SHEBOYGAN AREA SCHOOL DISTRICT

BOARD OF EDUCATION

SHEBOYGAN AREA SCHOOL DISRICT
Sheboygan, Wisconsin

REGULAR MEETING AGENDA

Tuesday, December 9, 2025
6:15 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, December 9, 2025, at 6:15 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)

6:15 **I. CALL TO ORDER:** President

6:16 **II. PLEDGE OF ALLEGIANCE**

6:17 **III. APPROVAL OF THE AGENDA** (Action)

6:18 **IV. ROLL CALL** (Informal)

6:19 **V. APPROVAL OF MINUTES** (Discussion/Action)

Action on the Regular Board of Education meeting minutes of November 25, 2025 and Closed Session meeting minutes of November 25, 2025.

6:20 **VI. STUDENT REPRESENTATIVES** (Information)

Reports will be provided by:
South High School: Emma Martinez **North High School:** Asiah Clifton

6:24 **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.

6:25 **VIII. SUPERINTENDENT'S REPORT – Dr. Jacob Konrath** (Information)

A report of events/activities in the District will be provided.

6:30 **IX. MISCELLANEOUS**

10 min. **A. STRATEGIC (LONG-RANGE) PLAN QUARTERLY REVIEW – Dr. Jacob Konrath/Ms. Rachel Ledezma/Mr. Mark Boehlke/Ms. Jami Hintz** (Information/Discussion)

Administration will provide an update on the quarterly review of the Strategic (Long-Range) Plan.

1 min. **B. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 1130 – ETHICS AND CONFLICT OF INTEREST – Ms. Jami Hintz** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 1130 – Administration; Ethics and Conflict of Interest

1 min. **C. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 2210 – CURRICULUM DEVELOPMENT – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 2210 – Program; Curriculum Development

1 min. **D. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 2270 – RELIGION IN THE CURRICULUM – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 2270 – Program; Religion in the Curriculum

1 min. **E. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 2271.01 – START COLLEGE NOW PROGRAM – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 2271.01 – Program; Start College Now Program

1 min. **F. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 2416 – STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 2416 – Program; Student Privacy and Parental Access to Information

1 min. **G. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 3214 – STAFF GIFTS – Ms. Jami Hintz** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 3214 – Professional Staff; Staff Gifts

1 min. **H. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 3230 – ETHICS AND CONFLICT OF INTEREST – Ms. Jami Hintz** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 3230 – Professional Staff; Ethics and Conflict of Interest

1 min. **I. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 3281 – PERSONAL PROPERTY OF STAFF MEMBERS – Ms. Jami Hintz** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 3281 – Professional Staff; Personal Property of Staff Members

1 min. **J. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 4124 – LETTER OF REASONABLE ASSURANCE – Ms. Jami Hintz** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 4124 – Support Staff; Letter of Reasonable Assurance

1 min. **K. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 4214 – STAFF GIFTS – Ms. Jami Hintz** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 4214 – Support Staff; Staff Gifts

1 min. **L. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 4230 – ETHICS AND CONFLICT OF INTEREST – Ms. Jami Hintz** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 4230 – Support Staff; Ethics and Conflict of Interest

1 min. **M. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 5112 – ENTRANCE AGE – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 5112 – Students; Entrance Age

1 min. **N. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 5113 – OPEN ENROLLMENT PROGRAM (INTER-DISTRICT) – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 5113 – Students; Open Enrollment Program (Inter-District)

1 min. **O. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 5310.01 – EMERGENCY NURSING SERVICES – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 5112 – Students; Emergency Nursing Services

1 min. **P. 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

1 min. **Q. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 5411 – THIRD GRADE PROMOTION AND RETENTION: AT-RISK STUDENTS – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 5411 – Students; Third Grade Promotion and Retention: At-Risk Students

1 min. **R. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 5464 – EARLY GRADUATION – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 5464 – Students; Early Graduation

1 min. **S. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 5505 – ACADEMIC HONESTY – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 5505 – Students; Academic Honesty

1 min. **T. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 5512 – USE OF TOBACCO AND NICOTINE BY STUDENTS – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 5512 – Students; Use of Tobacco and Nicotine by Students

1 min. **U. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 5530 – STUDENT USE OR POSESSION OF INTOXICANTS, DRUGS, OR PARAPHERNALIA – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 5530 – Students; Student Use or Possession of Intoxicants, Drugs, or Paraphernalia

1 min. **V. ADOPTION (SECOND READING) TO DELETE BOARD OF EDUCATION POLICY 5611 – DUE PROCESS RIGHTS – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the adoption (second reading) to delete the following policy:

- Policy 5611 – Students; Due Process Rights

1 min. **W. ADOPTION (SECOND READING) TO DELETE BOARD OF EDUCATION POLICY 5710 – STUDENT COMPLAINTS – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the adoption (second reading) to delete the following policy:

- Policy 5710 – Students; Student Complaints

1 min. **X. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 6114 – COST PRINCIPLES – SPENDING FEDERAL FUNDS – Mr. Mark Boehlke** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 6114 – Finances; Cost Principles – Spending Federal Funds

1 min. **Y. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 6231 – BUDGET IMPLEMENTATION – Mr. Mark Boehlke** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 6231 – Finances; Budget Implementation

1 min. **Z. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 6235 – FUND BALANCE – Mr. Mark Boehlke** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 6235 – Finances; Fund Balance

1 min. **AA. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 6620 – FUND BALANCE – Mr. Mark Boehlke** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 6620 – Finances; Petty Cash

1 min. **BB. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 7410 - MAINTENANCE – Mr. Mark Boehlke** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 7410 – Property; Maintenance

1 min. **CC. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 7430 – SAFETY STANDARDS – Mr. Mark Boehlke** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 7430 – Property; Safety Standards

1 min. **DD. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 7440.02 – SMART MONITORING EQUIPMENT – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 7440.02 – Property; Smart Monitoring Equipment

1 min. **EE. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 8120 – VOLUNTEERS – Ms. Jami Hintz** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 8120 – Operations; Volunteers

1 min. **FF. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 8531 – FREE AND REDUCED-PRICE MEALS – Mr. Mark Boehlke** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 8531 – Operations; Free and Reduced-Price Meals

1 min. **GG. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 8600 – TRANSPORTATION – Mr. Mark Boehlke** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 8600 – Operations; Transportation

1 min. **HH. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 9151 – USE OF CAMERAS AND OTHER RECORDING DEVICES IN LOCKER ROOMS – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the adoption (second reading) of the following revised policy:

- Policy 9151 – Relations; Use of Cameras and Other Devices in Locker Rooms

7:13 **XI. REPORT OF COMMITTEES**

A. CURRICULUM AND INSTRUCTION COMMITTEE – Ms. Kay Robbins, Chair

1. Europe 2027 Fieldtrip (Information/Action)
2. Introduction of New Course (Information/Possible Action)

B. HUMAN RESOURCES COMMITTEE – Ms. Leah Hibl, Chair

1. Appointments (Confirming Action)
2. Leave of Absence (Action)
3. Separations (Information)
4. Retirement (Action)

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

1. Winter/Spring Community Recreation Department Marketing Insert (Information)
2. Sheboygan Theatre Company Financial Report (Action)

3. Community Recreation Department Financial Report (Action)
4. Facility Permit Report (Information)

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

1. Fund 41 Capital Projects (Action)
2. Statement of Cash Flow (Action)
3. Revenues and Expenditures Reports (Action)
4. Budget Revisions and Transfers of Appropriations (Action)
5. Fund 49 Referendum Projects (Information)
6. Gifts (Action)

7:20 **XII. FUTURE MEETING DATES** (Information/Possible Action)
January 13, 2026 – Committee meetings at 6:00 p.m.
January 27, 2026 - Regular Board of Education meeting at 6:00 p.m.

XIII. ADJOURN TO CLOSED SESSION PER WISCONSIN STATE STATUTES SECTION 19.75(1)(c) *(Action with roll call vote)* – To consider employment, promotion, compensation, or performance evaluation data of any public employee over which the Board of Education has jurisdiction or exercises responsibility – Review status of individual administrative contract.

XIV. Reconvene to Open Session (Action)

XV. Adjourn (Action)

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

JK/jjh

Please note that the special needs of individuals with disabilities, who wish to attend the meeting will be accommodated through appropriate aids and services. For additional information, or to request assistance, please contact Assistant Superintendent Mark Boehlke, at the Department of Business and Operational Services, 3330 Stahl Road, Sheboygan, WI 53081 (920) 459-3955.

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.

SHEBOYGAN AREA SCHOOL DISTRICT

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BOARD OF EDUCATION
SHEBOYGAN AREA SCHOOL DISTRICT
Sheboygan, Wisconsin
REGULAR MEETING MINUTES
Tuesday, November 25, 2025

The regular meeting of the Board of Education of the Sheboygan Area School District was held on Tuesday, the 25th day of November, 2025, at 6:00 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 6:00 p.m.

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

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

Present: Ms. Allie Tasche, Ms. Leah Hibl, Mr. Santino Laster, Ms. Heidi Boehmer, Ms. Sarah Ruiz-Harrison (arrived at 6:04 p.m.), Ms. Denise Wittstock, Ms. Mary Lynne Donohue, Mr. Peter Madden, Ms. Kay Robbins

APPROVAL OF MINUTES

Moved by Ms. Boehmer, seconded by Ms. Tasche to approve the Regular Board of Education meeting minutes of October 28, 2025 and Closed Session meeting minutes of October 28, 2025. All ayes. Motion carried unanimously.

STUDENT REPRESENTATIVES

Ms. Katelynn Marver, Central High School student representative, Mr. Derek DiBona, George D. Warriner High School student representative, and Mr. Eric Reilly, Étude High School student representative shared their reports of events and activities that have been occurring at their respective schools.

STUDENT RECOGNITION

Mr. Tony Johannes acknowledged students who were members of the Lakeland University Math Meet Championship Team.

COMMUNITY INPUT

There was no community input.

SUPERINTENDENT'S REPORT

Dr. Konrath congratulated Ms. Nicole Sondalle and Ms. Lisa Koepsell for receiving top level awards on two district publications which were also selected as Best of Category at the annual Wisconsin School Public Relations Association Conference. North High School Career Expo was recently held which introduced more than 1,500 students to 50 employers, and community partners for an opportunity to learn about careers and post-secondary options. The Hour of Code Event, a worldwide movement that aims to introduce individuals to computer science through coding activities will be held on December 11, and the Sheboygan Public Education Foundation (SPEF) All in for Education event took place November 7. November is National Homeless Youth Awareness Month and the District has served more than 350 students who experienced homelessness or housing instability during the 2024-2025 school year. Dr. Konrath thanked all who were involved in the Veteran's Day program.

MISCELLANEOUS

A. ROOTS-LNRP – SASD Collaboration Project

Mr. Fessler provided the project overview noting that 217 trees have been planted at six district schools (Grant, Cooper, Pigeon River, and Jackson Elementary Schools, North and South High Schools). Mr. Miller added that all tree types/species are vetted by the DNR, the project is funded by a $50,000 joint financial commitment, and they track the volunteer hours that go into the project. The project funding covers cost of trees, cost of stump digging, metal stakes and straps, and survey and marking equipment. The mission is to offset local carbon emissions, provide educational opportunities for students, and to expand upon existing SASD and Wisconsin curricula regarding urban forestry. This is the first project of its kind in Wisconsin, and they hope to establish a formula that could be replicated by other cities seeking ways to implement sustainability efforts. The next steps are to renew the DNR Urban Forestry Grant application in hopes of receiving further state funding, seek private donors and organizations to help fund additional planting efforts, and to monitor tree health and growth and replace the few trees that do not survive where needed.

