered in the student's record as required by the rules adopted by the Board concerning the content of the student records. The suspended student or the student's parent may, within five (5) school days following the commencement of the suspension, have a conference with an administrator, the District Administrator or designee, who shall be someone other than a principal, administrator, or teacher in the suspended student's school, to discuss removing reference to the suspension from the student's records. Reference to the suspension on the student's school record shall be removed if the designated administrator finds that: the student was suspended unfairly or unjustly; the suspension was inappropriate, given the nature of the alleged offense; or the student suffered undue consequences or penalties as a result of the suspension. The administrator, District Administrator or designee shall make a finding within fifteen (15) days of the conference.

A suspended student shall not be denied the opportunity to take any quarterly, semester, or grading period examinations or to complete course work missed during the suspension period. Such work shall be completed pursuant to the procedures established by the Board.

In the event a student is classified as Homeless, the building principal shall consult with the Homeless Coordinator to determine whether the conduct is a result of homelessness. The Homeless Coordinator will assist administration and the student's parents in correcting conduct subject to disciplinary action that is caused by homelessness.

EXPULSION

Under this policy, expulsion shall mean the Board will not permit a student to attend school at all, including any school-sponsored events or activities, for a specified period of time. If the student is expelled, the Board will determine the length of the expulsion period, which may extend at a maximum to the student's 21st birthday. The Board's expulsion order may include the opportunity for the student to return to school prior to expiration of the term of expulsion under a specified set of early reinstatement condition(s) which are related to the conduct for which the student was expelled. The condition(s), once set forth in an expulsion order, shall be administered at the discretion of the District Administrator who shall have the authority to deny early reinstatement if any early reinstatement condition is not met prior to reinstatement or to revoke it for the remainder of the expulsion period if any enrollment conditions applicable to the student's attendance during a period of expulsion under early reinstatement, or conditional enrollment, are deemed by the District Administrator to have been violated. The decision to revoke a student's conditional enrollment shall be explained in writing. The student or student's parent may request a conference with the District Administrator within five (5) school days of a decision to revoke early reinstatement. The District Administrator shall meet with the student and/or parents within five (5) school days of a request. The District Administrator's decision is final.

The District Administrator may designate another School District employee to perform the functions pertaining to a student's early reinstatement, but may not designate someone that is an administrator or teacher in the student's school.

The Board may expel a student only when it is satisfied that the interest of the school demands the student's expulsion and only when the student: repeatedly refused or neglected to obey the rules established by the School District; knowingly conveyed or caused to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives; engaged in conduct while at school while under the supervision of a school authority that endangered the property, health, or safety of others; engaged in conduct while not at school or while not under the supervision of a school authority that endangered the property, health, or safety of others at school or under the supervision of a school authority or endangered the property, health, or safety of any employee or Board member of the District in which the student is enrolled; or was at least sixteen (16) years old and had repeatedly engaged in conduct while at school or while under the supervision of a school authority that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority and that such conduct did not otherwise constitute grounds for expulsion. For purposes of this policy, conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

The School Board shall hold an expulsion hearing in the event a student is in possession of a firearm while at school or under the supervision of school authorities and shall expel a student from school for not less than one (1) year whenever it finds that the student brought a firearm to school or, while at school or while under the supervision of a school authority, possessed a firearm, as defined in 18 U.S.C. 921(a) (3), unless the Board finds that the punishment should be reduced based upon the circumstances of the incident. Any such finding by the Board shall be in writing.

The District shall refer any student who brings a firearm (as defined in 18 U.S.C. 921(a)(3)) or a weapon to school law enforcement.

As required by 20 U.S.C. 7151, the District Administrator will ensure that the following information is sent to the Wisconsin Department of Public Instruction: a copy of this policy; a description of the circumstances surrounding any expulsion(s) for violating the above-stated firearms policy; the name of the school; the number of students expelled; and the types of firearms involved.

Prior to expelling a student, the Board shall provide the student with a hearing. Prior written notice of the hearing must be sent separately to both the student and if the student is a minor, to their parent(s). The notice must be sent at least five (5) days prior to the date of hearing, not counting the date notice is sent. The notice must also satisfy the requirements of ~~Sec.~~ 120.13(1) (c)4, Wis. Stats.

An expelled student or, if the student is a minor, the student's parent(s) may appeal the Board's expulsion decision to the Wisconsin Department of Public Instruction. An appeal from the decision of the Department may be taken within thirty (30) days to the circuit court for the county in which the school is located.

In the event a student is classified as Homeless, the building principal shall consult with the Homeless Coordinator to determine whether the conduct is a result of homelessness. The District will not expel a homeless student for conduct that is caused by the student's homelessness. The Homeless Coordinator will assist administration and the student's parents in

correcting conduct subject to disciplinary action that is caused by homelessness. If the conduct in question is determined not to be caused by the student's homelessness, the District shall proceed with expulsion proceedings as outlined in this policy.

ADMINISTRATIVE GUIDELINES

The District Administrator shall develop administrative guidelines to implement this policy, which shall include, at a minimum:

- A. strategies for providing special assistance to students who are in danger of being expelled and are not achieving the goals of the educational program;
- B. procedures that ensure compliance with State and Federal law including, but not limited to, due process rights;
- C. provision for completing school work when appropriate.

Revised 12/12/17

T.C. 4/11/23

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Legal	119.25, Wis. Stats.
	120.13, Wis. Stats.
	18 U.S.C. 921(a)(3)
	20 U.S.C. 7151
	42 U.S.C. 11431 et seq.

Book	Policy Manual
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Title	ALTERNATIVES TO EXPULSION AND RE-ENTRY PLANS
Code	po5610.03*jjh
Status	Second Reading

5610.03 - ALTERNATIVES TO EXPULSION AND RE-ENTRY PLANS

Pre-Expulsion Conference

In lieu of taking certain disciplinary cases to an expulsion hearing before the Board, the District Administrator may conduct a pre-expulsion conference with the student and parent. The meeting will be scheduled during the student's initial suspension. Participation in this process to avoid an expulsion hearing is voluntary. If the student and the parent of a minor student refuse to participate, the District Administrator may instead move forward with the expulsion hearing.

Disciplinary cases that may be taken to a pre-expulsion conference include the following:

- A. being under the influence, or in possession of alcohol as a first-time offender while on school premises, while in any Board-owned or contracted vehicle, or at school-sponsored activities;
- B. being under the influence, or in possession of small amounts of marijuana or any other illegal drug as a first-time offender while on school premises, while in any Board-owned or contracted vehicle, or at school-sponsored activities;
- C. being in the possession of drug paraphernalia (as defined by local, State, and Federal statutes) as a first-time offender while on school premises, while in any Board-owned or contracted vehicle, or at school-sponsored activities;
- D. repeated refusal to obey Board Policy or school rules;
- E. other conduct that meets the criteria for potential expulsion, but which the administration believes is appropriately addressed through a pre-expulsion process and appropriate re-entry plan.

Conduct specified above may still, at the discretion of the District Administrator, be referred to the Board for an expulsion hearing without providing for the option of pre-expulsion procedures described in this policy.

If a pre-expulsion conference is held, the conference shall be scheduled by the administration for the purpose of exchanging facts related to the incident, ensuring the rights of the student and parent, making a decision concerning the incident, and establishing a re-entry plan for the student in lieu of expulsion. The pre-expulsion conference, conducted by the District Administrator, will include the following:

- A. a presentation by the building administrator outlining the school rule violations and evidence supporting the allegations;
- B. an opportunity for the student and/or parent to present testimony on their behalf;
- C. a review of the stipulations of the facts of the incident;
- D. a discussion to determine the willingness on the part of the student and parent to accept a voluntary opportunity to avoid expulsion; and
- E. an agreement by the student and parent, if the student is less than eighteen (18) years of age, to complete a re-entry plan.

Re-entry Plan

For any student who participates in this expulsion alternative process, the District Administrator, in collaboration with appropriate administrators and professional staff, shall create a plan for the student for re-entry to school. The plan shall be designed to address behavioral concerns involved in the circumstances and to provide support to the student to mitigate the likelihood of similar conduct recurring. The plan may include the following requirements:

- A. require the student to undertake an alcohol or other drug assessment that must include a urine drug screen, a comprehensive drug/alcohol history, a review of specific adverse consequences resulting from use, full student and parent cooperation with the Board, including the release of information regarding this assessment to the building principal. The student/parent will assume full cost of this drug assessment and subsequent treatment, if recommended;
- B. demonstrate compliance with alcohol and other drug assessment recommendations;
- C. attend an alcohol or other drug class at the expense of the student and or parent;
- D. submit to mandatory, unannounced drug screens as requested by the Principal with the student/parent assuming the cost and presenting the evidence of the screen to the Principal;
- E. participation in mentorship programs;
- F. participation in extra-curricular activity;
- G. participation in community service;
- H. participation in appropriate counseling (ex. anger management/conflict resolution);
- I. restitution;
- J. attendance of all classes;
- K. following all school rules;
- L. restrictions on hall pass and/or parking lot privileges;
- M. refrain from engaging in similar behavior for the remainder of the student's enrollment in the District; and/or
- N. other provisions specific to the student that are designed to achieve the purpose of the plan.

The conditions and timeframe for these conditions will be included in the plan of re-entry. The student and parent of a minor student will be required to sign the plan at the pre-expulsion conference, signifying their willingness to agree to the stipulations and conditions of the agreement.

If at any time during re-entry period, the parent and/or student choose not to fully participate with all aspects the re-entry plan, as presented in the pre-expulsion meeting conference, the District Administrator may proceed with an expulsion hearing before the Board. The Board will issue an expulsion hearing notice extending the student's suspension not to exceed a total of fifteen (15) school days as permitted by Wisconsin law.

Any record of the pre-expulsion conference and conditions will be expunged from the student's behavior record if the student does not violate the conditions of the entry plan during the specified time of re-entry. Should there be a records request from another district before the end of the re-entry period, the record of the pre-expulsion conference and re-entry plan and conditions will be included in the behavior record.

Students with Disabilities

A manifestation determination review will be conducted in accordance with Board Policy 5605 - Suspension/Expulsion of Students with Disabilities before offering and implementing a re-entry plan in accordance with the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act (Section 504).

If a student with a disability and parent(s) choose not to avail themselves of the option outlined in the re-entry plan, the Board will proceed with the expulsion process, in accordance with procedures laid out in IDEA and Board Policy 5605 - Suspension/Expulsion of Students with Disabilities.

Book	Policy Manual
Section	5000 Students
Title	SCHOOL-SPONSORED PUBLICATIONS AND PRODUCTIONS
Code	po5722*jjh
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Adopted	September 23, 2014

5722 - SCHOOL-SPONSORED PUBLICATIONS AND PRODUCTIONS

The Board of Education sponsors student publications and productions as means by which students learn, under adult direction/supervision, the rights and responsibilities inherent when engaging in the public expression of ideas and information in our democratic society.