B. Sheboygan Area School District Report Cards and Assessment Data

Dr. Konrath reported that Ms. Blum has a very good grasp of the data and that there are parts of the report card that are relevant and that we find to be beneficial, and then there are just areas of noise. Ms. Blum talked about the District's philosophy for measuring success and how the District will move forward with continuous improvement. She discussed what changes have occurred to the report card such as rating category score ranges, two years of achievement data (usually three years of data), no 2023-24 scale adjustment, and norming update and how they have impacted the District's report card. The District continues to meet expectations with an overall score of 63.7 which falls in the typical range along with the majority of school districts in the State. Ms. Ledezma noted that if you have schools that are more economically disadvantaged that will weigh into the "growth" portion of the chart. Nineteen schools overall went up in score or a category. Ms. Blum reviewed the Forward test scoring for elementary and middle school compared to the State showing a year-to-year improvement in proficiency at the elementary level. Ms. Ledezma discussed the report card comparisons with 9 peered school districts that are similar to our district. While we have high numbers of disadvantaged students, the District still outperformed our comparison group average. Ms. Ledezma talked about the academic return on investment and the continuous improvement that will occur which remain the same from the previous year.

Ms. Donohue asked about the standardized test and what the Department of Public Instruction (DPI) changed and Dr. Konrath responded that it is difficult to explain to the public, but it is also dangerous when the DPI cannot explain how they do this, which continues to correlate based on free and reduced lunch. The growth piece counts so much for the District's score because while other schools have better growth, but we have better achievement it does not make sense and there is never a good answer for that. He added schools that do not have free and reduced lunch do not have to show growth as compared to our district. Ms. Boehmer commented that the programmatic priorities that are being used to build everything is the highlight of what we do and why we do it. Ms. Tasche asked if administration is hopeful with ACT 20 and if they feel it will make for even greater progress and Ms. Ledezma responded that they are hopeful that there will be an impact and that it will be reflected in our Forward data.

C. Referendum/Facilities Update

Dr. Konrath reported that administration is feeling good about where we are with the budget including about $3 million over budget. The District has a $6 million contingency in place and what we are hearing is that they are receiving many phone calls for these referendum projects (market is soft and bidding is lower than expected) which is a cost savings to the District. Moving forward with preparing the roofs with solar - geothermal proved to be too difficult for the sites, and he is hoping to share the video of the interior space at the next board meeting. The phasing of the projects is a little tricky, but they feel good from a design and budget process.

D. Community Tax Information Communication

Dr. Konrath wanted to bring this discussion forward one more time with an update. Sheboygan, Sheboygan Falls, and Oostburg School Districts were the only districts who wanted to move forward with the idea. Most districts did not want to pay to have a postcard with this information and will share the information through their parent newsletters. We can prepare a postcard which will now only come from the District and use parent newsletters and/or the community newsletter to share the information. He does not have any guidance or suggestions to give so he would like the Board to discuss further. Ms. Boehmer commented that she was surprised that the other school boards did not jump on board with this and still feels it is important to get it into a community newsletter as parents need to be aware. Ms. Tasche asked about more specifics and Dr. Konrath commented that boards started looking at what they did and did not want for information. Some of the districts do not want the politics of it and just want to provide facts. The cost for the postcard on our own is approximately $6k. Ms. Donohue noted there is consensus to put the information in the parent and community newsletters and that we should forego

the postcard for the time being. Mr. Madden asked about the information being placed on the tax bill. Ms. Donohue added that all the tax bills are handled by the Sheboygan County Treasurer and there were some concerns, but she is hoping it will change in the future.

H. Motion of the School Board to Ratify the November 11, 2025 Action of the Committee of the Whole Approving the Resolution Establishing Parameters for the Sale of Not to Exceed $9,500,000 General Obligation Promissory Notes (2025) and to Further Ratify the November 19, 2025 Action of the District President and the District Clerk Approving the Details of the Sale of General Obligation Promissory Notes (2025)

Moved by Ms. Hibl, seconded by Ms. Boehmer to ratify the November 11, 2025 action of the Committee of the Whole approving the resolution establishing parameters for the sale of not to exceed $9,500,000 general obligation promissory notes (2025) and to further ratify the November 19, 2025 action of the District President and the District Clerk approving the details of the sale of general obligation promissory notes (2025). All ayes. Motion carried unanimously.

Mr. Boehlke explained that this is being done because Quarles did not like the action taken during the Committee of the Whole meeting for language purposes. They were more comfortable if the Board ratified and took action this evening at a Regular Board of Education meeting, thus following their recommendation.

I. Motion of the School Board to Ratify the November 11, 2025 Action of the Committee of the Whole Approving the Resolution Establishing Parameters for the Sale of Not to Exceed $9,500,000 General Obligation Promissory Notes (2026)

Moved by Ms. Tasche, seconded by Ms. Wittstock to ratify the November 11, 2025 action of the Committee of the Whole approving the resolution establishing parameters for the sale of not to exceed $9,500,000 general obligation promissory notes (2026). All ayes. Motion carried unanimously.

REPORT OF COMMITTEES

A. CURRICULUM & INSTRUCTION COMMITTEE

Moved by Ms. Robbins, seconded by Ms. Hibl to accept the Curriculum and Instruction Committee recommendation to approve agenda items #3, #4, #5, #6, #7, #8, #9, #10, #11, #12, #13, #14, #15, #16, and #17. All ayes. Motion carried unanimously.

1. Luxembourg 2026 Fieldtrip

Moved by Ms. Robbins, seconded by Ms. Boehmer to accept the Curriculum and Instruction Committee recommendation to approve South High School students to travel to Luxembourg, Germany, March 20-April 1, 2026. All ayes. Motion carried unanimously.

From the committee meeting:
Moved by Ms. Hibl, seconded by Ms. Tasche to accept administration's recommendation for South High School students to travel to Luxembourg, Germany, March 20-April 1, 2026 to strengthen relationships (academically and culturally) with our sister school as per Policy 2340. All ayes. Motion carried unanimously.

2. Class Size Report

From the committee meeting:
Ms. Ledezma presented the Class Size Report which provides the school board with an update on current class sizes within the District. She reported that there are ten schools that have no classes above the class size policy. Administration continues to monitor schools who have sections with high student numbers and explained the various elements that are looked at with those classes. If there is a need to shift a staff member, or budgetary concerns they are re-evaluated. Dr. Konrath added that principals are given the freedom to make decisions with regards to class size in coordinator with the Student and Instructional Services Coordinators as well as department chairs, and while we look to have smaller class sizes, there is a cost associated with it. He added that there is a lot of thought that goes into these decisions, and it is always a difficult discussion.

Ms. Robbins has concerns with the student numbers in first grade at Jackson Elementary School and Ms. Ledezma noted that while there are higher numbers of students there are additional supports in place. Ms. Wittstock asked who makes the determination on grade splitting and Ms. Ledezma responded that it just occurs if there are not enough students for a class.

From the committee meeting:
Ms. Robbins noted she would like one motion for agenda items #3, #4, #5, #6, #7, #8, #9, #10, #11, #12, #13, #14, #15, #16, and #17, and asked if the committee had questions on any of the policies and there were none.

Moved by Ms. Tasche, seconded by Ms. Wittstock to approve agenda items #3 through #17. All ayes. Motion carried unanimously.

3. **Introduction (First Reading) of Revised Board of Education Policy 2210 – Program; Curriculum Development**
4. **Introduction (First Reading) of Revised Board of Education Policy 2270 – Program; Religion in the Curriculum**
5. **Introduction (First Reading) of Revised Board of Education Policy 2271.01 – Program; Start College Now Program**
6. **Introduction (First Reading) of Revised Board of Education Policy 2416 – Program; Student Privacy and Parental Access to Information**
7. **Introduction (First Reading) of Revised Board of Education Policy 5112 – Students; Entrance Age**
8. **Introduction (First Reading) of Revised Board of Education Policy 5113 – Students; Open Enrollment Program (Inter-District)**
9. **Introduction (First Reading) of Revised Board of Education Policy 5310.01 – Students; Emergency Nursing Services**
10. **Introduction (First Reading) of Revised Board of Education Policy 5330 – Students; Administration of Medication/Emergency Care**
11. **Introduction (First Reading) of Revised Board of Education Policy 5411 – Students; Third Grade Promotion and Retention: At-Risk Students**
12. **Introduction (First Reading) of Revised Board of Education Policy 5464 – Students; Early Graduation**
13. **Introduction (First Reading) of Revised Board of Education Policy 5505 – Students; Academic Honesty**
14. **Introduction (First Reading) of Revised Board of Education Policy 5512 – Students; Use of Tobacco and Nicotine by Students**
15. **Introduction (First Reading) of Revised Board of Education Policy 5530 – Students; Student Use or Possession of Intoxicants, Drugs, or Paraphernalia**
16. **Introduction (First Reading) of Revised Board of Education Policy 7440.02 – Property; Smart Monitoring Equipment**
17. **Introduction (First Reading) of Revised Board of Education Policy 9151 – Relations; Use of Cameras and Other Devices in Locker Rooms**

18. Introduction (First Reading) to Delete Board of Education Policy 5611 – Due Process Rights

Moved by Ms. Robbins, seconded by Ms. Donohue to accept the Curriculum and Instruction Committee recommendation to approve the introduction (first reading) to delete Board of Education Policy 5611 – Students; Due Process Rights. All ayes. Motion carried unanimously.

From the committee meeting:
Moved by Ms. Wittstock, seconded by Ms. Hibl to approve the introduction (first reading) to delete Board of Education Policy 5611 – Students; Due Process Rights. All ayes. Motion carried unanimously.

19. Introduction (First Reading) to Delete Board of Education Policy 5710 – Student Complaints

Moved by Ms. Robbins, seconded by Mr. Madden to accept the Curriculum and Instruction Committee recommendation to approve the introduction (first reading) to delete Board of Education Policy 5710 – Students; Student Complaints. All ayes. Motion carried unanimously.

From the committee meeting:
Moved by Ms. Wittstock, seconded by Ms. Hibl to approve the introduction (first reading) to delete Board of Education Policy 5710 – Students; Student Complaints. All ayes. Motion carried unanimously.

B. HUMAN RESOURCES COMMITTEE

Moved by Ms. Hibl, seconded by Ms. Donohue to accept the Human Resources Committee recommendation to approve agenda items #5, #6, #7, #8, #9, #10, #11, and #12. All ayes. Motion carried unanimously.

1. Appointments

Moved by Ms. Hibl, seconded by Ms. Donohue to accept the Human Resources Committee recommendation to confirm appointments. All ayes. Motion carried unanimously.

From the committee meeting:
Moved by Ms. Donohue, seconded by Ms. Robbins to confirm the following appointments. All ayes. Motion carried

unanimously.

COOK			
Latricia Trotter	South High	October 28, 2025	$15.57 per hour
CUSTODIAN			
Moses Wilke	Madison	November 03, 2025	$19.98 per hour
EDUCATIONAL ASSISTANTS			
Aaron Covey	Jackson	October 28, 2025	$18.20 per hour
Ashley Phillips	Jackson	November 03, 2025	$18.80 per hour
Jennifer Smith	ASPIRE	October 20, 2025	$25.74 per hour
Therese Weaver	Wilson	November 03, 2025	$18.00 per hour
ELECTRICIAN			
Andrew Thimmig	District-Wide	November 04, 2025	$35.00 per hour

2. Leave of Absence

Moved by Ms. Hibl, seconded by Ms. Boehmer to accept the Human Resources Committee recommendation to approve requests for personal leave of absence without compensation. All ayes. Motion carried unanimously.

From the committee meeting:
Moved by Ms. Donohue, seconded by Ms. Boehmer to approve the following request for a personal leave of absence without compensation. All ayes. Motion carried unanimously.

Kevana Ruffin	Educational Assistant	Longfellow	October 27, 2025 – December 18, 2025

3. Separations

From the committee meeting:
The following separations have been granted:

Christina Flores	Cook	Cooper	October 10, 2025
Jill Hirschmann	Educational Assistant	Jefferson	October 10, 2025
Sondra Kallman	Educational Assistant	Wilson	October 22, 2025
Ana Maria Pabayos	Teacher	South High	October 31, 2025
David Smith	Carpenter	Facilities	October 30, 2025

4. Retirements

Moved by Ms. Hibl, seconded by Ms. Tasche to accept the Human Resources Committee recommendation to approve employee requests to retire. All ayes. Motion carried unanimously.

From the committee meeting:
Moved by Ms. Donohue, seconded by Ms. Boehmer to grant the following requests to retire and that the employees be recognized for their years of service per board policy. All ayes. Motion carried unanimously.

Vicki Rautmann	Educational Assistant	North High	10.25 years of service
Thomas Resch	Custodian	Recreation Department	25.25 years of service
Sarah Resch	Educational Assistant	Sheridan	28.25 years of service

5. Introduction (First Reading) of Revised Board of Education Policy 1130 – Ethics and Conflict of Interest

From the committee meeting:
Moved by Ms. Boehmer, seconded by Ms. Donohue to approve the introduction (first reading) of revised Board of Education Policy 1130 – Administration; Ethics and Conflict of Interest. All ayes. Motion carried unanimously.

6. Introduction (First Reading) of Revised Board of Education Policy 3230 – Ethics and Conflict of Interest

   From the committee meeting:
   Moved by Ms. Boehmer, seconded by Ms. Donohue to approve the introduction (first reading) of revised Board of Education Policy 3230 – Professional Staff; Ethics and Conflict of Interest. All ayes. Motion carried unanimously.

7. Introduction (First Reading) of Revised Board of Education Policy 4230 – Ethics and Conflict of Interest

   From the committee meeting:
   Moved by Ms. Donohue, seconded by Ms. Boehmer to approve the introduction (first reading) of revised Board of Education Policy 4230 – Support Staff; Ethics and Conflict of Interest. All ayes. Motion carried unanimously.

8. Introduction (First Reading) of Revised Board of Education Policy 3214 – Staff Gifts

   From the committee meeting:
   Moved by Ms. Boehmer, seconded by Ms. Donohue to approve the introduction (first reading) of revised Board of Education Policy 3214 – Professional Staff; Staff Gifts. All ayes. Motion carried unanimously.

9. Introduction (First Reading) of Revised Board of Education Policy 4214 – Staff Gifts

   From the committee meeting:
   Moved by Ms. Robbins, seconded by Ms. Boehmer to approve the introduction (first reading) of amended revised Board of Education Policy 4214 – Support Staff; Staff Gifts. All ayes. Motion carried unanimously.

   Ms. Hibl noted that in the second paragraph of the recommended language, the first word "Teacher" should be corrected to "Support staff."

10. Introduction (First Reading) of Revised Board of Education Policy 3281 – Personal Property of Staff Members

    From the committee meeting:
    Moved by Ms. Donohue, seconded by Ms. Boehmer to approve the introduction (first reading) of revised Board of Education Policy 3281 – Professional Staff; Personal Property of Staff Members. All ayes. Motion carried unanimously.

11. Introduction (First Reading) of Revised Board of Education Policy 4124 – Letter of Reasonable Assurance

    From the committee meeting:
    Moved by Ms. Boehmer, seconded by Ms. Donohue to approve the introduction (first reading) of revised Board of Education Policy 4124 – Support Staff; Letter of Reasonable Assurance. All ayes. Motion carried unanimously.

12. Introduction (First Reading) of Revised Board of Education Policy 8120 – Volunteers

    From the committee meeting:
    Moved by Ms. Donohue, seconded by Ms. Boehmer to approve the introduction (first reading) of revised Board of Education Policy 8120 – Operations; Volunteers. All ayes. Motion carried unanimously.

C. FACILITIES/RECREATION/THEATRE COMMITTEE

1. 2025 RDK Legacy Grant

   From the committee meeting:
   Mr. Brooks reported that this has been a continuous grant; however, this year they have increased the amount to $25,000. The RDK Legacy program was established in 2022 to support arts and culture organizations that Ruth DeYoung Kohler II personally supported throughout her lifetime.

2. Sheboygan Theatre Company Financial Report

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

From the committee meeting:
Moved by Ms. Ruiz-Harrison, seconded by Ms. Wittstock to accept the Sheboygan Theatre Company Financial Report through September 30, 2025. All ayes. Motion carried unanimously.

3. Community Recreation Department Financial Report

Moved by Mr. Madden, seconded by Ms. Tasche to accept the Facilities/Recreation/Theatre Committee recommendation to accept the Community Recreation Department Financial Report through September 30, 2025. All ayes. Motion carried unanimously.

From the committee meeting:
Moved by Ms. Tasche, seconded by Ms. Ruiz-Harrison to accept the Community Recreation Department Financial Report through September 30, 2025. All ayes. Motion carried unanimously.

4. Facility Permit Report

From the committee meeting:
Mr. Brooks presented the Facility Permit Report through October 31, 2025 for information.

D. FINANCE & BUDGET COMMITTEE

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

Moved by Ms. Ruiz-Harrison, seconded by Ms. Wittstock to accept the Finance and Budget Committee recommendation to approve agenda items #7, #8, #9, #10, #11, #12, #13, and #14. All ayes. Motion carried unanimously.

1. Fund 41 Capital Projects

From the committee meeting:
Moved by Ms. Boehmer, seconded by Ms. Donohue to approve the Fund 41 Capital Projects through September 30, 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 September 30, 2025, as presented. All ayes. Motion carried unanimously.

3. Revenues and Expenditures Reports

From the committee meeting:
Moved by Mr. Madden, seconded by Ms. Donohue to approve the Revenue & Expenditures reports through September 30, 2025, as presented. All ayes. Motion carried unanimously.

Mr. Boehlke noted that under 'Support Services – Capital Objects' the expenditure amount of $767,914 is considerably higher than last year at this time, which is because the bulk of the equipment was purchased for the secondary data center in the Administrative Services Building. This is part of IT infrastructure designated funds that have not been revised; however, after fund balance is approved, the expenditure will no longer be overbudget.

4. Budget Revisions and Transfers of Appropriations

From the committee meeting:
There are no budget revisions or transfers in the month of September.

5. Nutritional Services Update

From the committee meeting:
Ms. Grace Tesmer, School Nutrition Coordinator, provided a presentation giving an update on the Nutritional Services Department. Ms. Tesmer reported that the School Nutritional Association posted today that the Senate passed a bill last night that includes full year funding for USDA ensuring continued support for federal and nutritional assistance programs including school meals, SNAP, and WIC. This measure now goes to the House for a vote. She highlighted that this is year three of

four for the district-wide Community Eligibility Program (CEP) that offers free breakfast and lunch for all Sheboygan Area School District students. After-school supper meals are available at nine sites with seven of those offering hot meals. Ms. Tesmer reported that breakfast and lunch counts are down compared to last year; however, the supper meal counts are higher than last year at this time. The District is using DataWrangler, which is a real-time energy analysis tool that tracks usage and identifies ways to cut energy costs in the kitchens. Currently, this is being used in the middle and high school kitchens. She spoke about the freezer and cooler alarms that are in the school kitchens. The purpose is to monitor the temperature in the coolers and freezers, and this provides alerts and detects equipment issues early to prevent food loss.

6. Fund Balance Designation Discussion

   Moved by Ms. Ruiz-Harrison, seconded by Ms. Donohue to accept the Finance and Budget Committee recommendation for the June 30, 2025 fund balance designations. All ayes. Motion carried unanimously.

   From the committee meeting:
   Moved by Ms. Donohue, seconded by Ms. Boehmer to approve administration's recommendation for the June 30, 2025, fund balance designations as presented. All ayes. Motion carried unanimously.

   Mr. Boehlke noted there are a few minor changes to the carryover amounts that were presented last month for fund balance designations. He reported that the updated carryover amount increased from $4,309,767 to $4,313,450, updated unassigned for working capital amount from $25,210,237.91 to $25,206,554.91, and an updated 2025-26 original budget amount from $150,634,316.24 to $150,903,161.24. The unassigned fund balance is still equal to 16.7% of the 2025-26 general budget. Board policy requires an unassigned balance of 15-20%. He explained that the unassigned fund balance is used for working capital and avoids the need for the District to borrow for cash flow purposes. Mr. Boehlke noted that any of the fund balance designations can be changed at any time during the school year.

7. Introduction (First Reading) of Revised Board of Education Policy 6114 – Cost Principles – Spending Federal Funds

   From the committee meeting:
   Moved by Mr. Madden, seconded by Ms. Boehmer to approve the introduction (first reading) of revised Board of Education Policy 6114 – Finances; Cost Principles – Spending Federal Funds. All ayes. Motion carried unanimously.

8. Introduction (First Reading) of Revised Board of Education Policy 6231 – Budget Implementation

   From the committee meeting:
   Moved by Ms. Donohue, seconded by Ms. Boehmer to approve the introduction (first reading) of revised Board of Education Policy 6231 – Finances; Budget Implementation. All ayes. Motion carried unanimously.

9. Introduction (First Reading) of Revised Board of Education Policy 6235 – Fund Balance

   From the committee meeting:
   Moved by Mr. Madden, seconded by Ms. Donohue to approve the introduction (first reading) of revised Board of Education Policy 6235 – Finances; Fund Balance. All ayes. Motion carried unanimously.

10. Introduction (First Reading) of Revised Board of Education Policy 6620 – Petty Cash

    From the committee meeting:
    Moved by Ms. Boehmer, seconded by Ms. Donohue to approve the introduction (first reading) of revised Board of Education Policy 6620 – Finances; Petty Cash. All ayes. Motion carried unanimously.

11. Introduction (First Reading) of Revised Board of Education Policy 7410 – Maintenance

    From the committee meeting:
    Moved by Mr. Madden, seconded by Ms. Donohue to approve the introduction (first reading) of revised Board of Education Policy 7410 – Property; Maintenance. All ayes. Motion carried unanimously.

12. Introduction (First Reading) of Revised Board of Education Policy 7430 – Safety Standards

    From the committee meeting:
    Moved by Mr. Madden, seconded by Ms. Donohue to approve the introduction (first reading) of revised Board of Education Policy 7430 – Property; Safety Standards. All ayes. Motion carried unanimously.