For purposes of this policy, "school-sponsored student media" shall include both student publications and productions. School-sponsored student media does not include student expression related to classes that are not directly associated with student publications/productions. The term "Student publications" shall include distribution, transmission, and dissemination of a student publication regardless of the medium. Student publications shall include any written materials, (including, but not limited to, banners, flyers, posters, pamphlets, notices, newspapers, playbills, yearbooks, literary journals, books, and t-shirts and other school-sponsored clothing), as well as material in electronic or on-line form (including, but not limited to, apps and services (as defined in Bylaw 0100 - Definitions, webpages/sites, websites, web logs ("blogs"), video or audio clips, postings of social media (as defined in Bylaw 0100 - Definitions) and newsletters or announcements transmitted by e-mail, wireless broadcast or other similar distribution/dissemination). "Student productions"

The term performance shall include vocal and theatrical performances, impromptu dramatic presentations, or any electronic media (including, but not limited to, radio and television programs, podcasts, and other video or audio productions that are recorded for re-broadcast or broadcast in real time using any available broadcast technology). Further, the term "publication" shall include distribution and dissemination of a student publication; and the term "performance" shall include presentation and broadcast of a student production. Student productions shall include vocal, musical, and/or theatrical performance, impromptu dramatic presentation, or any electronic media (including, but not limited to, radio and television programs, videoblogs (vlogs), podcasts, social media (as defined in Bylaw 0100 - Definitions), and other video or audio productions that are recorded for re-broadcast or broadcast in real time using any available broadcast technology.

Only District-approved social media (as defined in Bylaw 0100 - Definitions) may be used to host school-sponsored student media, in accordance with Policy 7544 - Use of Social Media. School-sponsored student media must also comply with Policy 7540.02 - Web Content, Services, and Apps.

For purpose of this policy, school community is defined to include students, Board employees (i.e., administrators, and professional and support staff), parent/family members and other individuals who are authorized or otherwise permitted by the District Administrator to view a performance or receive directly from the District a publication and those who have been issued credentials to access the District's secure portal.

The following speech is unprotected and prohibited in all school-sponsored student publications and productions: speech that is defamatory, libelous, obscene or harmful to juveniles/minors (as that term is defined in Children's Internet Protection Action (CIPA)); speech that is reasonably likely to cause substantial disruption of or material interference with school activities or the educational process; speech that infringes upon the privacy or rights of others; speech that violates copyright law; speech that promotes activities, products or services that are unlawful (illegal) as to minors as defined by State or Federal law; and speech that otherwise violates school policy and/or State or Federal law. The Board authorizes the administration to engage in prior review and restraint of school-sponsored publications and productions to prevent the publication or performance of unprotected speech.

Student expression relates to classrooms or educational settings not otherwise directly associated with school-sponsored student publications/productions are nonpublic forums. As nonpublic forums, the content of such student expression can be regulated for legitimate pedagogical school-related reasons. School officials shall routinely and systemically review and,

if necessary, restrict the content of these student expressions prior to publication/performance in a reasonable manner that is neutral as to the viewpoint of the speaker.

All school-sponsored student ~~publications and productions~~ media are nonpublic forums. While students may address matters of interest or concern to their readers/viewers, as nonpublic forums, the style and content of the student publications and productions can be regulated for legitimate pedagogical, school-related reasons. School officials shall routinely and systematically review and, if necessary, restrict the ~~style~~ type and/or content of all school-sponsored student ~~publications and productions~~ media prior to publication/performance in a reasonable manner that is neutral as to the viewpoint of the speaker. Legitimate pedagogical concerns are not confined to academic issues, but include the teaching by example of the shared values of a civilized social order, which consists of not only independence of thought and frankness of expression but also discipline, courtesy/civility, and respect for authority. School officials may further prohibit speech that is grammatically incorrect, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.

School-sponsored student media may only be published/performed to members of the school community.

Staff will monitor comments posted to social media platforms/sites that have been approved under Policy 7544 - Use of Social Media for use as school-sponsored student media. Comments will be monitored to verify the age-appropriateness of the material, whether unprotected speech is involved, and whether there is compliance with posted rules for use of the forum and the platform/site's applicable terms of service. Comments that are not age-appropriate for the student-audience for the school-sponsored publication, constitute unprotected speech, and/or violate the posting rules for the use of the forum and/or the platform/site's applicable terms of service will be removed. The review of posted comments will be conducted in a viewpoint neutral manner, and consistent with State and Federal law.

Students shall not be disciplined and/or retaliated against for exercising and/or asserting their free speech rights as defined in this policy. Nothing in this policy, however, restricts the Board's ability to impose post-publication/performance discipline related to a student engaging in the impermissible publication/performance of unprotected speech.

~~The building principal shall designate one or more professional staff members to serve as advisors for the purpose of establishing guidelines for appropriate subject matter for publication and with responsibility for compliance with established guidelines. The staff member shall review proposed content and promptly notify the student writers whether their proposed article will or will not be published. They shall inform principals when potentially controversial materials are pending publication.~~

Advertising is permitted in all school-sponsored student publications/productions.

Any advertisements must be consistent with Policy 9700.01 - Advertising and Commercial Activities.

Advertisements submitted for publication or inclusion in a production shall be reviewed by the class/activity advisor for a determination that they are appropriate for minors. The District Administrator retains the final authority to determine whether an advertisement is appropriate and will be included in a publication/production. Advertisements may be rejected for legitimate pedagogical school-related reasons unrelated to the viewpoint of the advertiser (e.g., the advertisement encourages action that would endanger the health and safety of students).

General Prohibitions

Regardless of their status as non-public or limited-purpose public *forums*, the Board prohibits publications, productions and advertisements that:

- A. promote, favor, or oppose any candidate for election or the adoption of any bond issue, proposal, or question submitted at any election;
- B. fail to identify the student or organization responsible for the publication/performance;
- C. solicit funds for non-school organizations or institutions when such solicitations have not been approved by the Building Principal.

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Book	Policy Manual
Section	7000 Property
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7540 - **TECHNOLOGY**

The Board is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of District operations. Students' use of District technology resources (see definition in Bylaw 0100 - Definitions) is a privilege not a right. Students and their parents comply with Policy 7540.03 - Student Technology Acceptable Use and Safety.

The District Administrator shall develop, recommend for approval by the Board, and implement a written District Technology Procedure (DTP). One of the primary purposes of the DTP is to evaluate new and emerging technologies and how they will play a role in student achievement and success and/or efficient and effective District operations. The Board will financially support, as the budget permits, the DTP, including recommendations to provide new and developing technology for students and staff.

The District Administrator shall create a Technology Governance Committee to oversee and guide the development of the DTP. The District Administrator shall appoint individuals to the Technology Governance Committee that include representatives of all educational, administrative, and business/operational areas in the District.

The DTP shall set forth procedures for proper acquisition of technology. The DTP shall also provide guidance to staff and students concerning making safe, appropriate, and ethical use of District technology resources, as well as inform both staff and students about disciplinary actions that will be taken if Board technology and/or networks are abused in any way or used in an illegal or unethical manner. (see Policy 7540.03 and AG 7540.03 – Student Technology Acceptable Use and Safety, and Policy 7540.04 and AG 7540.04 – Staff Technology Acceptable Use and Safety)

The District Administrator, in conjunction with the Technology Governance Committee shall review the DTP and recommend the approval of any changes, amendments, or revisions to the Board annually.

This policy, along with the Student and Staff Technology Acceptable Use and Safety policies, and the Student Code of Conduct, further govern students' and staff members' use of their personal communication devices (see Policy 5136 - Personal Communication Devices and Policy 7530.02 - Staff and School Officials Use of Personal Communication Devices). Users have no right or expectation of privacy when using District technology resources (including, but not limited to, privacy in the content of their personal files, emails and records of their online activity when using the Districts' computer network and/or Internet connection).

Further, safeguards shall be established so that the Board's investment in both hardware and software achieves the benefits of technology and inhibits negative side effects. Accordingly, students shall be educated about appropriate online behavior including, but not limited to, using social media, which is defined in Bylaw 0100 - Definitions, to interact with others online; interacting with other individuals in chat rooms or on blogs; and, recognizing what constitutes cyberbullying, understanding cyberbullying is a violation of Board policy, and learning appropriate responses if they experience cyberbullying.

Equipment Security and Retention Procedures

The District invests significant resources in making current technology available for staff and students. Individual usage of devices that are not in a fixed location must be in accordance with these guidelines. The term "device" for purposes of this guideline includes District-owned computers, tablets, smart devices, and any other hardware or software systems or equipment owned or leased by the District.

A. Identification:

1. A label with the District's name and an identification number will be placed on each device owned by the District.
2. Records of the identification number, serial number, model, etc. for each device shall be maintained in the asset inventory system.
3. District devices are assigned, identified, and tracked through an online management system.

B. Equipment Inventory and Repair:

All devices will be inventoried pursuant to Policy 7450 - Property Inventory.

If a piece of equipment requires repair, it will be sent to the Electronics Department.

C. Report of Loss:

If any device is lost, the Principal and the Media Specialist shall be notified. The Principal may notify the police if deemed appropriate.

~~For purposes of this policy, social media is defined as Internet-based applications that facilitate communication (e/g/- interactive/two-way conversation/dialogue) and networking between individuals or groups. Social media is "essentially a category of online media where people are talking, participating, sharing, networking and bookmarking online. Most social media services encourage discussion, feedback, voting, comments, and sharing of information from all interested parties." [Quote from Ron Jones of Search Engine Watch] Social media provides a way for people to stay "connected or linked to other sites, resources, and people." Examples include Facebook, Twitter, Instagram, webmail, text messaging, chat, blogs, and instant messaging (IM. Social media does not include sending or receiving email through the use of District-issued email accounts.~~

~~Staff may use social media for business-related purposes. Authorized staff may use District technology resources to access and use social media to promote achievements of staff and students, provided the District Administrator approves, in advance, such access and use. Use of social media for business-related purposes is subject to Wisconsin's public records laws and staff members are responsible for archiving their social media and complying with the District's records retention schedule. See Policy 8310 - Public Records, AG 8310A - Public Records, and AG 8310D - Records Retention and Disposal.~~

~~Instructional staff and their students may use District technology resources to access and use social media for educational purposes, provided the principal approves, in advance, such access and use.~~ The Board prohibits students from using District technology resources to access and/or use social media for other than instructional purposes.

Staff may use District-approved social media platforms/sites in accordance with Policy 7544 - Use of Social Media and, pursuant to Policy 7540.02 - Staff and School Officials Use of Personal Communication Devices, may use web content, apps, and services for one-way communication with the District's constituents. Authorized staff may use District technology resources to access and use District-approved social media platforms/sites to increase awareness of District programs and activities, as well as to promote achievements of staff and students, provided the District Administrator approves, in advance, such access and use. Use of District-approved social media platforms/sites or business-related purposes is subject to Wisconsin's public records laws and, as set forth in Policy 7544 - Use of Social Media, staff members are responsible for archiving their social media and complying with the District's record retention schedule. See Policy 8310 - Public Records and AG 8310A - Public Records.

Revised 4/26/16

Revised 8/22/17

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Legal

947.0125, Wis. Stats.

948.11, Wis. Stats.

Book	Policy Manual
Section	7000 Property
Title	STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY
Code	po7540.03*jjh
Status	Second Reading
Adopted	October 22, 2013
Last Revised	February 22, 2022

7540.03 - **STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY**

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning to incorporate the vast, diverse, and unique resources available through the Internet. The Board provides technology resources (as defined in Bylaw 0100 - **Definitions**) to support the educational and professional needs of its students and staff. With respect to students, District Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District's computer network and Internet system do not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of District technology resources by principles consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of District Technology Resources and students' personal communication devices when they are connected to the District computer network, Internet connection, and/or online educational services/apps, or when used while the student is on Board-owned property or at a Board-sponsored activity (see Policy 5136 - **Personal Communication Devices**).

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Users have no right or expectation to privacy when using District Technology Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network and/or Internet connection).