13. Introduction (First Reading) of Revised Board of Education Policy 8531 – Free and Reduced-Price Meals

    From the committee meeting:
    Moved by Ms. Boehmer, seconded by Ms. Donohue to approve the introduction (first reading) of revised Board of Education Policy 8531 – Operations; Free and Reduced-Price Meals. All ayes. Motion carried unanimously.

14. Introduction (First Reading) of Revised Board of Education Policy 8600 – Transportation

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

15. Gifts

    Moved by Ms. Ruiz-Harrison, seconded by Ms. Hibl 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 Mr. Madden, seconded by Ms. Boehmer to accept all gifts to the District, approving those $2,500 and greater. All ayes. Motion carried unanimously.

Gift	Donor	Building/Program	Amount
For Information			
Trumpet	The Lambrecht Family	Horace Mann	$250.00
VISA Gift Card	Corporate Thrivent Leading Generosity Community Impact Program	Urban	250.00
Monetary	Annelle Anderson	North	700.00
Monetary	Milwaukee Robotics Academy	North (Red Raider Robotics)	1,750.00
Monetary	Barbara Thode	SASD Music Dept.	50.00
For Action			
Monetary	Frank G. & Freida K. Brotz Family Fdtn	Sheboygan Theatre Company	3,000.00
Monetary	Optimist Club	Sheridan (Book Vending with books)	7,803.68
Monetary	Jay Christopher	North (Baseball)	2,500.00
Monetary	Rockline Industries	North (Red Raider Robotics)	2,500.00
Student Passes (1,825)	Marcus Theatres	SASD	20,221.00
Monetary	Cathy Nack	Sheridan (Reading Garden in memory of Kyle Nack)	5,000.00
Monetary	Bartelt Family Fund	North (Red Raider Robotics)	10,000.00

E. COMMITTEE OF THE WHOLE

1. Vice President Boehmer called the meeting to order at 6:49 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

5. Resolution Establishing Parameters for the Sale of Not to Exceed $9,500,000 General Obligation Promissory Notes (2025)

   Moved by Mr. Laster, seconded by Ms. Wittstock to approve the resolution establishing parameters for the sale of not to exceed $9,500,000 general obligation promissory notes (2025). All ayes. Motion carried unanimously.

   Mr. Boehlke introduced Mr. Brian Brewer of R.W. Baird Public Finance. Mr. Brewer explained that the next two agenda items are for the next components of the referendum financing. This past December, the first portion of the referendum borrowing locked in the $93 million general promissory notes at 3.78% versus the planning rate of 4.75% interest rates, which was significant. Mr. Brewer stated they are seeking Board approval for the two resolutions which are establishing the parameters that the school board is authorizing the clerk and president the authority to allow for borrowing. Mr. Brewer

reviewed the financing goals, debt structuring and timeline for borrowing and repayment of the general obligation promissory notes (2025) and (2026). He added that Phase II is to lock in $9.5 million general obligation promissory notes with the closing in December 2025. Phase III will lock in $9.5 million general obligation promissory notes to close by early spring 2026. This would give the project account another $19 million in funds out of the remaining $28 million. He noted that Phase IV of the remaining $9 million is currently planned for early 2027. He explained the reason for doing separate resolutions under $10 million is because there is an additional federal tax law that allows banks to take an additional tax write off, if they buy from municipal issuers like the school district, when they borrow less than $10 million in a calendar year, and that is why the timeline is so important. By closing in 2025, that counts for this calendar year and closing in 2026, counts for that calendar year. This allows the District to benefit for both issues. He explained that the banks take that write-off and offer lower interest rates to the District. How much lower changes every week, right now about half-percent; however, on each of these the District will save over $1 million in interest costs. The first payment of these would be March 1, 2026, and that is built into the budget. Mr. Brewer highlighted that the key takeaway is that the District is significantly better than what was communicated a year ago leading into the referendum.

6. Resolution Establishing Parameters for the Sale of Not to Exceed $9,500,000 General Obligation Promissory Notes (2026)

   Moved by Ms. Ruiz-Harrison., seconded by Ms. Robbins to approve the resolution establishing parameters for the sale of not to exceed $9,500,000 general obligation promissory notes (2026). All ayes. Motion carried unanimously.

7. Community Tax Information Communication

   Moved by Ms. Donohue, seconded by Ms. Tasche, to approve sending a postcard as drafted in conjunction with or without the other school districts. All ayes. Motion carried unanimously.

   Dr. Konrath spoke about meeting with Sheboygan County school superintendents to discuss getting state aid information out to community members, as far as no money being added to state aid and having a negative impact on what school districts will have to do locally for taxes. He highlighted that Ms. Boehmer attended the last meeting and from those discussions, they talked about how school boards, in a unified matter, could send information out, and they produced this draft postcard. He reviewed information that was outlined on the postcard which included that Wisconsin has dropped from 11th to 26th in pupil spending over the last 12 years; public schools in Sheboygan County are getting $4.3 million less in state funding for the 2025-2026 school year. This data is from Wisconsin Policy Forum, a statewide nonpartisan organization. Dr. Konrath reported he is not sure how many of the other superintendents will carry this forward with their school boards. He noted the Board can determine to send the postcard out whether the other school districts follow through or not, as it is important to get this information out to our community members and board members agreed. There was discussion about adding an additional source/site along with the Wisconsin Policy Forum data on the draft postcard. The postcard will be designed and printed in-house with the cost per postcard approximately .16 cents, printing about $3,000 and postage approximately $3,000.

8. Moved by Mr. Laster, seconded by Ms. Donohue to adjourn at 7:33 p.m. All ayes. Motion carried unanimously.

F. SPECIAL BOARD COMMITTEES/ASSIGNMENTS

1. Legislative Roundtable – Dr. Konrath reported that any discussion that is brough up he is asking if it applies to vouchers. There are a number of concerns he has with regards to students (i.e., withdrawals, expulsions). Some of the legislative bills he does not think have legs, but he is waiting on a response from our legislators on why something is good for public students but not voucher students.
2. Sheboygan Public Education Foundation – Ms. Wittstock referenced the meeting minutes and highlighted the All in for Education event which raised the highest amount of revenue ever. The Foundation is reviewing the process for teacher grants, looking at a budget of $30k, providing mid-year school supplies, and looking to increase the Board of Directors.
3. Human Growth and Development Citizens' Advisory Committee – Ms. Tasche reported the committee's work is primarily on content review, key vocabulary, scope and sequence, etc. They will continue to focus on some design and delivery in the future.

FUTURE MEETING DATES

December 9, 2025 – Committee meetings at 6:00 p.m.
December 23, 2025 - Regular Board of Education meeting at 6:00 p.m.

The Board was in consensus to have one meeting on December 9, 2025 with the committee meetings beginning at 6:00 p.m. and the Regular Board of Education meeting beginning at 6:15 p.m.

ADJOURN

Moved by Ms. Wittstock, seconded by Ms. Donohue to adjourn at 7:54 p.m. to Closed Session per Wisconsin State Statutes 19.85(1)(c) – To consider employment, promotion, compensation, or performance evaluation data of any public employee over which the Board of Education has jurisdiction or exercises responsibility: for the purpose of consideration of modification to an administrative contract under Section 118.24 of the Wisconsin Statutes for an administrative staff member for the 2026-2027 school year. A roll call vote was taken and carried unanimously (Tasche, Hibl, Madden, Robbins, Laster, Boehmer, Ruiz-Harrison, Donohue, Wittstock).

Moved by Ms. Robbins, seconded by Ms. Wittstock to reconvene at 8:35 p.m. to Open Session. All ayes. Motion carried unanimously.

Moved by Ms. Hibl, seconded by Ms. Tasche to adjourn at 8:36 p.m. All ayes. Motion carried unanimously.

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

Report to Board of Education on District Goals

Date: December 9, 2025
Pillar 1: Student Success – Upon graduation, all students will be prepared to successfully take the next step in their self-defined career pathway as defined by our College and Career Readiness Accountability Report Card
Goal 1: All students will be engaged in a rigorous and relevant curriculum

Status Key

	On Target	We are on track to deliver project
	Watch	We are not on track to deliver project, but we have a plan to get back on track
	Deadline	We are not on track and have no plan to get plan back to green
	Finished	Project is complete!

2025-2026

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Each school will engage in school improvement efforts focused on monitoring key performance areas related to: Reading achievement, social-emotional well-being/attendance, college and career readiness, and multi-level systems of supports	• Each school will utilize our 4-step continuous improvement process (data reflection, goal setting, progress monitoring, and plan implementation) • Each school will hold a data retreat with their school leadership team to analyze academic screener data, standardized assessment results, attendance data, behavioral data, and school climate survey information before the start of the 2025-2026 school year • Each school will utilize their data analysis from the data retreat to develop school improvement goals/Student Learning Objectives (SLO) for the 2025-2026 school year that are aligned to the District's Long-Range Plan and the Educator Effectiveness process – a math, reading, and climate behavior related goal should be included in the school's Student Learning Objectives (SLO) • Each school will progress monitor their school improvement goal/SLO at the mid-year and end-of-year mark	**September 2025** • Each school has completed the initial steps of the continuous improvement process by holding a data retreat with their school leadership teams and setting annual goals • Each school will share a school improvement goal/SLO progress update by February 2026 for the mid-year update and by May 2026 for the end-of-year update • Continuous improvement results from individual schools will be reviewed regularly at principal meetings throughout the school year	June 2026	

		● Schools will use longitudinal data from the College and Career Readiness Accountability Report Card to measure growth Note: During the first semester, we will gather a team to assess our survey tools and process			
2	Deliver Benchmark Advance as the universal English Language Arts (ELA) curriculum for grades K5-5 instruction with fidelity	● Provide foundational training in Benchmark Advance for all K5–5 classroom teachers ● Establish instructional pacing guides aligned to the scope and sequence of the curriculum ● Facilitate grade-level team collaboration to promote consistent use of aligned resources and instructional strategies ● Monitor and support implementation to ensure fidelity and address instructional needs	**September 2025** ● Foundational training in Benchmark Advance for all K5–5 classroom teachers was provided during Summer 2025 and presession - All K5-5 classroom teachers were trained before the start of the 2025-2026 school year ● A professional development calendar has been established that targets time for K5-5 educators to establish pacing guides and allows for grade-level team collaboration - Teams will continue to meet throughout the 2025-2026 school year ● Coordinators, principals, and instructional coaches will conduct rounding sessions to solicit feedback and provide targeted supports **December 2025** ● Benchmark consultants trained staff on the September PD day, and a district Implementation team supported troubleshooting on the October PD day ● A guiding document was distributed in November outlining the program components expected for implementation ● Coordinators, principals, and instructional coaches conducted learning walks to monitor implementation	June 2026	
3	Utilize a walkthrough tool to systematically observe and assess instructional practices across all K-8 schools during learning walks	● Launch a standardized walkthrough tool to ensure consistency in observing instructional practices ● Train all school leaders on conducting effective walkthroughs with a focus on student engagement, instructional rigor, and alignment to grade-level standards	**September 2025** ● K5-5th-grade principals and coaches submitted results of learning walks - District themes were developed ● The results of the first learning walks will establish a focus for spring learning walks and February professional development	June 2026	

		● Establish a regular schedule for school leaders to complete walkthroughs across classrooms ● Collect and analyze walkthrough data to identify instructional trends and areas for growth ● Use walkthrough data to inform and guide professional learning at the school and district levels	● Middle school administration will conduct an assessment of our middle schools based on the American Middle Level Education Association's (AMLE) model of a Successful Middle School ● Middle school administration will use the results of this assessment to develop a standardized walkthrough tool to use during the second semester		
4	Continue to provide targeted learning opportunities related to data-driven decision making and instruction for Professional Learning Communities (PLCs)	● Engage Professional Learning Community (PLC) experts to provide professional learning focused on effective data analysis and application within collaborative team structures ● Train teacher leaders and administrators on developing high-quality common formative assessments and collecting student learning evidence aligned to essential standards ● Support PLC teams in using data protocols to analyze assessment results, identify trends, and determine root causes of learning gaps ● Guide teams in applying data findings to adjust Tier 1 instruction, develop targeted interventions, and enrich learning opportunities for all students ● Establish a system for ongoing monitoring and reflection to evaluate how data-informed PLC practices are impacting student achievement and instructional quality	**September 2025** ● On 9/26/2025, districtwide department teams will participate in a PLC at Work professional learning experience facilitated by an external consultant ● These teams will update their collaborative learning team action plans ● Teams will explore the use of common formative assessments and data protocol tools **December 2025** ● Districtwide department teams continued to update their collaborative learning team action plans ● The teams will explore the use of common formative assessments and data protocol tools ● PLC consultant led a coaching session for middle and high school principals in November	June 2026	

Report to Board of Education on District Goals

Date: December 9, 2025
Pillar 1: Student Success – Upon graduation, all students will be prepared to successfully take the next step in their self-defined career pathway as defined by our College and Career Readiness Accountability Report Card
Goal 2: Student and Instructional Services will support schools to ensure school and district initiatives are aligned to support and promote student success

Status Key

	On Target	We are on track to deliver project
	Watch	We are not on track to deliver project, but we have a plan to get back on track
	Deadline	We are not on track and have no plan to get plan back to green
	Finished	Project is complete!

2025-2026

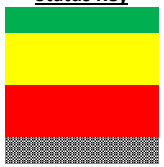
Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Instructional Technology will continue to engage educators in the exploration of a standardized classroom plan option	• Ongoing collaboration between Instructional Technology and Information Technology • Consult with the Technology Governance Committee (TAG) and/or a representative team on final decision • Report update to school board • Upon approval launch phased implementation • Provide training and ongoing support	**September 2025** • There were sessions provided at TECHknow 2025 that discussed the Standardized Classroom and the next steps that we are taking to investigate the possibility/feasibility of this initiative • We are reviewing the tariff impact for Newline boards and Chromebooks, since this may negatively impact the original budget projections • The team will continue to evaluate the budget impact **December 2025** • The team will provide an update related to the budget impact on standardized classroom planning to EMT and the Technology Governance committee in November/December	June 2026	
2	Student and Instructional Technology will support the implementation of the NextPath data visualization platform to support Data Analysis Teams (DAT)	• Launch infrastructure and training • Pilot implementation at selected schools • Transition to full implementation across all school sites • Monitor implementation and evaluate impact	**September 2025** • We continue to work on getting all of the NextPath features operationalized • We have identified 5 key tasks that we want every education and school administrator to be able to perform independently	June 2026	

			December 2025 ● Training has been provided to small and large groups since the start of the school year ● Leadership teams have started building out elementary school data walls/indicators that will allow teams to more effectively provide early intervention and progress monitor interventions provided		

Report to Board of Education on District Goals

Date: December 9, 2025
Pillar 1: Student Success – Upon graduation, all students will be prepared to successfully take the next step in their self-defined career pathway as defined by our College and Career Readiness Accountability Report Card
Goal 3: School Culture/Climate – All students will thrive in schools that promote respect, safety, and a positive learning environment

Status Key



On Target	We are on track to deliver project
Watch	We are not on track to deliver project, but we have a plan to get back on track
Deadline	We are not on track and have no plan to get plan back to green
Finished	Project is complete!

2025-2026

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Engage our Pupil Services team to review the effectiveness of our universal curriculum and instruction to ensure that all students receive comprehensive social-emotional and Academic and Career Planning (ACP) support	• Assess use of current universal SEL curriculum (counselor-created for K-5 and Second Step for 6-8) • Research other universal curricula • Complete a pilot cycle of universal SEL curriculum options • Make a final recommendation • Action plan ways that school counselors can support districtwide academic and SEL goals	**September 2025** • In September, the team convened to review the strengths and gaps of the current curriculum and to establish priorities for a new curriculum **December 2025** • In October and November, an elementary school counselor team piloted two SEL curricula • The curricula support the guidance standards, tier two supports, and integration into MTSS	June 2026	

Report to Board of Education on District Goals

Date: December 9, 2025
Pillar 2: Exceptional Staff – Build a strong, connected workforce to positively impact student learning and support the broader needs of our school community
Goal 1: Cultivate a more positive district culture by fostering a sense of pride, appreciation, and belonging among our workforce, highlighting the unique advantages and rewards of being part of our school community

Status Key

On Target	We are on track to deliver project
Watch	We are not on track to deliver project, but we have a plan to get back on track
Deadline	We are not on track and have no plan to get plan back to green
Finished	Project is complete!

2025-2026

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Ensure positive and transparent communication to all staff using multiple channels, grounded in the 'we mentality' – a guiding philosophy that reflects our commitment to listening to and engaging with all employees as valued members of the SASD community	• HR ensures that all staff have access to district information and opportunities to share input, supporting transparency, consistency, and a sense of belonging	• Hosted a Welcome Back Bash to connect with all staff, build community, and reinforce engagement at the start of the school year • The Employee Experience Specialist is participating in a creation-lab with the Wellness Council of Wisconsin and a workplace culture consultant to develop and test a belonging toolkit designed to actively foster organizational culture and staff value	June 2026	
2	Ensure that our compensation and benefits package are comparable to or better than other similar districts	• Staff feel fairly compensated; HR confirms alignment with similar districts	• Completed annual compensation comparisons with multiple Wisconsin districts to monitor competitiveness	June 2026	
3	Promote employee engagement and recognition through celebrations and ongoing acknowledgment of contributions	• Staff are regularly acknowledged through formal or informal recognition; celebrations occur throughout the year	• Introduced the leadership team to a We Are SASD campaign to celebrate staff stories, successes, and district pride, highlighting how every role contributes to the success and well-being of students, colleagues, and the community • Developing a streamlined process for recognizing staff contributions that aligns with district brand strengths: opportunity, choice, diversity, inclusion, and community impact	June 2026	

4	Address staff absenteeism proactively through improved tracking, support, and accountability measures	• Absences are addressed promptly; supervisors and HR are aware of attendance concerns and support measures are implemented	• Educating staff on district policies and available time off options, engaging in discussions with principals and supervisors regarding attendance concerns, promoting EAP resources when appropriate, and closely monitoring absenteeism trends to ensure timely support and accountability • Implemented quarterly absenteeism audits to identify patterns, provide support, and ensure consistent follow-up • Provide principals and supervisors with attendance reports and coaching on how to address concerns effectively	June 2026	
5	Equip principals and supervisors with tools and knowledge to promote positive work environments and elevate staff morale	• Principals and supervisors use provided tools to foster positive work environments; staff feel supported	• Delivered a presentation to principals on belonging, mattering, and the importance of supportive leadership, incorporating research and best practices from organizational psychologists and leadership experts • Developed and shared template for expectation memos, improvement plans, and documentation to support consistent, fair leadership practices across buildings	June 2026	

Report to Board of Education on District Goals

Date: December 9, 2025
Pillar 2: Exceptional Staff – Provide extraordinary service to meet the needs of our students and community by recruiting and retaining exceptional staff
Goal 2: Strengthen our workforce by implementing targeted strategies to attract, recruit, and retain talent

Status Key

On Target	We are on track to deliver project
Watch	We are not on track to deliver project, but we have a plan to get back on track
Deadline	We are not on track and have no plan to get plan back to green
Finished	Project is complete!

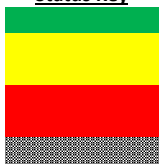
2025-2026

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Promote our district as an ideal destination, with diverse schools, innovative programs, and an ideal place to grow your career	• Recruitment materials, website, and social media reflect diverse schools and innovative programs; outreach events and partnerships taking place as opportunities arise	• Initiated conversations with the Communications team to align next year's recruitment strategy with district branding and elevate promotion of the District • Enhancing visibility of district opportunities through increased HR presence at career fairs and community initiatives	June 2026	
2	Improve hiring and retention strategies for high-need areas, particularly Special Education, by examining targeted compensation, pipeline development, and support systems tailored to the demands of these roles	• The District remains prepared to act quickly on supports or targeted incentives for high-need areas, especially Special Education, within current or expanded resources	• Exploring strategies to support special education staffing and workload, including additional support roles, longevity bonuses, or targeted assistance for unlicensed teachers • Maintain ongoing communication with S&I and special education teams to ensure needs and concerns are acknowledged and addressed where feasible	June 2026	

Report to Board of Education on District Goals

Date: December 9, 2025
Pillar 3: Families and Community – Foster family and community relationships in order to collaboratively work together to provide support and resources to meet identified needs
Goal 1: Provide clear communication between parents and schools regarding educational progress

Status Key



On Target	We are on track to deliver project
Watch	We are not on track to deliver project but we have a plan to get back on track
Deadline	We are not on track and have no plan to get plan back to green
Finished	Project is complete!

2025-2026

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Expand the effectiveness of mass communication with families.	• Implement an improved mass communication system for district/school to family communications (emergency notifications, school event information, attendance, etc.)	• Messages XR is live - This allows for real-time translation and simultaneous communications via email, text, voice, and social media	June 2026	
2	Expand methods and opportunities for 2-way communication with families.	• Implement communication tools and develop an onboarding plan for a 2-way communication app to support teacher-to-family communication	• App website, and messages XR are all live – Continued fine-tuning of new system is ongoing	June 2026	

Report to Board of Education on District Goals

Date: December 9, 2025
Pillar 3: Families and Community – Foster family and community relationships in order to collaboratively work together to provide support and resources to meet identified needs
Goal 2: Enhance communication efforts between the school district and community members regarding the District's educational opportunities, outcome measures, personnel data, and financial information

Status Key

	On Target	We are on track to deliver project
	Watch	We are not on track to deliver project but we have a plan to get back on track
	Deadline	We are not on track and have no plan to get plan back to green
	Finished	Project is complete!

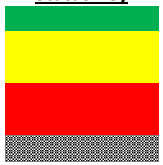
2025-2026

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Implement a communication and engagement plan to ensure accurate and timely updates on the progress of referendum projects with our community	• Community awareness of the construction process • Involvement of the community in the referendum process through special events	• Continued updates shared with boar • Interior video available for January Board of Education meeting • Construction process remains on time and within the budget contingencies • Communication continues to be updated on the website, social media, and in the parent newsletter • Focus on new building and new framework for middle school effectiveness	June 2026	
2	Develop and launch new district and school websites	• District and school websites launched and are functioning effectively	• Website is live; successful launch • Fine-tuning of specific pages and working with individual schools continues	June 2026	

Report to Board of Education on District Goals

Date: December 9, 2025
Pillar 4: Finance and Resource Systems – District finance and resources systems are aligned to maximize student learning and staff productivity
Goal 1: Identify and prioritize capital needs of the District

Status Key



On Target	We are on track to deliver project
Watch	We are not on track to deliver project, but we have a plan to get back on track
Deadline	We are not on track and have no plan to get plan back to green
Finished	Project is complete!