The Board may not be able to technologically limit access to services through its technology resources to only those that have been authorized for the purpose of instruction, study, and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures, that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the District Administrator, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measures may not be disabled at any time that students may be using the District technology resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Board utilizes software and/or hardware to monitor online activity of students and to block/filter access to child pornography and other material that is obscene, objectionable, inappropriate, and/or harmful to minors. "Harmful to minors" is a term defined by the Communications Act of 1934 (47 U.S.C. 254(h)(7)) as any picture, image, graphic image file, or other visual depiction that:

- A. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- B. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
- C. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

At the discretion of the Board or the District Administrator, the technology protection measure may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measure may not be disabled at any time that students may be using the District technology resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The District Administrator or ~~designee~~ **Instructional Technology Coordinator** may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material if access to such sites has been inappropriately blocked by the technology protection measure. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measure.

The District Administrator or ~~designee~~ **Information Technology Coordinator** may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

Parents are advised that a determined user may be able to gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable, or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
- B. the dangers inherent with the online disclosure of personally identifiable information;
- C. the consequences of unauthorized access (e.g., "hacking", "harvesting", digital piracy", "data mining", etc.), cyberbullying, and other unlawful or inappropriate activities by students online;
- D. unauthorized disclosure, use, and dissemination of personally identifiable information regarding minors.

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

Building Principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of District technology resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media, including in chat rooms, and cyberbullying awareness and response. All users of District technology resources (and their parents if they are minors) are required to ~~acknowledge during the annual student registration process to abide by the terms and conditions of this policy and its accompanying guidelines.~~ **confirm their agreement to abide by the terms and conditions of this policy and its accompanying guidelines by signing the District Technology use form during the annual student registration process.**

Off premises use of E-Rate supported technology must be primarily for an educational purpose that is integral, immediate, and proximate to the education of students.

Students will be assigned a school email account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers, they shall use their school-assigned email account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

Students are responsible for good behavior when using District technology resources - i.e., behavior comparable to that expected of students when they are in classrooms, school hallways, and other school premises and school-sponsored events. Communications on the Internet are often public in nature. The Board does not approve any use of its technology resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Students may only use District technology resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District technology resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the District Administrator and ~~designee~~ **Instructional Technology Coordinator and Information Technology Coordinator** as the administrator(s) responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of District technology resources.

Revised 3/27/18

Revised 8/19/20

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Legal

H.R. 4577, P.L. 106-554, Children's Internet Protection Act of 2000

47 U.S.C. 254(h), (1), Communications Act of 1934, as amended

20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended

18 U.S.C. 2256

18 U.S.C. 1460

18 U.S.C. 2246

47 C.F.R. 54.500 - 54.509, 54.511, 54.513 - 54.520, 54.522 - 54.523

Book	Policy Manual
Section	7000 Property
Title	STAFF TECHNOLOGY ACCEPTABLE USE AND SAFETY
Code	po7540.04*jjh
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Adopted	October 22, 2013
Last Revised	November 30, 2023

7540.04 - **STAFF TECHNOLOGY ACCEPTABLE USE AND SAFETY**

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning to incorporate the vast, diverse, and unique resources available through the Internet. The Board provides Technology and Information Resources (as defined by Bylaw 0100 - Definitions) to support the educational and professional needs of its staff and students. The Board provides staff with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students and to facilitate the staff's work. The District's computer network and Internet system do not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of District Technology and Information Resources by principles consistent with applicable local, State, and Federal laws, and the District's educational mission. This policy and its related administrative guidelines, Policy 7544 - Use of Social Media and AG 7544 - Use of Social Media and any applicable employment contracts govern the staffs' use of the District's computers, laptops, tablets, personal communication devices (as defined by Policy 7540.02 - Web Content, Apps, and Services), when they are connected to the District computer network, Internet connection, and/or educational services/apps.

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Users have no right or expectation to privacy when using District Technology and Information Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network and/or Internet connection).

Staff members are expected to utilize District technology and information resources to promote educational excellence in our schools by providing students with the opportunity to develop the resource sharing, innovation, and communication skills and tools that are essential to both life and work. The Board encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize these resources to enrich educational activities. The instructional use of the Internet and online educational services will be guided by Board's Policy 2521 - Selection of Instructional Materials and Equipment.

The Internet is a global information and communication network that provides a valuable education and information resources to our students. The Internet connects computers and users in the District with computers and users worldwide. Through the Internet, students and staff can access relevant information that will enhance their learning and the education process. Further, District technology and resources provide students and staff with the opportunity to communicate with other people from throughout the world. Access to such a vast quantity of information and resources brings with it, however, certain unique challenges.

First, the Board may not be able to technologically limit access to services through its technology resources to only those that have been authorized for the purpose of instruction, study, and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the

students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures, that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or District Administrator, the technology protection measures may also be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of staff members to restrict access to child pornography and other material that is obscene, objectionable, inappropriate, and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using the District's technology resources if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any staff member who attempts to disable the technology protection measures without express written consent of an appropriate administrator will be subject to disciplinary action, up to and including termination.

The Board utilizes software and/or hardware to monitor online activity of staff and block/filter access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. "Harmful to minors" is a term defined by the Communications Act of 1934 (47 U.S.C. 254 (h) (7) as any picture, image, graphic image file, or other visual depiction that:

- A. taken as a whole and with respect of minors, appeals to a prurient interest in nudity, sex, or excretion;
- B. depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, and actual or simulated sexual act or sexual contact, an actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
- C. taken as a whole, lacks serious literary, artistic, or scientific value to minors.

The District Administrator or ~~designee~~ **Instructional Technology Coordinator** may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures. **The District Administrator or Information Technology Coordinator may disable the technology protection measure to enable access for bona fide research or other lawful purposes for staff or students aged seventeen (17) or older.**

Staff members will participate in professional development programs in accordance with the provisions of this policy. Training shall include:

- A. the safety and security of students while using e-mail, chat rooms, social networking sites and other forms of direct electronic communications;
- B. the inherent danger of students disclosing personally identifiable information online;
- C. the consequences of unauthorized access (e.g., "hacking", "harvesting", "digital piracy", "data mining", etc.), cyberbullying and other unlawful or inappropriate activities by students or staff online; and
- D. unauthorized disclosure, use, and dissemination of personally identifiable information regarding minors.

Furthermore, staff members shall provide instruction for their students regarding the appropriate technology use and online safety and security as specified above, and staff members will monitor students' online activities while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

The disclosure of personally identifiable information about students online is prohibited.

Building Principals are responsible for providing training so that staff users of District technology resources under the Principal's supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the District technology resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with

other individuals on social media, including chat rooms and cyberbullying awareness and response. All users of District technology resources are required to acknowledge during the Employee Handbook receipt and acceptance process to abide by the terms and conditions of this policy and its accompanying guidelines.

Off premises use of E-Rate supported technology must be primarily for an educational purpose that is integral, immediate, and proximate to the education of students.

Staff will be assigned a school email address that they are required to utilize for all school-related electronic communications, including those to students, parents, and other constituents, fellow staff members, and vendors or individuals seeking to do business with the District.

With prior approval from the District Administrator or ~~designee~~ **Principal**, staff may direct students who have been issued school-assigned email accounts to use those accounts when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the students for educational purposes under the teacher's supervision.

Staff members are responsible for good behavior when using District technology and information resources - i.e., behavior comparable to that expected when they are in classrooms, school hallways, and other school premises and school-sponsored events. Communications on the Internet are often public in nature. The Board does not approve any use of the technology and information resources that are not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Staff members' use of District technology resources to access or use social media is to be consistent with Policy 7544 - Use of Social Media and its accompanying guideline.

An employee's personal or private use of social media may have unintended consequences. While the Board respects its employees' First Amendment rights, those rights do not include permission to post inflammatory comments that could compromise the District's mission, undermine staff relationships, or cause a substantial disruption to the school environment. This warning includes staff members' online conduct that occurs off school property including from the employee's personal computer. Postings to social media should be done in a manner sensitive to the staff member's professional responsibilities.

General school rules for behavior and communication apply.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District technology and information resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the District Administrator and ~~designee~~ **Instructional Technology Coordinator and Information Technology Coordinator** as the administrator(s) responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to staff members' use of District technology and information resources.

In addition, Federal and State confidentiality laws forbid schools and their employees from using or disclosing student education records without parental consent. See Policy 8330 - Student Records. Education records include a wide variety of information; posting personally identifiable information about students is not permitted. Staff members who violate State and Federal confidentiality laws or privacy laws related to the disclosure of confidential employee information may be disciplined.

Staff members retain rights of communication for collective bargaining purposes and union organizational activities.

Revised 3/27/18

Revised 8/19/20

Revised 2/22/22

T.C. 11/30/23

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Legal

P.L. 106-554, Children's Internet Protection Act of 2000

47 U.S.C. 254(h), (1), Communications Act of 1934, as amended

20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)

18 U.S.C. 2256
18 U.S.C. 1460
18 U.S.C. 2246
20 U.S.C. 6777
20 U.S.C. 9134 (2003)
47 C.F.R. 54.500
47 C.F.R. 54.501
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47 C.F.R. 54.504
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Book	Policy Manual
Section	6000 Finances
Title	USE OF CREDIT CARDS
Code	po6423*jrm
Status	Second Reading
Adopted	October 22, 2013

6423 - **USE OF DISTRICT CREDIT CARDS**

The Board of Education recognizes the value of an efficient method of payment and recordkeeping for certain expenses. The Board, therefore, authorizes the use of District credit cards.

Credit cards shall not be used to circumvent the general purchasing procedures established by Board policy. The Board affirms that credit cards shall only be used in connection with Board-approved or school-related activities and that only those types of expenses that are for the benefit of the District and serve a valid and proper public purpose shall may be paid for by credit card. ~~Under no circumstances shall credit cards be used for personal purchases or the purchase of alcoholic beverages regardless of whether the purchase of such beverages is made in connection with a meal.~~ The credit card may never be used to purchase alcohol or personal items or services, nor is the personal gain of credit card rewards such as bonus points, frequent flyer miles, or any other affinity program reward permitted under any circumstances.

Inappropriate or illegal use of the credit card and/or failure to strictly comply with the limitations and requirements set forth in the administrative guidelines may result in a loss of credit card privileges, disciplinary action, up to and including termination, personal responsibility for any and all inappropriate charges, including finance charges and interest assessed in connection with the purchase, and/or possible referral to law enforcement authorities for prosecution.

The Board directs the District Administrator to determine and specify those employees authorized to use District credit cards. The District Administrator shall be responsible for giving direction to and supervising such employees' use of District credit cards.

The District Administrator shall develop administrative guidelines that specify those authorized to use credit cards, the types of expenses which can be paid by credit card, and their proper supervision and use.

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Book	Policy Manual
Section	8000 Operations
Title	FOOD SERVICES
Code	po8500*jrm
Status	Second Reading
Adopted	October 22, 2013
Last Revised	October 22, 2024

8500 - FOOD SERVICES

The Board shall provide cafeteria facilities in all school facilities buildings where space and facilities permits, and will provide food service for the purchase and consumption of lunch for all students.

The Board shall also provide a breakfast program in accordance with procedures established by the Department of Public Instruction United States Department of Agriculture (USDA) School Breakfast Program.

The food-service program shall comply with Federal and State regulations pertaining to the selection, preparation, delivery, consumption, and disposal of food and beverages, including but not limited to the current USDA school meal pattern requirements of the United States Department of Agriculture (USDA) and the USDA's Smart Snacks in School nutrition standards, as well as to the fiscal management of the program. Further, the food-service program shall comply with Federal and State regulations pertaining to the fiscal management of the program as well as all the requirements pertaining to food service hiring and food service manager/operator licensure and certification. In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons.

~~Lunches sold by the school may be purchased by students and staff members and community residents in accordance with the administrative guidelines established by the District Administrator.~~

The operation of and supervision of the food-service program shall be the responsibility of the Assistant Superintendent of Business and Operational Services and the Coordinator of School Nutritional Services. Food services shall be operated on a self-supporting basis with revenue from students, staff, grants, Federal and State reimbursement, and surplus food. The Board shall assist the program by furnishing available space, initial major equipment, and utensils. Maintenance and replacement of equipment are the responsibility of the program.

~~A periodic review of the food service accounts shall be made by the Assistant Superintendent of Business and Operational Services. Any surplus funds from the National School Lunch Program shall be used to reduce the cost of the service to students or to purchase cafeteria equipment. Surplus funds from a la carte foods purchased using funds from the nonprofit food service account must accrue to the nonprofit food service account.~~

~~The food service program may participate in the "Farm to School Program" using locally grown food on school meals and snacks.~~

The District's food service program shall serve only food items and beverages determined by the Food Service Department to be in compliance with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines. Any competitive food items and beverages that are available for sale to students a la carte in the dining area between midnight and thirty (30) minutes following the end of the school day shall also comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines, and may only be sold in accordance with Board Policy 8550 - Competitive Food Sales. Foods and beverages not associated with the food-service program may be vended in accordance with the rules and regulations set forth in Board Policy 8540 - Vending Machines.

No foods or beverages, other than those associated with the District's food service, are to be sold during food service hours. The District's food service program shall serve only food items and beverages determined by the Food Service Department to be in compliance with the current USDA Dietary Guidelines for Americans and the

USDA Smart Snacks in School nutrition guidelines. Foods and beverages unassociated with the food-service program may be vended in accordance with the rules and regulations set forth in Board Policy 8540 - Vending Machines.

Dietary Modifications

Modifications Based on Compliant Medical Documentation

An adult student or student's parent requesting special dietary accommodations for a student with a disability that restricts the diet must provide the Medical Statement for Special Dietary Needs signed by a State authorized medical authority, which is a medical professional authorized in the State of Wisconsin to write prescriptions. The request must contain the following information and must be submitted on DPI Form PI--6314, Medical Statement for Special Dietary Needs:

- A. an explanation of how the student's physical or mental impairment restricts the diet;
- B. the food(s)/type(s) of foods to be avoided;
- C. the food(s)/type(s) of foods to be substituted;
- D. additional pertinent information, if any, that will assist in accommodating the student's needs.

If a Medical Statement for Special Dietary Needs is incomplete, unclear, or lacks sufficient detail, the Coordinator of Nutritional Services shall request that the student or parent/guardian request that the medical authority supplement the response so that a safe meal can be provided.

A special dietary accommodation for a student who has a disability that restricts the student's diet must be supported by a Medical Statement for Special Dietary Needs, which should be submitted to the Coordinator of Nutritional Services who shall serve as the Special Dietary Accommodation Coordinator, Grace Tesmer, 830 Virginia Avenue, Sheboygan, WI 53081, 920-459-4587, gtesmer@sasd.net.

A student with a disability may have an IEP or 504 plan that requires specific instruction, services, or accommodation related to the student's nutritional needs. If a student's IEP or 504 plan contains the same information that is required on a Medical Statement for Special Dietary Needs, then it is not necessary to obtain and submit a separate Medical Statement for Special Dietary Needs. Form PI-6314 can be obtained from the Department of Public Instruction (<https://dpi.wi.gov/sites/default/files/imce/forms/pdf/f6314-english.pdf>) or upon request to the Coordinator of Nutritional Services.

~~Substitutions to the standard meal requirements shall be made, at no additional charge, for students for whom a health care provider who has prescriptive authority in the State of Wisconsin has provided medical certification that the student's medical condition restricts their diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b.~~

~~The medical certification must identify:~~

- ~~A. the student's medical condition or symptoms of a condition that restricts one (1) or more major life activity or function;~~
- ~~B. an explanation of how the condition or symptom affects the student's diet; and~~
- ~~C. the food(s) to be omitted from the student's diet, and the food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula).~~

The individual making an initial request for such substitutions must inform the Coordinator of Nutritional Services that the student has a disability that restricts the student's diet. The School District will honor the request upon receipt of the required documentation from a State authorized medical authority. If the Coordinator of Nutritional Services is unable to grant a requested accommodation following receipt of the medical authority's statement, the student or parent shall be provided with an explanation of the basis for the decision. Compliant requests shall be immediately implemented.

Disability Accommodation Grievance Procedure

The following procedure is intended to provide prompt and equitable resolution to any concern or disagreement regarding the food service program's administration of meal modifications made or requested on the basis of a student's disability. None of the procedures described in this policy section shall prevent a student or parent

from pursuing a complaint with any State or Federal agency, including the USDA, using the procedures described at the end of this policy.

A. If an initial request for accommodation in the form of substituted meals is denied, the student or parent may request review of that decision by the District Administrator and shall provide any communications between the student or parent and food service officials concerning the accommodation request, any documentation provided by a medical authority, and any additional information the student or parent believes is pertinent to the decision. A review of the materials provided and of the initial decision shall be completed and a response provided to the student or parent as soon as practicable following receipt of the request for review. If the initial decision is reversed, including due to additional information provided on review, the dietary accommodations shall be implemented without delay. If the initial decision is affirmed the decision is final.

B. Any other complaint or disagreement with the food service administration concerning implementation of special dietary accommodations based on a student's disability shall be presented to the Special Dietary Accommodation Coordinator. The student or parent shall specify the nature of the concern and any requested remedy in writing. The Coordinator shall promptly review the grievance and either contact the student or parent for any required clarification of the request or to seek to reach an agreement regarding how to best address the concern. If no agreement is reached, the Coordinator shall make a determination and notify the student or parent in writing as soon as practicable. If the grievance is affirmed in any respect, the Coordinator shall propose a plan for implementing appropriate remedial measures. If the student or parent is dissatisfied with the Coordinator's determination, the student or parent may submit a written request to the Building Principal or District Administrator for review. The administrator's determination shall be final.

Modifications Based on Noncompliant Medical Requests

On a case-by-case basis, substitutions to the standard meal requirements may be made, at no additional charge, for students who ~~provide are not "disabled persons", but have~~ a signed statement from a qualified medical authority that the student cannot consume certain food items due to medical or other special dietary needs, ~~but which does not comply with the requirements above~~. To qualify for such consideration and substitutions the medical statement must identify:

- A. the medical or dietary need that restricts the student's diet; and
- B. the food(s) to be omitted from the student's diet and the food(s) or choice of foods that may be substituted.

The District may provide a student with a substitute meal without any certification provided that the meal still meets the USDA meal pattern for reimbursement.

Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity. The District's nondiscrimination statement below is complementary to the District's nondiscrimination policies, including Policy 2260 - Nondiscrimination and Access to Equal Opportunity and Policy 1422/Policy 3122/Policy 4122 - Nondiscrimination and Equal Employment Opportunity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: ~~https://www.usda.gov/sites/default/files/documents/USDA_OASCR%20P-Complaint_Form_0508_0002_508_11_28_17Fax2Mail.pdf~~ <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf> or <https://dpi.wi.gov/sites/default/files/imce/school-nutrition/pdf/sfa-civil-rights-complaints-procedure-template.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and ~~the~~ date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW

Washington, D.C. 20250-9410; or

2. Fax: (833) 256-1665 or (202) 690-7442; or

3. E-mail: program.intake@usda.gov.

This institution is an equal opportunity provider.

Revised 10/24/17

Revised 1/22/19

Revised 2/22/22

T.C. 8/2/22

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Legal

15.137, 93.49, 115.34-115.345, 120.10(16), 120.13(10), Wis. Stats.

7 C.F.R. 15b, 210, 215, 220, 225, 226, 227, 235, 240, 245

42 U.S.C. 1758

42 U.S.C. Chapter 13

SP 32-2015 Statements Supporting Accommodations for Children with Disabilities in the Child Nutrition Programs

SP 59-2016 Modifications to Accommodate Disabilities in the School Meal Program

OMB Circular No. A-87 USDA Smart Snacks in School Food Guidelines (effective July 1, 2014)

Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq. Healthy, Hunger-Free Kids Act of 2010 and Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq.

Book	Policy Manual
Section	8000 Operations
Title	WELLNESS
Code	po8510*jrm
Status	Second Reading
Adopted	June 24, 2014
Last Revised	December 10, 2024

8510 - **WELLNESS**

As required by law, the Board **for the Sheboygan Area School District** establishes the following wellness policy ~~for the Sheboygan Area School District.~~

The Board recognizes that good nutrition and regular physical activity improve the health and well-being of the District's students. Furthermore, research suggests that there is a positive correlation between a student's health and well-being and their ability to learn. Moreover, schools can play an important role in the developmental process by which students establish their health and nutrition habits by providing nutritious meals and snacks through the schools' meal programs, by supporting the development of good eating habits, and by promoting increased physical activity both in and out of school.

The Board, however, believes this effort to support the students' development of healthy behaviors and habits with regard to eating and exercise cannot be accomplished by the schools alone. It will be necessary for not only the staff, but also parents and the public at large to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits.

The Board sets the following goals in an effort to enable students to establish good health and nutrition habits:

A. With regard to nutrition education:

1. Nutrition education shall be included in the sequential, comprehensive Health curriculum in accordance with the curriculum standards and benchmarks established by the State.
2. Nutrition education shall be integrated into other subject areas of the curriculum, when appropriate, to complement, but not replace, the standards and benchmarks for health education.
3. Nutrition education shall extend beyond the school by engaging and involving families and the community.
4. Nutrition education shall reinforce lifelong balance by emphasizing the link between nutrient intake (eating) and exercise in ways that are age-appropriate.
5. The District shall provide information to parents that is designed to encourage them to reinforce at home the standards and benchmarks being taught in the classroom.

B. With regard to physical activity:

1. **Physical Education**

- a. A sequential, comprehensive physical education program shall be provided for students in K-12 in accordance with the standards and benchmarks established by the State.
- b. The physical education curriculum shall provide sequential instruction related to the knowledge, attitudes, and skills necessary to participate in lifelong, health-enhancing physical activity.

- c. The sequential, comprehensive physical education curriculum shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate knowledge, attitudes, and skills necessary to engage in lifelong, health-enhancing physical activity.
- d. Planned instruction in physical education shall meet the needs of all students, including those who are not athletically gifted.
- e. Planned instruction in physical education shall promote participation in physical activity outside the regular school day.

2. Physical Activity

- a. Physical activity and movement shall be integrated, when possible, across the curricula and throughout the school day.
- b. The school shall provide information to families to encourage and assist them in their efforts to incorporate physical activity into their children's daily lives.
- c. In addition to planned physical education, the school shall provide age-appropriate physical activities (e.g., recess during the school day, intramurals and clubs before and after school, and interscholastic sports) that meet the needs of all students, including males, females, students with disabilities, and students with special healthcare needs.

C. With regard to other school-based activities:

- 1. Encourage teachers to consider non-food items as an incentive or reward for students. Should teachers decide to use food items as an incentive or reward, they are encouraged to adhere to the Smart Snacks in School Standards developed by the USDA. <https://fns-prod.azureedge.us/sites/default/files/resource-files/smartsnacks.pdf>
- 2. Encourage schools to prepare and distribute to staff and parents a list of snack items that comply with the Smart Snacks in School Standards developed by the USDA.
- 3. An organized wellness program shall be available to all staff.
- 4. The schools may provide opportunities for staff, parents, and other community members to model healthy eating habits by dining with students in the school dining areas.
- 5. Students are discouraged from sharing their foods or beverages with one another during meal times, given concerns about allergies and other restrictions on some students' diets.