2025-2026

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Implement action plan for the design and rebuild of Farnsworth and Urban Middle Schools	• Referendum borrowing • Building and site design and engineering • Project bidding and awarding of contracts • Construction	• Board approved borrowing resolution on 11-26-2024 • Kickoff meeting with Bray Architects for school design process on 11-27-2024 • 12-30-2024 $93m bond proceeds received • Core Planning Team toured middle schools on 1-17-2025 • Updated plans and exterior renderings shared at the 5-27-2025 Board meeting • $9.5m bonds dated 12-15-2025	June 2026	
2	Identify and implement energy savings opportunities throughout the District	• Electric usage monitoring and analysis • Energy sustainability education and awareness • Explore alternative energy options for new middle schools	• Contracted with Data Wrangler on 8-13-24 to install electric meter monitoring and analysis software at middle schools and high schools • 8-13-24 meeting with South High School student advisor of Renewable Redwings Michael Aprill and SASD retiree Steve Griffith to discuss student involvement with energy sustainability and awareness campaign in our school buildings • Data Wrangler installations completed • 11-14-2024 meeting with Data Wrangler to look at initial usage reports • 2-19-2025 Data Wrangler presentation to NHS Interact Club • 4-30-2025 Geothermal discussion with Bray, Quasius/Smith, and HGA • HGA feasibility Contract signed for study	June 2026	

			• 8-11-25 custodial training on the Data Wrangler energy portal		

Report to Board of Education on District Goals

Date: December 9, 2025
Pillar 4: Finance and Resource Systems – District finance and resources systems are aligned to maximize student learning and staff productivity
Goal 2: Enhance security and infrastructure for data storage and the fiber optic network

Status Key

On Target	We are on track to deliver project
Watch	We are not on track to deliver project, but we have a plan to get back on track
Deadline	We are not on track and have no plan to get plan back to green
Finished	Project is complete!

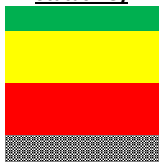
2025-2026

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Establish a secondary data center	• Needed hardware for data center located at Administrative Services Building (ASB) purchased and installed • Setup and manage off-site data server and storage systems to provide redundant access to critical IT services	• E-Rate application completed for data center hardware • E-Rate application approved • 5-15-2025 Implementation meeting with vendor for installation and configuration • Secondary internet connection installed at the ASB 7-25 • Equipment installed and configured for secondary data center 8-25	June 2026	
2	Update the District's Cyber Security Plan and implement the Plan's proactive strategies	• Continue employee security awareness and training on identifying phishing emails and other cyber risks • Implement Network Access Control (NAC) system • Update security for Wi-Fi infrastructure	• Specifications developed for Network Access Control (NAC) system • Implemented the mandatory Skyward Multi-Factor Authentication for Skyward financial users • Implemented staff cybersecurity education program • Expanded Multi-Factor Authentication with Google MFA • Plan to require Google MFA for all staff presented at 11-24-2025 EMT meeting	June 2026	

Report to Board of Education on District Goals

Date: December 9, 2025
Pillar 4: Finance and Resource Systems – District finance and resources systems are aligned to maximize student learning and staff productivity
Goal 3: Build supports for schools, students and parents around transportation challenges

Status Key



On Target	We are on track to deliver project
Watch	We are not on track to deliver project, but we have a plan to get back on track
Deadline	We are not on track and have no plan to get plan back to green
Finished	Project is complete!

2025-2026

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Support schools in minimizing the impact of transportation disruptions	• Assist in Prigge driver recruitment • Install Wi-Fi on busses • Implement Wayfinder student bus attendance tracker • Begin replacement of bus cameras	• Wi-Fi installation completed 8-16-24 • Began piloting Wayfinder with 9 drivers starting in 2-25 • 3-25 tested student RFID cards with two elementary schools • Replaced camera systems on 5 buses 8-25 • 10-25 RFID system in place for two-thirds of total trips	June 2026	
2	Update policies and procedure guidelines for employees transporting students with district owned vehicles	• Update board policies to align with state statutes and best practices • Update administrative guidelines to align with state statutes and best practices	• Driver background checks are up to date • Employee driver contracts sent out 8-14-25	June 2026	

Book	Policy Manual
Section	1000 Administration
Title	ETHICS AND CONFLICT OF INTEREST
Code	po1130*jrm
Status	Second Reading
Adopted	October 22, 2013
Last Revised	June 28, 2022

1130 - **ETHICS AND CONFLICT OF INTEREST**

The proper performance of school business is dependent upon the maintenance of unusually high standards of honesty, integrity, impartiality, and professional conduct by Board members, and the District's administrative employees, officers, and agents, and is essential to the Board's commitment to earn and keep the public's confidence in the School District.

For these reasons, the Board adopts the following guidelines that are designed to avoid the occurrence of appearance of any conflicts of interest. These guidelines apply to all administrative employees, officers, and agents, including members of the Board. These guidelines are not intended to be all-inclusive, nor to substitute for good judgment on the part of all administrative employees, officers, and agents. Administrative employees are expected to perform their duties in an ethical manner and free from an actual conflict of interest, or from situations that create the appearance of a conflict of interest, in a manner consistent with 19.59, Wis. Stats. The Board's interest in enforcing this policy is to assure that the decisions and actions of public employees retain the public's trust. Therefore, even a conflict relationship that can be viewed as beneficial to the District or that was intended to be beneficial to the District, may still be a violation of this policy.

A. No administrative employee, officer, or agent shall engage in or have a personal or financial or other interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with ~~his/her~~the employee's, officer's, or agent's duties and responsibilities in the school system. Specifically, administrative employees must perform their duties in a manner that does not violate criminal conflict of interest laws pursuant to 946.13, Wis. Stats. by having a private pecuniary interest in an amount that exceeds $15,000, but also lesser valued conflicts that nonetheless create the appearance of using one's public position to secure a private pecuniary interest and/or benefit.

B. Administrative employees shall not directly supervise a relative employed by the District or employed in a position contracted for by the District.

C. Administrative employees, officers, and agents shall not engage in business, private practice of their profession, the rendering of services, anything of substantial value or the sale of goods of any type where advantage is taken of any professional relationship they may have with any employee, student, client, or parents of such students or clients in the course of their employment or professional relationship with the School District.

   Included, by way of illustration rather than limitation are the following:

   1. the provision of any private lessons or services for a fee, unless the provision of services is arranged outside of school and is separate from, and in addition to, regular support provided to students as part of the administrator's regular duties;

   2. soliciting on school premises or under circumstances which are coercive for the private sale of goods or services to students or other employees;

   3. the use, sale, or improper divulging of any privileged information, ~~through his/her access to School District records,~~ about a student or client~~, gained~~granted in the course of the ~~administrative~~ employee's, officer's, or agent's employment or professional relationship with the School District through their access to School District records;

4. the referral of any student or client for lessons or services to any private business or professional practitioner if there is any expectation of reciprocal referrals, sharing of fees, or other remuneration for such referrals;

5. the requirement of employees, students or clients to purchase any private goods or services provided by an administrative employee, officer or agent or any business or professional practitioner with whom any employee, officer or agent has a financial or other relationship, as a condition of receiving any grades, credits, promotions, approvals, or recommendations.

D. Should exceptions to this policy be necessary in order to provide mandatory services to students or clients of the School District, all such exceptions will be made known to the administrative employee's supervisor and will be disclosed to the District Administrator before entering into any private relationship.

E. Administrative employees, officers, and agents shall not make use of materials, equipment, or facilities of the School District for their own personal financial gain or business interest. Examples would be the use of facilities before, during, or after regular business hours for service to private practice clients, or the checking out of items from an instructional materials center for private practice.

F. ~~Administrative employees, officers, and agents cannot participate in the selection, award, or administration of a contract supported by a Federal grant/award if s/he has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer or agent, any member of his/her immediate family, his/her partner, or an organization which employs or is about to employ any of the parties described in this section, has a financial or other interest in, or a tangible personal benefit from, a firm considered for a contract.~~Administrative employees, officers, and agents shall not participate in the selection, award, and administration of any contract to an entity in which they have a pecuniary interest or from which they derive a profit, or in which a dependent of the employee has a pecuniary interest or from which the dependent derives a profit. "Dependent" includes the employee's spouse; unemancipated child, stepchild, or adopted child under the age of eighteen (18); or individual for whom the employee provides more than one-half (1/2) of the individual's support during a year. A "pecuniary interest" means an interest in a contract or purchase that will result or is intended to result in an ascertainable increase in the income or net worth of the employee or the employee's dependent who is under the direct or indirect administrative control of the professional employee or who receives a contract or purchase order that is reviewed, approved, or directly or indirectly administered by the employee.

   Administrative employees, officers, and agents may not solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

G. Administrative employees, officers, and agents must disclose any potential conflict of interest which may lead to a violation of this policy to the School District. Upon discovery of any potential conflict of interest, the School District will disclose, in writing, the potential conflict of interest to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

   The District will also disclose, in a timely manner, all violations of Federal criminal law involving fraud, bribery or gratuity that affect a Federal award to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

H. Administrative employees, officers, and agents found to be in violation of this conflict of interest policy will be subject to discipline in accordance with Policy 3139 - Staff Discipline.

In the event that, within the course of administering a Federally-funded grant program or service to the District, an administrative employee identifies a conflict of interest, a potential conflict of interest, or that the appearance of a conflict of interest may arise in the course of administering the Federal grant funds, the administrative employee must immediately notify either the Federal agency administering the grant in a manner consistent with that particular agency's rules on conflict of interests, or the District employee directly responsible for grant compliance. Such notice shall be provided at the earliest possible time.

It is a violation of this policy to take action or to refrain from taking action, or for an administrative employee to otherwise use ~~his/her~~the employee's public position to obtain a financial gain or anything of substantial value for ~~himself/herself~~oneself or ~~his/her~~the employee's immediate family, as defined in 19.42(7), Wis. Stats.

Revised 4/23/19
Revised 7/28/20
Revised 8/24/21

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Legal	19.42(7), 19.59, 946.13, Wis. Stats. 2 C.F.R. 200.12, 2 C.F.R. 200.113, 2 C.F.R. 200.318 7 C.F.R. 3016.36(b)(3) and 7 C.F.R. 3019.42

Book	Policy Manual
Section	2000 Program
Title	CURRICULUM DEVELOPMENT
Code	po2210*jjh
Status	Second Reading
Adopted	October 22, 2013
Last Revised	February 9, 2024

2210 - **CURRICULUM DEVELOPMENT**

The Board recognizes its responsibility for the quality of the educational program of the schools. To this end, a District curriculum plan shall be developed, evaluated, and adopted. The plan shall include overall program evaluation processes that provide for evaluation on a continuing basis and shall provide for the review of the evaluation process at least every five (5) years. The District curriculum plan shall include sequential curriculum plans, which provide an organized set of learning experiences that build upon previously acquired knowledge and skills.