Furthermore, with the objectives of enhancing student health and well being, ~~and reducing childhood obesity,~~ the following guidelines are established:

- A. In accordance with Policy 8500, ~~entitled Food Service~~ - Food Service, the food service program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages as well as to the fiscal management of the program.
- B. As set forth in Policy 8531, ~~entitled~~ Free and Reduced Price Meals, the guidelines for reimbursable school meals are not less restrictive than the guidelines issued by the U.S. Department of Agriculture (USDA).
- C. All foods sold to students on campus from midnight to one half hour after the scheduled school day shall comply with the Smart Snacks in School Standards established by the USDA, including foods available to students from vending machines or fund raisers.
- D. Marketing and advertising in the schools are limited to foods and beverages that meet the Smart Snacks in School nutrition standards.

The Board designates Assistant Superintendent of Business and Operational Services as the individual charged with operational responsibility for measuring and evaluating the District's implementation and progress under this policy. An interview or survey process will be developed and used to measure how fully the district is implementing the wellness policy within the schools.

The Assistant Superintendent of Business and Operational Services shall report on the District's compliance with this policy and the progress toward achieving the goals set forth herein when requested to do so by the Board.

Review of this policy shall occur every three (3) years, by a committee appointed by the Administration that may consist of representatives of the Administration, the nutritional service program, the parents, the students, and the public. The committee shall provide the Board with any recommended changes to this policy.

Nondiscrimination Statement

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Washington, D.C. 20250-9410; or
2. Fax:
(833) 256-1665 or (202) 690-7442; or
3. E-mail:
program.intake@usda.gov

This institution is an equal opportunity provider.

T.C. 4/11/23

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Legal 42 U.S.C. 1751 et seq.
42 U.S.C. 1771 et seq.



SHEBOYGAN AREA

— SCHOOL DISTRICT —

Committee Meeting Minutes, July 22, 2025

CURRICULUM & INSTRUCTION COMMITTEE – Ms. Kay Robbins, Chair

Ms. Kay Robbins, Chair, convened the meeting at 6:01 p.m.

Ms. Kay Robbins, Ms. Allie Tasche, Ms. Denise Wittstock, and Ms. Leah Hibl were present.

1. INTRODUCTION OF NEW COURSE – Ms. Rachel Ledezma/Mr. Adam Broten (Information/Possible Action)

Moved by Ms. Wittstock, seconded by Ms. Tasche to accept administration's recommendation to adopt the new course Digital Drawing (South High School) Grades 11-12 for the 2027-2028 school year. All ayes. Motion carried unanimously.

Ms. Ledezma provided an overview of the course and noted the proposal originated from the student body who felt this would be beneficial for post-secondary opportunities. Mr. Broten reported the course introduces students to digital drawing and painting using iPads and drawing tablets. Topics include illustration, concept art, animation, and graphic design. The course prepares students to build portfolios and explore careers in digital art. Ms. Wittstock asked if this is a pre-requisite course in order to get into a particular college offering and Ms. Ledezma responded that it is not a requirement. Digital Drawing is not a dual-credit course; however, Dr. Konrath commented that it could be looked at as a possibility.

2. 2025-2026 SHEBOYGAN AREA SCHOOL DISTRICT ACADEMIC STANDARDS – Ms. Rachel Ledezma (Information/Action)

Moved by Ms. Hibl, seconded by Ms. Wittstock to accept administration's recommendation to approve the 2025-2026 academic standards as required by Wisconsin Act 55. All ayes. Motion carried unanimously.

Ms. Ledezma reported that this is required as a result of Wisconsin Act 55 wherein school boards must annually adopt and notify parents of the District's academic standards for each curricular area.

Ms. Robbins noted she would like one motion for agenda items #3 through #13 and asked if the committee had any questions on any of the policies.

Moved by Ms. Tasche, seconded by Ms. Hibl to approve agenda items #3, #4, #5, #6, #7, #8, #9, #10, #11, #12, and #13. All ayes. Motion carried unanimously.

- 3. Introduction (First Reading) of Revised Board of Education Policy 2413 – Program; Health Education**
- 4. Introduction (First Reading) of Revised Board of Education Policy 5200 – Students; Attendance**
- 5. Introduction (First Reading) of Revised Board of Education Policy 5330 – Students; Administration of Medication/Emergency Care**
- 6. Introduction (First Reading) of Revised Board of Education Policy 5350 – Students; Student Suicide Prevention**
- 7. Introduction (First Reading) of Revised Board of Education Policy 5540 – Students; The Schools and Governmental Agencies**
- 8. Introduction (First Reading) of Revised Board of Education Policy 5610 – Students; Suspension and Expulsion**
- 9. Introduction (First Reading) of New Board of Education Policy 5610.03 – Students; Alternatives to Expulsion and Re-Entry Plans**
- 10. Introduction (First Reading) of Revised Board of Education Policy 5722 – Students; School-Sponsored Publications and Productions**
- 11. Introduction (First Reading) of Revised Board of Education Policy 7540 – Property; Technology**

- 12. Introduction (First Reading) of Revised Board of Education Policy 7540.03 – Property; Student Technology Acceptable Use and Safety**
- 13. Introduction (First Reading) of Revised Board of Education Policy 7540.04 – Property; Staff Technology Acceptable Use and Safety**

Meeting adjourned at 6:11 p.m.



SHEBOYGAN AREA

SCHOOL DISTRICT

Committee Meeting Minutes of July 22, 2025

HUMAN RESOURCES COMMITTEE – Ms. Leah Hibl, Chair

Ms. Leah Hibl, Chair, called the meeting to order at 6:25 p.m.

Present: Ms. Leah Hibl, Ms. Mary Lynne Donohue, Ms. Kay Robbins, Ms. Heidi Boehmer

1. APPOINTMENTS – Ms. Jami Hintz (Confirming Action)

Moved by Ms. Donohue, seconded by Ms. Robbins to confirm the following appointments. All Ayes. Motion carried unanimously.

ADMINISTRATOR

Caitlin Kugi	School Social Worker	UW-Milwaukee	Master's Degree
Thiensville, WI	District-Wide		\$60,720.00

Ms. Kugi has been hired as a School Social Worker for the 2025-2026 school year. She obtained her Master's degree in Social Work from the University of Wisconsin-Milwaukee. Ms. Kugi completed her practicum with the Brown Deer School District. Ms. Kugi was one of three candidates interviewed.

TEACHERS

Christopher Chang	Music	Lawrence University	Bachelor's Degree
Kenosha, WI	Urban		\$49,604.00

Mr. Chang has been hired for the 2025-2026 school year. He is certified in Music. He was one of five candidates interviewed.

Lejla Ganija	English	UW-Milwaukee	Bachelor's Degree
Sheboygan, WI	Horace Mann		\$48,104.00

Ms. Ganija has been hired for the 2025-2026 school year. She is certified in English/Language Arts. She was one of nine candidates interviewed.

Abby Kirst	Cross-Categorical	UW-Whitewater	Bachelor's Degree
Cedar Grove, WI	South High		\$51,604.00

Ms. Kirst has been hired for the 2025-2026 school year. She is certified in Adaptive Education, Cross-Categorical Special Education, and Regular Education. She was one of two candidates interviewed.

Brooke Lilyquist	Science	UW-Whitewater	Bachelor's Degree
Sheboygan, WI	Étude Middle		\$48,104.00

Ms. Lilyquist has been hired for the 2025-2026 school year. She will be certified in Regular Education. She was the only candidate interviewed.

Mackenzie Marquardt	Second Grade	UW-Oshkosh	Bachelor's Degree
Sheboygan Falls, WI	Wilson		\$48,104.00

Ms. Marquardt has been hired for the 2025-2026 school year. She is certified in Regular Education. She was one of six candidates interviewed.

Christina Martin Sheboygan, WI	Visually Impaired District-Wide	Missouri State University	Master's Degree \$65,104.00
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Ms. Martin has been hired for the 2025-2026 school year. She is certified in Visual Impairment. She was the only candidate interviewed.

Colleen Menzel Cedar Grove, WI	Cross-Categorical Cooper	Concordia University	Bachelor's Degree \$49,604.00
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Ms. Menzel has been hired for the 2025-2026 school year. She was previously an Educational Assistant with the District from November 2017 through August 2024. She will be certified in Cross-Categorical Special Education. She was one of three candidates interviewed.

Jaclyn Neerhof Sheboygan Falls, WI	Program Support District-wide	Cardinal Stritch University	Master's Degree \$62,104.00
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Ms. Neerhof has been hired for the 2025-2026 school year. She is certified in Cross-Categorical Special Education, Principal, and Director of Instruction. She was the only candidate interviewed.

Heather Paul Sheboygan Falls, WI	Cross-Categorical Cleveland	American Board	Master's Degree \$48,104.00
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Ms. Paul has been hired for the 2025-2026 school year. She will be certified in Cross-Categorical Special Education. She was one of four candidates interviewed.

Brenda Perez Hernandez Sheboygan, WI	Multi-lingual Learner Farnsworth	UW-Milwaukee	Bachelor's Degree \$48,104.00
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Ms. Perez Hernandez has been hired for the 2025-2026 school year. She will be certified in English as a Second Language. She was one of three candidates interviewed.

Gerald Ramos Anchorage, Alaska	Fourth Grade Jefferson	University of California	Bachelor's Degree \$69,604.00
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Mr. Ramos has been hired for the 2025-2026 school year. He will be certified in Regular Education and Special Education. He was one of seven interviewed.

Haley Schmidt Muskego, WI	English Central High	UW-Milwaukee	Bachelor's Degree \$48,104.00
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Ms. Schmidt has been hired for the 2025-2026 school year. She will be certified in English. She was one of four candidates.

Charles Simon Howards Grove, WI	Instrumental Music Cooper	UW-Green Bay	Bachelor's Degree \$66,604.00
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Mr. Simon has been hired for the 2025-2026 school year. He is certified in General Music and Instrumental Music. He was one of two candidates interviewed.

COOKS

Sonya Lambert	North High	August 25, 2025	\$17.64 per hour
Amber Moya	Horace Mann	August 25, 2025	\$16.07 per hour

CUSTODIANS

Tom Longrie*	Cooper	July 14, 2025	\$19.75 per hour
James Quinn	Cleveland	July 07, 2025	\$17.62 per hour
Robyn Weyer	Wilson	June 23, 2025	\$17.10 per hour

EDUCATIONAL ASSISTANTS

Anna Bennin	Sheboygan Leadership Academy	August 25, 2025	\$19.35 per hour
Erika Cunliffe-Owen	Longfellow	August 25, 2025	\$16.57 per hour
Heide Doolittle	Wilson	August 25, 2025	\$18.53 per hour
Nathaly Garcia	Cleveland	August 25, 2025	\$17.50 per hour
Sarah Landgraf	Jefferson	August 25, 2025	\$18.33 per hour
Kevana Ruffin	Longfellow	August 25, 2025	\$18.27 per hour
Brooke Xong	Grant	August 25, 2025	\$17.23 per hour
Tashmin Zaman	Longfellow	August 25, 2025	\$16.74 per hour

*Relative of SASD employee

2. SEPARATIONS – Ms. Jami Hintz (Information)

The following separations have been granted:

Susan Cornell De Vries	Educational Assistant	North High	June 04, 2025
Patrick Froh	Operations Manager	Central Support	July 01, 2025
Nicole Guillette	School Nurse	District-Wide	June 13, 2025

3. RETIREMENT – Ms. Jami Hintz (Action)

Moved by Ms. Donohue, seconded by Ms. Boehmer to grant the following request to retire and that the employee be recognized for their years of service per board policy. All ayes. Motion carried unanimously.

Laura Vatovetz	Custodian	Jackson	17.00 years of service
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The meeting adjourned at 6:28 p.m.



SHEBOYGAN AREA

— SCHOOL DISTRICT —

Committee Meeting Minutes, July 22, 2025

FACILITIES/RECREATION/THEATRE COMMITTEE – Mr. Peter Madden, Chair

Mr. Peter Madden, Chair, convened the meeting at 6:25 p.m.

Mr. Peter Madden, Ms. Denise Wittstock, Ms. Allie Tasche, and Ms. Sarah Ruiz-Harrison were present.

1. SHEBOYGAN THEATRE COMPANY FINANCIAL REPORT – Mr. Jody Brooks (Action)

Moved by Ms. Tasche, seconded by Ms. Ruiz-Harrison to accept the Sheboygan Theatre Company Financial Report through May 31, 2025. All ayes. Motion carried unanimously.

Mr. Brooks reported that revenues are ahead of expenses. Legally Blonde revenue was 184% of projections, and workshops are being offered for all ages of children and adults with an emphasis on education of theatre through a grant award.

2. COMMUNITY RECREATION DEPARTMENT FINANCIAL REPORT – Mr. Jody Brooks (Action)

Moved by Ms. Wittstock, seconded by Ms. Ruiz-Harrison to accept the Community Recreation Department Financial Report through May 31, 2025. All ayes. Motion carried unanimously.

Revenue is outpacing expenses for May. Fields are in decent shape and a new score board, donated by the Kohler Credit Union, was installed at the Horace Mann Middle School turf field.

4. FACILITY PERMIT REPORT – Mr. Jody Brooks (Information)

Administration presented the Facility Permit Report through June 30, 2025.

Mr. Brooks presented the report for information and noted that the Nike basketball tournament may not be held in the future.

Meeting adjourned at 6:29 p.m.



SHEBOYGAN AREA

SCHOOL DISTRICT

Committee Meeting Minutes of July 22, 2025

FINANCE & BUDGET COMMITTEE – Ms. Sarah Ruiz-Harrison, Chair

Ms. Ruiz-Harrison, Chair called the meeting to order at 6:00 p.m.

Present: Ms. Sarah Ruiz-Harrison, Ms. Heidi Boehmer, Mr. Peter Madden, Ms. Mary Lynne Donohue

1. FUND 41 CAPITAL PROJECTS – Mr. Mark Boehlke (Action)

Moved by Mr. Madden, seconded by Ms. Boehmer to approve the Fund 41 Capital Projects through May 31, 2025, as presented. All ayes. Motion carried unanimously.

2. STATEMENT OF CASH FLOW – Mr. Mark Boehlke (Action)

Moved by Ms. Boehmer, seconded by Ms. Donohue to approve the Statement of Cash Flow through May 31, 2025, as presented. All ayes. Motion carried unanimously.

3. REVENUES & EXPENDITURES REPORTS – Mr. Mark Boehlke (Action)

Moved by Ms. Boehmer, seconded by Mr. Madden to approve the Revenue & Expenditures reports through May 31, 2025, as presented. All ayes. Motion carried unanimously.

4. BUDGET REVISIONS & TRANSFERS OF APPROPRIATIONS – Mr. Mark Boehlke (Action)

Moved by Ms. Donohue, seconded by Ms. Boehmer to approve the Budget Revisions and Transfers reports through May 31, 2025, as presented. All ayes. Motion carried unanimously.

GENERAL FUND (FUND 10)	Revised Budget 4-30-25	Revised Budget 5-31-25	Budget Increase (Decrease)
REVENUES			
100 Transfers-in	0.00	0.00	0.00
Local Sources			
210 Taxes	22,978,621.00	22,978,621.00	0.00
240 Payments for Services Provided Local Governments	0.00	0.00	0.00
260 Non-Capital Sales	429,380.03	434,967.60	5,587.57
270 School Activity Income	192,030.87	213,108.87	21,078.00
280 Interest on Investments	2,268,155.14	2,268,155.14	0.00
290 Other Revenue, Local Sources	221,266.20	235,155.58	13,889.38
Subtotal Local Sources	26,089,453.24	26,130,008.19	40,554.95
Other School Districts Within Wisconsin			
340 Payments for Services	1,899,944.00	1,899,944.00	0.00
Revenue from Intermediate Sources			
510 Transit of Aids	18,172.00	18,172.00	0.00
State Sources			
610 State Aid -- Categorical	1,028,148.00	1,028,148.00	0.00
620 State Aid -- General	92,186,717.00	92,186,717.00	0.00

630 DPI Special Project Grants	48,273.00	48,273.00	0.00
640 Payments for Services	130,000.00	130,000.00	0.00
650 Student Achievement Guarantee in Education	2,309,520.64	2,314,008.99	4,488.35
660 Other State Revenue Through Local Units	15,000.00	15,000.00	0.00
690 Other Revenue	7,592,638.00	7,592,638.00	0.00
Subtotal State Sources	103,310,296.64	103,314,784.99	4,488.35
Federal Sources			
710 Transit of Aids	115,948.00	115,948.00	0.00
730 DPI Special Project Grants	2,912,814.00	2,912,814.00	0.00
750 IASA Grants	2,375,973.00	2,375,973.00	0.00
780 Other Federal Revenue Through State	0.00	0.00	0.00
790 Other Revenue from Federal Sources	0.00	0.00	0.00
Subtotal Federal Sources	5,404,735.00	5,404,735.00	0.00
Other Financing Sources			
860 Compensation, Fixed Assets	27,738.00	27,738.00	0.00
Other Revenues			
960 Adjustments	0.00	0.00	0.00
970 Refund of Disbursement	155,861.07	480,754.69	324,893.62
990 Miscellaneous	334,143.68	334,143.68	0.00
Subtotal Other Revenues	490,004.75	814,898.37	324,893.62
TOTAL REVENUES	137,240,343.63	137,610,280.55	369,936.92
EXPENDITURES	Revised Budget 4-30-25	Revised Budget 5-31-25	Budget Increase (Decrease)
Instruction			
110 000 Undifferentiated Curriculum	25,812,356.72	26,037,039.07	224,682.35
120 000 Regular Curriculum	31,170,949.66	31,187,187.66	16,238.00
130 000 Vocational Curriculum	3,223,728.54	3,228,223.11	4,494.57
140 000 Physical Curriculum	3,062,563.00	3,062,317.00	(246.00)
160 000 Co-Curricular Activities	1,532,739.07	1,567,687.07	34,948.00
170 000 Other Special Needs	527,787.00	527,987.00	200.00
Subtotal Instruction	65,330,123.99	65,610,440.91	280,316.92
Support Sources			
210 000 Pupil Services	6,444,484.06	6,226,170.06	(218,314.00)
220 000 Instructional Staff Services	6,095,970.37	6,096,422.96	452.59
230 000 General Administration	2,113,507.14	2,114,969.64	1,462.50
240 000 School Building Administration	8,257,750.59	8,233,588.59	(24,162.00)
250 000 Business Administration	18,227,897.99	18,220,393.48	(7,504.51)
260 000 Central Services	595,541.35	590,454.35	(5,087.00)
270 000 Insurance & Judgments	1,247,473.00	1,247,473.00	0.00
280 000 Debt Services	1,700.00	1,700.00	0.00
290 000 Other Support Services	2,793,371.51	3,225,371.11	431,999.60
Subtotal Support Sources	45,777,696.01	45,956,543.19	178,847.18
Non-Program Transactions			
410 000 Inter-fund Transfers	14,675,631.77	14,675,631.77	0.00
430 000 Instructional Service Payments	18,884,234.37	18,917,467.37	33,233.00
490 000 Other Non-Program Transactions	0.00	0.00	0.00

Subtotal Non-Program Transactions	33,559,866.14	33,593,099.14	33,233.00
TOTAL EXPENDITURES	144,667,686.14	145,160,083.24	492,397.10

SPECIAL EDUCATION (FUND 27)	Revised Budget 4-30-25	Revised Budget 5-31-25	Change in Budget
TOTAL REVENUES	24,133,484.77	24,133,484.77	-
100 000 Instruction	19,893,165.62	19,893,165.62	-
200 000 Support Services	4,168,069.15	4,168,069.15	-
400 000 Non-Program Transactions	72,250.00	72,250.00	-
TOTAL EXPENDITURES	24,133,484.77	24,133,484.77	-

5. INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 6423 – USE OF CREDIT CARDS – Mr. Mark Boehlke (Discussion/Possible Action)

Moved by Mr. Madden, seconded by Ms. Boehmer to approve the introduction (first reading) of revised Policy 6423 – Finances; Use of Credit Cards. All ayes. Motion carried unanimously.

Mr. Boehlke explained that the revisions include more specific restrictions on the use of district credit cards.

6. INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 8500 – FOOD SERVICES – Mr. Mark Boehlke (Discussion/Possible Action)

Moved by Mr. Madden, seconded by Ms. Boehmer to approve the introduction (first reading) of revised Policy 8500 – Finances; Food Services. All ayes. Motion carried unanimously.

Mr. Boehlke noted the revisions include changes to the dietary accommodations language and adds a grievance procedure to the dietary accommodations process.

7. INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 8510 – WELLNESS – Mr. Mark Boehlke (Discussion/Possible Action)

Moved by Ms. Donohue, seconded by Mr. Madden to approve the introduction (first reading) of revised Policy 8510 – Operations; Wellness. All ayes. Motion carried unanimously.

Mr. Boehlke stated that the revision adds a required non-discrimination statement to the policy.

8. GIFTS – Mr. Mark Boehlke (Action)

Moved by Ms. Donohue, seconded by Ms. Boehmer to accept all gifts to the District, approving those \$2,500 and greater. All ayes. Motion carried unanimously.

<u>Gift</u>	<u>Donor</u>	<u>Building/Program</u>	<u>Amount</u>
<u>For Information</u>			
Flute	Wallace/Charlet Endsley	SASD Music Dept.	100.00
Monetary	First Congregational Church	South	150.00
Monetary	Joanne Howe	Books on Bikes	250.00
Orlimar Ladies Golf Clubs	Wallace/Charlet Endsley	SASD Girls Golf	300.00
Monetary	Anonymous	South	1,000.00
<u>Action</u>			
Monetary	Sargento Cheese Inc.	SASD (McKinney Vento)	4,000.00

The meeting adjourned at 6:09 p.m.



SHEBOYGAN AREA

— SCHOOL DISTRICT —

Committee Meeting Minutes, August 12, 2025

CURRICULUM & INSTRUCTION COMMITTEE – MS. KAY ROBBINS, Chair

Ms. Kay Robbins, Chair, convened the meeting at 6:00 p.m.

Ms. Kay Robbins, Ms. Allie Tasche, Ms. Denise Wittstock, Ms. Leah Hibl, and Mr. Santino Laster were present.

1. DIPLOMAS (Early Graduation) – Ms. Rachel Ledezma (Information/Action)

Moved by Mr. Laster, seconded by Ms. Tasche to accept administration's recommendation that a high school diploma (early graduation) be awarded to Cole Cuttmann. All ayes. Motion carried unanimously.