For purposes of this policy and consistent communication throughout the District, curriculum shall be defined to include:

A. learning activities approved by the Board for individuals or groups of students and expressed in terms of specific instructional objectives or class periods;

B. the plan for learning necessary to accomplish the educational goals of the District; and

C. all the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group, necessary to accomplish the educational goals of the District.

The Board directs that the curriculum shall be developed and evaluated by the District Administrator, and that curriculum plans and courses of study incorporated into the curriculum of this District:

A. provide instruction in courses consistent with statute and regulations of the Department of Public Instruction or appropriate State agency;

B. ensure, consistent with 115, Wis. Stats. and other applicable Federal and State laws and regulations, that special learning needs of students are provided for in the context of the regular program or classroom and provide for effective coordination with programs or agencies that are needed to meet those needs that cannot be dealt with in the regular program or classroom;

C. be consistent with and designed to achieve the District's philosophy and goals;

D. incorporate State-recommended performance standards for students as the basis for determining how well each student is achieving curriculum objectives;

E. allow for the development of individual talents and interests, as well as recognize that learning styles of students may differ;

F. provide a strategy for continuous and cumulative learning through effective articulation at all levels, particularly of those skills identified as essential and life-role skills;

G. utilize a variety of learning resources to accomplish the educational goals;

H. encourage students to utilize guidance and counseling services in their academic and career planning;

I. in the elementary grades, provide regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art, and music;

J. in grades five (5) to eight (8), provide regular instruction in language arts, social studies, mathematics, science, health, physical education, art, and music;

K. in grades nine (9) to twelve (12), provide access to an educational program that enables students each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art, and music;

L. provide regular instruction in foreign language in grades seven (7) and eight (8);

M. in one (1) of grades five (5) to eight (8) and in one (1) of grades ten (10) to twelve (12), provide students with the instruction on shaken baby syndrome and impacted babies described in 253.15 (5), Wis. Stats.;

N. incorporate instruction in financial literacy into the curriculum in grades Kindergarten to twelve (12);

O. at least once in grades five (5) to eight (8), and at least once in grades nine (9) to twelve (12), include instruction on the Holocaust and other genocides;

P. provide that, in the social studies curriculum, instruction in the history, culture, and tribal sovereignty of Federally-recognized American Indian tribes and bands located in Wisconsin takes place at least twice in the elementary grades and once in the high school grades; and

Q. ~~provide for multicultural education by including, at each level, courses or units which help students understand the culture and contributions of various ethnic groups comprising American society including, but not limited to, Euro-Americans, African-Americans, Asian-Americans, Hispanic-Americans, and Native Americans.~~

The District Administrator shall make progress reports to the Board periodically.

The District Administrator may propose programming using innovative instructional design as deemed to be beneficial or necessary to the continuing growth of the instructional program and to better promote the District's educational goals. Each such innovative program intended to be part of the required hours of instruction must be consistent with State law and implemented consistent with the District's curriculum as approved by the Board.

The Board encourages, where it is feasible and in the best interests of the District, participation in programs of educational research.

Revised 3/23/21
Revised 12/13/22
Revised 1/23/24

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Legal PI 8.001(6g)

118.01, 118.24, 118.30, 121.01(1)(k) and (L), Wis. Stats.

PI 8.01(2)(k)

Book	Policy Manual
Section	2000 Program
Title	RELIGION IN THE CURRICULUM
Code	po2270*jjh
Status	Second Reading
Adopted	October 22, 2013
Last Revised	July 17, 2024

2270 - **RELIGION IN THE CURRICULUM**

As a public entity, the District must comply with the U.S. Constitution's First Amendment requirement that the District neither establishes religion in the schools nor prohibits students' free exercise of religion according to pertinent interpretation and application of those Constitutional provisions by the Courts. Accordingly, no district employee will promote religion in the classroom or in the District's curriculum, or compel or pressure any student to participate in devotional exercises. Displays of a religious character must conform with Policy 8800 - Religious and Patriotic Ceremonies and Observances, and Policy 8802 - Patriotic Activities and Observances, and AG 8800A - Religious Activities/Ceremonies, and AG 8802 - Care, Custody, and Display of the United States Flag. Instructional activities shall not be permitted to advance or inhibit any particular religion or religion generally. Teachers shall forward requests for religious accommodation in instruction to the Principal.

An understanding of religions and their effects on civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, curriculum may include, as appropriate to the various ages and attainments of the students, instruction about the religions of the world.

The Board acknowledges the degree to which religion often is incorporated into certain aspects of the arts, literature, music, and issues of morality. The instructional and resource materials approved for use in the District schools sometimes contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may contain such references, or may concern such issues, shall not, by itself, bar their use by the District. The Board directs that professional staff members employing such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.

The Board recognizes that religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the education of the District's students, not for its conformity to religious principles. Students should receive unbiased instruction in the schools, so they may privately accept or reject the knowledge thus gained, in accordance with their own religious tenets if any.

Accordingly, no student shall be exempted from completion of a required course of study on the grounds that components of the instruction interfere with the free exercise of the student's religion. However, if after careful personal review of the program's lessons and/or materials, a ~~parent~~student or parent of a minor student indicates to the school that either the content or activities conflict with the student's or parent's religious beliefs or value system, the school will honor a written request for the parent's child to be excused from a particular class period for specified reasons.

The student will be provided with alternate learning activities during the times of such parent-requested absence.

For the privacy of students whose parents request that they not take part in the particular class period for specified reasons, prior arrangements will be made for the student(s) to go to a supervised location where under the supervision of a staff member the student(s) will be provided with the alternate learning activities during the requested absence.

No classroom teacher shall be prohibited from providing reasonable periods of time for activities of a moral, philosophical, or patriotic theme. No student shall be required to participate in such activities if they are contrary to the religious convictions of the student or his/her parents or guardians.

The District's instructional materials shall not be designed to influence students to accept or reject a particular religious belief or point of view~~ and the District Administrator shall prepare administrative guidelines to that effect~~.

Complaints by students or the public regarding any such course of study will be handled in accordance with Board Policy 9130 - Public Requests, Suggestions, or Complaints. Parents and students shall be provided annual notice regarding the contents of this policy.

See Reference: Policy 8800 - Religious and Patriotic Ceremonies and Observances, and Policy 8802 - Patriotic Activities and Observances
See References: AG 8800A - Religious Activities/Ceremonies, and AG 8802 - Care, Custody, and Display of the United States Flag

Revised 11/26/13
Revised 12/11/18
Revised 10/29/19
Revised 12/10/19
T.C. 7/17/24

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Legal

PI 41

115.28(31), Wis. Stats.

U.S. Constitutional Amendment 1

Book	Policy Manual
Section	2000 Program
Title	START COLLEGE NOW PROGRAM
Code	po2271.01*jjh
Status	Second Reading
Adopted	December 11, 2018
Last Revised	March 23, 2021

2271.01 - **START COLLEGE NOW PROGRAM**

The District will permit resident high school students who have completed the 10th grade and who meet eligibility criteria, to take courses at a technical college in the Wisconsin Technical College System for the purpose of earning both high school and postsecondary credit. Students who wish to attend a technical college under this policy must request attendance and, if the student is a minor, must provide written approval from the student's parent. Students must request such attendance from the student's resident School District if attending the District as a non-resident.

General Eligibility Criteria for Students that Have Completed the 10th Grade:

To be eligible to attend courses at a technical college pursuant to this policy, a student:

A. must be in good academic standing;

B. must provide written notification to the Board of the School District in which the student resides of ~~his/her~~the student's intent to attend a technical college under this subsection by March 1st if the student intends to enroll in the fall semester, and by October 1st if the student intends to enroll in the spring semester;

C. must not be ineligible for participation for having failed a previous class under ~~either~~ this program ~~or the Early College Credit Program (Policy 2271)~~ and failing to reimburse the Board for any costs the student is required to pay; and

D. must be admitted to the technical college for attendance.

Undue Financial Hardship

The Board may prohibit a student's attendance if the student is a child with a disability and the Board determines that the cost to the School District of any required additional special services for participation in this program would impose an undue financial burden on the District.

Tuition Payments for Technical College Attendance

The District shall pay to the technical college the cost of a student's tuition for attendance, including any additional costs associated with a student's special services, if applicable, if attendance is permitted, except as follows:

For any course that the Board determines does not meet high school graduation requirements or the Board determines the District provides a comparable course. The student may appeal an adverse decision to the Department of Public Instruction. The Board shall notify the student no less than thirty (30) calendar days prior to the start date of the proposed course if it finds that the course either does not meet high school graduation requirements or is comparable to a course offered in the District.

Other Instructional Costs in Addition to Tuition

The District shall pay all costs for course fees and books that would be paid by a Wisconsin resident attending the technical college, provided that the course is not comparable to a course offered by the District.

Transportation Expenses

The District is not responsible for transporting a student attending a technical college under this policy to or from the technical college that the student is attending.

Reimbursement for Course Failing Grade

If a student receives a failing grade in a course or fails to complete a course, at a technical college for which the Board has made payment, the student's parent ~~or guardian~~, or the student if ~~s/he~~the student is an adult, may be required by the Board to reimburse the Board the amount paid on the student's behalf to the extent permitted by law to do so. For the purposes of this paragraph, a grade that constitutes a failing grade for a course offered in the School District or constitutes a failing grade for a course taken at a technical college under this section.

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Legal 38.12(14), Wis. Stats.

Book	Policy Manual
Section	2000 Program
Title	STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION
Code	po2416*jjh
Status	Second Reading
Adopted	October 22, 2013
Last Revised	July 17, 2024

2416 - **STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION**

The Board respects the privacy rights of parents and their children.

Surveys Requiring Consent

No student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student (if an adult, or an emancipated minor) or, if an unemancipated minor, their parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

A. political affiliations or beliefs of the student or their parents;

B. mental or psychological problems of the student or their family;

C. sex behavior or attitudes;

D. illegal, anti-social, self-incriminating or demeaning behavior;

E. critical appraisals of other individuals with whom respondents have close family relationships;

F. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;

G. religious practices, affiliations, or beliefs of the student or their parents; or

H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

The District Administrator shall establish procedures are to provide parents with the opportunity to inspect any materials created by a third party used in conjunction with any such survey, analysis, or evaluation before the survey/evaluation is administered or distributed by the school to the student. The parent will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

Parent's Right to Inspect Surveys

Parents have the right to inspect, upon request, any instrument used in the collection of personal information before the instrument is administered or distributed to the student. The parent will have access to the instrument within a reasonable period of time after the request is received by the building principal.

Consistent with parental rights, the Board directs building and program administrators to:

A. notify parents in writing of any surveys, analyses, or evaluations, which may reveal any of the information, as identified in A-H above, in a timely manner, and which allows interested parties to request an opportunity to inspect the survey, analysis, or evaluation; and the administrator to arrange for inspection prior to initiating the activity with students;

B. allow the parents the option of excluding their student from the activity;

C. report collected data in a summarized fashion which does not permit one to make a connection between the data and individual students or small groups of students; and

D. treat information as identified in A-H above as any other confidential information in accordance with Policy 8350 - Confidentiality and Policy 8330 - Student Records.