2. DIPLOMAS – Ms. Rachel Ledezma (Information/Action)

Moved by Ms. Hibl, seconded by Ms. Wittstock to accept administration's recommendation that high school diplomas be awarded to Jamie Alarcon, Derrik Frasch, Schyler Kennedy, Cameron Rommelfaenger, and Jose Salgado, Class of 2025. All ayes. Motion carried unanimously.

3. STUDENT HEALTH SERVICES REPORT – Ms. Rachel Ledezma/Mr. Jason Ledermann/Ms. Lori Hamilton (Information/Discussion)

Mr. Ledermann explained the report, which is required per state statute to be presented to the school board annually so they understand the services nurses provide in the Sheboygan Area School District. He added that the school nurse team provides a great service and makes sure there are no barriers to student learning. Ms. Hamilton reported that there are four school nurses and a secretary who have provided training to 546 secretaries, educational assistants, support staff and teachers in emergency medication administration. She spoke about the mass vision screenings for Pre-Kindergarten, 4K, 1st, 3rd, and 5th grades resulting in 314 vision referrals. She added they are exploring options to assist students with vision impairments who may not have the financial resources to obtain glasses. Ms. Hamilton reported that the school nurses have noticed an increase in younger students with diabetes. Currently, 24 students are not vaccinated against any vaccine-preventable communicable diseases. In the event of an outbreak, these students would be excluded from school until approval from the Public Health Department to return.

4. SECLUSION AND RESTRAINT REPORT – Ms. Rachel Ledezma/Mr. Jason Ledermann (Information/Discussion)

Mr. Ledermann reported that under state statute, the District is required to provide a Seclusion and Restraint Report annually to the school board. He added that the law permits the use of physical restraint or seclusion only in circumstances where a student's behavior presents a clear, present, and imminent risk to the physical safety of the student or others, and physical restraint or seclusion is the least restrictive intervention feasible. Mr. Ledermann explained that staff must be trained before they can seclude/restrain a student. Crisis Prevention Intervention (CPI) training emphasizes de-escalation techniques. He further noted that seclusion numbers are down 44% and restraint numbers are down 33%. Ms. Wittstock asked if there is seclusion/restraint data specifically for students with language barriers and if there could be a cultural misunderstanding? Ms. Ledezma responded that they continuously review data and will look into it. Mr. Ledermann added that the CPI teams have the most knowledge and protocols are adapted depending on the student and situation.

5. INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 5771 – SEARCH AND SEIZURE – Ms. Rachel Ledezma (Discussion/Possible Action)

Moved by Ms. Hibl, seconded by Ms. Wittstock to approve the introduction (first reading) of revised Board of Education Policy 5771 – Students; Search and Seizure. All ayes. Motion carried unanimously.

Meeting adjourned at 6:30 p.m.



SHEBOYGAN AREA

— SCHOOL DISTRICT —

Committee Meeting Minutes of August 12, 2025

FINANCE & BUDGET COMMITTEE – Ms. Sarah Ruiz-Harrison, Chair

Ms. Boehmer, Vice Chair called the meeting to order at 6:02 p.m.

Present: Ms. Heidi Boehmer, Mr. Peter Madden, Ms. Mary Lynne Donohue

Excused: Ms. Sarah Ruiz-Harrison

1. FUND 41 CAPITAL PROJECTS – Mr. Mark Boehlke (Information)

No Fund 41 Capital Projects report until completion of the audit.

2. FUND 49 REFERENDUM PROJECTS – Mr. Mark Boehlke (Information)

Mr. Boehlke provided an update of the Revenue and Expenditure report through June 30, 2025, for the Fund 49 middle school referendum projects. He presented this report in May 2025 and will continue to do so on a quarterly basis. Mr. Boehlke explained that most of the expenses that occurred are for testing and construction design services. He highlighted there is a \$1 million interest earnings on the investments through the end of June. However, Mr. Boehlke reminded the committee that the District won't meet the arbitrage rules around those bonds that are tax free and require spending down monies in a certain time frame; and there will be an arbitrage rebate of the interest that the District will need to pay back. Baird and PMA investment advisors feel this is okay as we can earn more from the interest on the investments. Baird and PMA provide a report of where we are with interest and where they estimate we will be at the end of the borrow. They project on the first borrow, interest earnings of \$8.3 million, with an arbitrage rebate of \$1.3 million for a net interest earnings of \$7 million. Mr. Boehlke explained that the extra earnings will be used towards the solar and geothermal studies and costs for the new middle schools as well as for unexpected change order/expenses. Those costs were not included in the budget.

3. STATEMENT OF CASH FLOW – Mr. Mark Boehlke (Information)

No statement of cash flow report until completion of the audit.

4. REVENUES & EXPENDITURES REPORTS – Mr. Mark Boehlke (Information)

No revenue and expense reports until completion of the audit.

5. BUDGET REVISIONS & TRANSFERS OF APPROPRIATIONS – Mr. Mark Boehlke (Action)

Moved by Ms. Donohue, seconded by Mr. Madden to approve the Budget Revisions and Transfers reports through June 30, 2025, as presented. All ayes. Motion carried unanimously.

GENERAL FUND (FUND 10)	Revised Budget 5-31-25	Revised Budget 6-30-25	Budget Increase (Decrease)
REVENUES			
100 Transfers-in	0.00	0.00	0.00
Local Sources			
210 Taxes	22,978,621.00	22,978,621.00	0.00
240 Payments for Services Provided Local Governments	0.00	0.00	0.00
260 Non-Capital Sales	434,967.60	436,487.29	1,519.69

270 School Activity Income	213,108.87	245,878.07	32,769.20
280 Interest on Investments	2,268,155.14	2,268,155.14	0.00
290 Other Revenue, Local Sources	235,155.58	244,121.23	8,965.65
Subtotal Local Sources	26,130,008.19	26,173,262.73	43,254.54
Other School Districts Within Wisconsin			
340 Payments for Services	1,899,944.00	1,899,944.00	0.00
Revenue from Intermediate Sources			
510 Transit of Aids	18,172.00	18,172.00	0.00
State Sources			
610 State Aid -- Categorical	1,028,148.00	1,028,148.00	0.00
620 State Aid -- General	92,186,717.00	92,186,717.00	0.00
630 DPI Special Project Grants	48,273.00	170,223.43	121,950.43
640 Payments for Services	130,000.00	130,000.00	0.00
650 Student Achievement Guarantee in Education	2,314,008.99	2,314,008.99	0.00
660 Other State Revenue Through Local Units	15,000.00	15,000.00	0.00
690 Other Revenue	7,592,638.00	7,592,638.00	0.00
Subtotal State Sources	103,314,784.99	103,436,735.42	121,950.43
Federal Sources			
710 Transit of Aids	115,948.00	115,948.00	0.00
730 DPI Special Project Grants	2,912,814.00	2,912,814.00	0.00
750 IASA Grants	2,375,973.00	2,375,973.00	0.00
780 Other Federal Revenue Through State	0.00	0.00	0.00
790 Other Revenue from Federal Sources	0.00	0.00	0.00
Subtotal Federal Sources	5,404,735.00	5,404,735.00	0.00
Other Financing Sources			
860 Compensation, Fixed Assets	27,738.00	27,738.00	0.00
Other Revenues			
960 Adjustments	0.00	0.00	0.00
970 Refund of Disbursement	480,754.69	480,754.69	0.00
990 Miscellaneous	334,143.68	334,143.68	0.00
Subtotal Other Revenues	814,898.37	814,898.37	0.00
TOTAL REVENUES	137,610,280.55	137,775,485.52	165,204.97
EXPENDITURES	Revised Budget 5-31-25	Revised Budget 6-30-25	Budget Increase (Decrease)
Instruction			
110 000 Undifferentiated Curriculum	26,037,039.07	26,019,379.07	(17,660.00)
120 000 Regular Curriculum	31,187,187.66	31,175,807.66	(11,380.00)
130 000 Vocational Curriculum	3,228,223.11	3,285,174.23	56,951.12
140 000 Physical Curriculum	3,062,317.00	3,062,317.00	0.00
160 000 Co-Curricular Activities	1,567,687.07	1,580,608.33	12,921.26
170 000 Other Special Needs	527,987.00	527,810.00	(177.00)
Subtotal Instruction	65,610,440.91	65,651,096.29	40,655.38
Support Sources			
210 000 Pupil Services	6,226,170.06	6,245,360.06	19,190.00
220 000 Instructional Staff Services	6,096,422.96	6,150,779.96	54,357.00
230 000 General Administration	2,114,969.64	2,121,215.64	6,246.00
240 000 School Building Administration	8,233,588.59	8,234,759.79	1,171.20

250 000 Business Administration	18,220,393.48	18,306,826.29	86,432.81
260 000 Central Services	590,454.35	584,723.35	(5,731.00)
270 000 Insurance & Judgments	1,247,473.00	1,247,473.00	0.00
280 000 Debt Services	1,700.00	1,700.00	0.00
290 000 Other Support Services	3,225,371.11	3,225,371.11	0.00
Subtotal Support Sources	45,956,543.19	46,118,209.20	161,666.01
Non-Program Transactions			
410 000 Inter-fund Transfers	14,675,631.77	14,675,631.77	0.00
430 000 Instructional Service Payments	18,917,467.37	18,950,660.57	33,193.20
490 000 Other Non-Program Transactions	0.00	0.00	0.00
Subtotal Non-Program Transactions	33,593,099.14	33,626,292.34	33,193.20
TOTAL EXPENDITURES	145,160,083.24	145,395,597.83	235,514.59

SPECIAL EDUCATION (FUND 27)	Revised Budget 5-31-25	Revised Budget 6-30-25	Change in Budget
TOTAL REVENUES	24,133,484.77	24,133,484.77	-
100 000 Instruction	19,893,165.62	19,893,365.62	200.00
200 000 Support Services	4,168,069.15	4,167,869.15	(200.00)
400 000 Non-Program Transactions	72,250.00	72,250.00	-
TOTAL EXPENDITURES	24,133,484.77	24,133,484.77	-

6. INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 8531 – FREE AND REDUCED-PRICE MEALS – Mr. Mark Boehlke (Discussion/Possible Action)

Moved by Ms. Donohue, seconded by Mr. Madden to approve the introduction (first reading) of revised Policy 8531 – Operations; Free and Reduced-Price Meals. All ayes. Motion carried unanimously.

Mr. Boehlke explained that Neola is suggesting this revision for districts that have the Community Eligibility Provision (CEP), free meal eligibility for all students, to remove some of the free and reduced language and replace it with CEP language.

7. INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 8540 – VENDING MACHINES – Mr. Mark Boehlke (Discussion/Possible Action)

Moved by Mr. Madden, seconded by Ms. Donohue to approve the introduction (first reading) of revised Policy 8540 – Operations; Vending Machines. All ayes. Motion carried unanimously.

Mr. Boehlke explained that the revision is adding a nondiscrimination statement to the policy to be in compliance. He highlighted that this nondiscrimination statement has been added to several policies.

8. INTRODUCTION (FIRST READING) OF NEW BOARD OF EDUCATION POLICY 8550 – COMPETITIVE FOOD SALES – Mr. Mark Boehlke (Discussion/Possible Action)

Moved by Ms. Donohue, seconded by Mr. Madden to approve the introduction (first reading) of new Policy 8550 – Operations; Competitive Food Sales. All ayes. Motion carried unanimously.

Mr. Boehlke noted that this is a new policy, and that some of this language is included in the Wellness policy, but Neola recommends that this should be a stand-alone policy with language stating that we do not allow competitive foods to be sold during lunch along with additional clarification. The nondiscrimination statement is also included in this policy.

9. INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 8600 – TRANSPORTATION – Mr. Mark Boehlke (Discussion/Possible Action)

Moved by Mr. Madden, seconded by Ms. Donohue to approve the introduction (first reading) of revised Policy 8600 – Operations; Transportation. All ayes. Motion carried unanimously.

Mr. Boehlke explained that this policy has been updated to include language for district owned vehicles used for transporting students that those drivers should be under a written contract. Our attorneys have supplied that contract, which we started doing a year ago. This is required by Wisconsin State Statutes.

10. INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 8660 – TRANSPORTATION BY PRIVATE VEHICLE – Mr. Mark Boehlke (Discussion/Possible Action)

Moved by Ms. Donohue, seconded by Mr. Madden to approve the introduction (first reading) of the revised Policy 8660 – Operations; Transportation by Private Vehicle. All ayes. Motion carried unanimously.

11. INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 8680 – BUS SERVICES CONTRACTS – Mr. Mark Boehlke (Discussion/Possible Action)

Moved by Mr. Madden, seconded by Ms. Donohue to approve the introduction (first reading) of revised Policy 8680 – Operations; Bus Services Contracts. All ayes. Motion carried unanimously.

12. GIFTS – Mr. Mark Boehlke (Action)

Moved by Ms. Donohue, seconded by Mr. Madden to accept all gifts to the District, approving those \$2,500 and greater. All ayes. Motion carried unanimously.

<u>Gift</u>	<u>Donor</u>	<u>Building/Program</u>	<u>Amount</u>
<u>For Information</u>			
Monetary	Team Excel Youth Wrestling Club	North	1,000.00
2002 Chevrolet Trailblazer	Ramon Ruiz	North (Tech Ed)	500.00
Monetary	Sully's Ride Shop	Sheboygan Theatre Company	592.00
Monetary	Travis/Kris Gross	Sheboygan Theatre Company	100.00
Monetary	Acuity	Sheboygan Theatre Company	1,500.00
Monetary	Panera Bread	Sheboygan Theatre Company	113.77
<u>Action</u>			
Monetary	Visit Sheboygan	Sheboygan Theatre Company	3,000.00

The meeting adjourned at 6:20 p.m.



SHEBOYGAN AREA

— SCHOOL DISTRICT —

Committee Meeting Minutes, August 12, 2025

FACILITIES/RECREATION/THEATRE COMMITTEE – Mr. Peter Madden, Chair

Mr. Peter Madden, Chair, convened the meeting at 6:33 p.m.

Mr. Peter Madden, Ms. Denise Wittstock, Ms. Allie Tasche, and Mr. Santino Laster were present.

Ms. Sarah Ruiz-Harrison was excused.

1. FALL COMMUNITY RECREATION DEPARTMENT MARKETING INSERT – Mr. Jody Brooks (Information)

Mr. Brooks presented the marketing insert in The Sheboygan Sun and noted that in addition, hardcopies of the fall program guide would be distributed throughout the community. Mr. Brooks shared that registration for the fall programs opened today with a strong start.

2. COMMUNITY RECREATION DEPARTMENT PARTNERSHIP WITH OPTIMIST INTERNATIONAL CLUB OF SHEBOYGAN – Mr. Jody Brooks (Information)

Mr. Brooks reported that the Back to School Basics giveaway was held on August 9, 2025, at Longfellow Elementary School. There were 1,300 bags of supplies put together - 900 for elementary students and 400 for middle school students. Rockline donated two pallets of disinfecting wipes. Culver's fundraiser night raised over \$4,000 for supplies, and Noon Optimists donated 450 sets of Koss headphones which will be distributed to schools. Ms. Wittstock suggested that Mr. Brooks participate in a future meeting to discuss centralization of efforts, as several organizations in the area collect and donate school supplies, and try to make the process more seamless between organizations.

3. HORACE MANN MIDDLE SCHOOL SCOREBOARD UPDATE – Mr. Jody Brooks (Information)

Mr. Brooks provided an update on the Horace Mann Middle School scoreboard project. He highlighted that the new scoreboard was donated by Kohler Credit Union with a ten-year agreement that indicates if we want to make changes we can. The old scoreboard was relocated to the west field.

4. SHEBOYGAN THEATRE COMPANY FINANCIAL REPORT – Mr. Jody Brooks (Information)

There is no Sheboygan Theatre Company Financial Report until completion of the audit.

5. COMMUNITY RECREATION DEPARTMENT FINANCIAL REPORT – Mr. Jody Brooks (Information)

There is no Community Recreation Department Financial Report until completion of the audit.

Meeting adjourned at 6:44 p.m.



SHEBOYGAN AREA

SCHOOL DISTRICT

Committee Meeting Minutes of August 12, 2025

HUMAN RESOURCES COMMITTEE – Ms. Leah Hibl, Chair

Ms. Leah Hibl, Chair, called the meeting to order at 6:32 p.m.

Present: Ms. Leah Hibl, Ms. Mary Lynne Donohue, Ms. Kay Robbins, Ms. Heidi Bohmer

1. APPOINTMENTS – Ms. Jami Hintz (Confirming Action)

Moved by Ms. Donohue, seconded by Ms. Bohmer to confirm the following appointments. All ayes. Motion carried unanimously.

Ms. Hintz explained that both of the two special education teacher positions listed below, the individuals are not teachers; however, they are participating in the Residency in Teacher Education (RITE) program. They both do have bachelor degrees, but are not certified teachers, especially not in special education. Ms. Robbins questioned if these individuals would have mentoring and support. Ms. Hintz responded that there is a team of program support teachers under Jason Ledermann who will provide a lot of support and assist with writing the Individual Education Plans (IEP). There is also a possibility of hiring another program support teacher. There was further discussion pertaining to the RITE program and support of the special education positions.

TEACHERS

Kimberly Reed	Cross-Categorical	Xavier University	Bachelor's Degree
Cincinnati, Ohio	Farnsworth		\$49,604.00

Ms. Reed has been hired for the 2025-2026 school year. She will be participating in the RITE program with an anticipated completion date of December 2026. She will be certified in Cross-Categorical Special Education. She was one of two candidates interviewed.

Daniel TeSelle	Special Education – EBD	Southern New Hampshire	Bachelor's Degree
Sheboygan, WI	North High	University	\$48,104.00

Mr. TeSelle has been hired for the 2025-2026 school year. He has been serving as an Educational Assistant with the district since February 2025. He will be participating in the RITE program with an anticipated completion date of December 2026. He will be certified in Cross-Categorical Special Education. He was one of three candidates interviewed.

COOKS

Toenisha Fortune	North High	August 25, 2025	\$16.39 per hour
Modell McCambry	North High	August 25, 2025	\$16.07 per hour

CUSTODIAN

Greg Koschak	Jackson	August 04, 2025	\$20.54 per hour
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EDUCATIONAL ASSISTANTS

Alyssa Girdaukas	Longfellow	August 25, 2025	\$17.23 per hour
Jarod Glander	Jackson	August 25, 2025	\$20.49 per hour
Maxine Greer	Jackson	August 25, 2025	\$19.56 per hour

Katie Hildebrand	James Madison	August 25, 2025	\$20.27 per hour
Sammantha Lewis	Longfellow	August 25, 2025	\$17.09 per hour
Justinne Lopez	Farnsworth	August 25, 2025	\$17.66 per hour
Mariajose Molina	North High	August 25, 2025	\$17.10 per hour
Crystal TenHaken	Jackson	August 25, 2025	\$17.35 per hour
Brianna Rickman	CHANGE Academy	August 25, 2025	\$17.66 per hour
Ashlyn Roecker	Horace Mann	August 25, 2025	\$17.40 per hour
Anika Sjollem	Horace Mann	August 25, 2025	\$17.66 per hour
Brooke Xong	Grant	August 25, 2025	\$17.23 per hour

*Relative of SASD employee

2. LEAVE OF ABSENCE – Ms. Jami Hintz (Action)

Moved by Ms. Robbins, seconded by Ms. Boehmer to approve the following requests for a personal leave of absence without compensation. All ayes. Motion carried unanimously.

Emilia Garduno	Educational Assistant	North High	August 25, 2025 – December 19, 2025
Peggy Grimins	Educational Assistant	Lincoln-Erdman	August 25, 2025 – December 19, 2025
Elizabeth Raml	Teacher	Jackson	August 25, 2025 – June 5, 2026

3. SEPARATIONS – Ms. Jami Hintz (Information)

The following separations have been granted:

Carrie Doeblor	Educational Assistant	Jackson	July 08, 2025
Evangelina Ordonez	Cook	South High	July 16, 2025
Pa Vang	Educational Assistant	Jackson	July 16, 2025

The meeting adjourned at 6:43 p.m.



SHEBOYGAN AREA — SCHOOL DISTRICT —

Committee Meeting Minutes of August 12, 2025

COMMITTEE OF THE WHOLE – Ms. Heidi Boehmer, Chair

1. Vice President Boehmer called the meeting to order at 6:48 p.m.
2. Vice President Boehmer requested that everyone stand and join her in the Pledge of Allegiance.
3. Moved by Mr. Madden, seconded by Mr. Laster to approve the agenda. All ayes. Motion carried unanimously.
4. Present: Ms. Allie Tasche, Ms. Leah Hibl, Mr. Peter Madden, Ms. Kay Robbins, Mr. Santino Laster, Ms. Heidi Boehmer, Ms. Mary Lynne Donohue, Ms. Denise Wittstock

Excused: Ms. Sarah Ruiz-Harrison

5. **2026 WISCONSIN ASSOCIATION OF SCHOOL BOARDS (WASB) RESOLUTIONS – Mr. Santino Laster** (Information/Discussion)

President Laster noted the 2025 WASB Resolutions booklet is available on the Board of Education SharePoint site for review. He noted that if a Board member would like to make/edit any resolution, that the Board has until September 15, 2025, to submit the resolution, which would then get voted on at the Wisconsin State Education Convention in January.

6. **ADJOURN TO CLOSED SESSION PER WISCONSIN STATE STATUTES SEC. 19.85(1)(e)**
(*Action with roll call vote*) – To deliberating or negotiate the sale of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session; specifically, for the purpose of developing potential sale and negotiation strategy of district properties.

Moved by Ms. Donohue, seconded by Ms. Wittstock to adjourn to Closed Session at 6:50 p.m. All ayes. Motion carried unanimously. (Tasche, Hibl, Madden, Robbins, Laster, Boehmer, Donohue, Wittstock)

7. Moved Mr. Laster, seconded by Ms. Donohue to reconvene to Open Session at 6:58 p.m. All ayes. Motion carried unanimously.

Moved by Ms. Tasche, seconded by Mr. Laster, to authorize administration to create a Request for Proposal (RFP) to potentially sell district owned property known as [Parcel #59281719722 – 1227 Bell Avenue, Sheboygan, WI], based upon parameters discussed in Closed Session. All ayes. Motion carried unanimously.

Moved by Ms. Wittstock, seconded by Ms. Hibl, to direct administration to pursue options to sell property [Parcel #59281512730 – 1230 S. 24th Street, Sheboygan, WI] and bring any offers back to the Board for consideration. All ayes. Motion carried unanimously.

8. Moved by Mr. Laster, seconded by Ms. Wittstock to adjourn at 7:00 p.m. All ayes. Motion carried unanimously.