Student Privacy

For the privacy of students whose parents request that they not take part in the survey, arrangements will be made prior to the time period when the survey will be given, for the student(s) to go to a supervised location where under the supervision of a staff member the student will be provided with an alternate activity.

Personal Information for Marketing or Sale

The Board shall not collect or use personal information obtained from students or their parents for the purpose of marketing or for selling that information. For purposes of this section, "personal information" means individually identifiable information including: a student or parent's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; and a Social Security identification number.

This section does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to student or educational institutions, such as the following:

A. college or other postsecondary education recruitment, or military recruitment;

B. book clubs, magazines, and programs providing access to low-cost literary products;

C. curricular and instructional materials use by elementary and secondary schools;

D. tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;

E. the sale by students of products or services to raise funds for school-related or education-related activities;

F. student recognition programs.

Notice Requirements

The District Administrator is directed to provide notice directly to parents of students enrolled in the District of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the District Administrator is directed to notify parents of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the administration of any survey by a third party that contains one or more of the items described in A through H above are scheduled or expected to be scheduled.

The notice shall provide the following:

A. Notice of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

    1. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose)

    2. the administration of any survey by a third party that contains one or more of the items described in A through H above

B. The opportunity for the parents to opt their child(ren) out of participation in any survey involving any of the items above.

~~Parents have the right to inspect, upon request, any instrument used in the collection of personal information before the instrument is administered or distributed to the student. The parent will have access to the instrument within a reasonable period of time after the request is received by the building principal.~~

~~The term "personal information" means individually identifiable information including: a student or parent's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; and a Social Security identification number.~~

~~This section does not apply to the collection, disclosure or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, student or educational institutions, such as the following:~~

A. ~~college or other postsecondary education recruitment, or military recruitment;~~
B. ~~book clubs, magazines, and programs providing access to low-cost literary products;~~
C. ~~curricular and instructional materials used by elementary and secondary schools;~~
D. ~~tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;~~
E. ~~the sale by students of products or services to raise funds for school-related or education-related activities;~~
F. ~~student recognition programs.~~

Definitions

For purposes of this policy, the term "parent" includes a legal guardian or other person standing in loco parentis (such as grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).

Revised 5/26/15
Revised 2/22/22
T.C. 8/2/22
T.C. 11/30/23
T.C. 7/17/24

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Legal 20 U.S.C. 1232g, 20 U.S.C. 1232h

Book	Policy Manual
Section	3000 Professional Staff
Title	STAFF GIFTS
Code	po3214*jrm
Status	Second Reading
Adopted	October 22, 2013

3214 - **STAFF GIFTS**

~~The Board of Education considers the presentation of gifts to professional staff members by students and their parents an undesirable practice because it tends to embarrass students with limited means and gives the appearance of currying favor.~~

~~Based on the foregoing premise, it is the policy of the Board that professional staff members may accept gifts of nominal value from students or parents.~~

~~Individual gifts from the professional staff member to each student are discouraged. It is suggested that if a professional staff member wishes to give a gift, s/he may do so as a gift to the classroom, for example, library books or other educational resources for the class.~~

~~The District Administrator may approve acts of generosity to individual staff members in unusual situations.~~

~~Upon the recommendation of the District Administrator, the Board shall consider, as appropriate, the presentation of token gifts to retiring members of the staff who have rendered service for a period of time.~~

The Board generally discourages the presentation of gifts to staff members by students and their parents to avoid the appearance of favoritism and to avoid the embarrassment of students who are unable or whose parents are unable or unwilling to provide professional staff with gifts.

Teachers may accept only gifts of nominal value (the amount as defined in Policy 1130/Policy 3230 - Ethics and Conflict of Interest) from students and their parents, or token items often distributed by companies through their public relations or marketing programs. Other gifts must be declined for compliance with this policy.

It shall not be considered a violation of this policy for an employee to receive entertainment, food, refreshments, meals, health screenings, amenities, or beverages that are provided in connection with a conference sponsored by an established or recognized educational organization, or as may be approved by the District Administrator.

Gifts that are intended for the benefit of the District shall be referred to the District Administrator for proper processing in accordance with Policy 7230 - Gifts, Grants, and Bequests.

The District Administrator may approve acts of generosity to individual staff members in special situations.

Upon the recommendation of the District Administrator, the Board shall consider, as appropriate, the presentation of recognition gifts to members of the staff who have rendered service for a period of time.

Book	Policy Manual
Section	3000 Professional Staff
Title	ETHICS AND CONFLICT OF INTEREST
Code	po3230*jrm
Status	Second Reading
Adopted	February 23, 2016
Last Revised	June 28, 2022

3230 - **ETHICS AND CONFLICT OF INTEREST**

The proper performance of school business is dependent upon the maintenance of unusually high standards of honesty, integrity, impartiality, and professional conduct by Board members and the District's employees, officers, and agents is essential to the Board's commitment to earn and keep the public's confidence in the School District.

For these reasons, the Board adopts the following guidelines that are designed to avoid the occurrence or appearance of any conflicts of interest. These guidelines apply to all District employees, officers, and agents, including members of the Board. These guidelines are not intended to be all-inclusive, nor to substitute for good judgment on the part of all professional employees, officers, and agents. Professional employees are expected to perform their duties in an ethical manner and free from an actual conflict of interest or from situations that create the appearance of a conflict of interest, in a manner consistent with 19.59, Wis. Stats. The Board's interest in enforcing this policy is to assure that the decisions and actions of public employees retain the public's trust. Therefore, even a conflict relationship that can be viewed as beneficial to the District, or that was intended to be beneficial to the District, may still be a violation of this policy.

A. No professional employee, officer, or agent shall engage in or have a personal or financial, or other interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with ~~his/her~~the employee's, officer's, or agent's duties and responsibilities in the school system. Specifically, professional employees must perform their duties in a manner that does not violate criminal conflict of interest laws pursuant to 946.13 Wis. Stats. by having a private pecuniary interest in an amount that exceeds $15,000~~.~~, but also lesser valued conflicts that nonetheless create the appearance of using one's public position to secure a private pecuniary interest and/or benefit.

B. Professional employees, officers, or agents shall not directly supervise a relative employed by the District or employed in a position contracted for by the District.

C. Professional employees, officers, and agents shall not engage in business, private practice of their profession, the rendering of services, anything of substantial value, or the sale of goods of any type where advantage is taken of any professional relationship they may have with any employee student, client, or parents of such students or clients in the course of their employment or professional relationship with the School District.

   Included, by way of illustration, rather than limitation are the following:

   1. the provision of any private lessons or services for a fee, unless the provision of services is arranged outside of school and is separate from and in addition to regular support provided to students as part of the professional staff member's regular duties;

   2. soliciting on school premises or under circumstances which are coercive for the private sale of goods or services to students or other employees;

   3. ~~the use, sale, or improper divulging of any privileged information about a student or client granted in the course of the employee's, officer's or agent's employment or professional relationship with the School District through his/her access to School District records~~the use, sale, or improper divulging of any privileged

information about a student or client granted in the course of the employee's, officer's or agent's employment or professional relationship with the School District through their access to School District records;

4. the referral of any student or client for lessons or services to any private business or professional practitioner if there is any expectation of reciprocal referrals, sharing of fees, or other remuneration for such referrals;

5. the requirement of employees, students or clients to purchase any private goods or services provided by an employee, officer or agent or any business or professional practitioner with whom any employee, officer or agent has a financial or other relationship, as a condition of receiving any grades, credits, promotions, approvals, or recommendations.

D. Should exceptions to this policy be necessary in order to provide mandatory services to students or clients of the School District, all such exceptions will be made known to the employee's supervisor and will be disclosed to the District Administrator before entering into any private relationship.

E. Professional employees, officers, and agents shall not make use of materials, equipment, or facilities of the School District for their own personal financial gain or business interest. Examples would be the use of facilities before, during, or after regular business hours for service to private practice clients, or the checking out of items from an instructional materials center for private practice.

F. Professional employees, officers, and agents shall not participate in the selection, award and administration of any contract to an entity in which they have a pecuniary interest or from which they derive a profit or in which a dependent of the employee has a pecuniary interest or from which the dependent derives a profit. "Dependent" includes the employee's spouse; unemancipated child, stepchild or adopted child under the age of eighteen (18); or individual for whom the employee provides more than one-half (1/2) of the individual's support during a year. A "pecuniary interest" means an interest in a contract or purchase that will result or is intended to result in an ascertainable increase in the income or net worth of the employee or the employee's dependent who is under the direct or indirect administrative control of the professional employee or who receives a contract or purchase order that is reviewed, approved, or directly or indirectly administered by the employee.

   Professional employees, officers, and agents may not solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

G. Professional employees, officers, and agents must disclose any potential conflict of interest which may lead to a violation of this policy to the School District. Upon discovery of any potential conflict of interest, the School District will disclose, in writing, the potential conflict of interest to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

   The District will also disclose, in a timely manner, all violations of Federal criminal law involving fraud, bribery or gratuity that affect a Federal award to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

H. Professional employees, officers, and agents found to be in violation of this conflict of interest policy will be subject to discipline in accordance with Policy 3139 - Staff Discipline.

In the event that, within the course of administering a Federally funded grant program or service to the District, any professional employee that identifies a conflict of interest, a potential conflict of interest, or that the appearance of a conflict of interest may arise in the course of administering the Federal grant funds, the employee must immediately notify either the Federal agency administering the grant in a manner consistent with that particular agency's rules on conflict of interests, or the District employee directly responsible for grant compliance. Such notice shall be provided at the earliest possible time.

It is a violation of this policy to take action or to refrain from taking action, or for an employee to otherwise use ~~his/her~~the employee's public position to obtain a financial gain or anything of substantial value for ~~himself/herself~~oneself or ~~his/her~~the employee's immediate family, as defined in 19.42(7), Wis. Stats.

Revised 4/23/19
Revised 7/28/20
Revised 8/24/21

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Legal	19.42(7), 19.59, 946.13, Wis. Stats. 2 C.F.R 200.12 7 C.F.R. 3019.42 2 C.F.R. 200.113 2 C.F.R. 200.318 7 C.F.R. 3016.36(b)(3)

Book	Policy Manual
Section	3000 Professional Staff
Title	PERSONAL PROPERTY OF STAFF MEMBERS
Code	po3281*jrm
Status	Second Reading
Adopted	February 23, 2016
Last Revised	November 30, 2023

3281 - **PERSONAL PROPERTY OF STAFF MEMBERS**

Employees may bring personal property, including personal communication devices, to school either for reasons associated with ~~professional~~employment responsibilities or for use during off-duty time (see Policy 7530.02 - Staff and School Officials Use of Personal Communication Devices).

The owner of the personal property bears all responsibility and assumes all risk for loss, damage, or misuse of said personal property while it is on ~~Board~~District property. Administrators are authorized to direct employees to remove inappropriate personal property from District premises.

T.C. 11/30/23

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Book	Policy Manual
Section	4000 Support Staff
Title	LETTER OF REASONABLE ASSURANCE
Code	po4124*jrm
Status	Second Reading
Adopted	October 22, 2013
Last Revised	February 23, 2016

4124 - ~~**LETTER**~~**NOTICE OF REASONABLE ASSURANCE OF EMPLOYMENT**

~~Support~~Prior to the conclusion of each school year, support staff employed in instructional year positions~~less than year-round positions~~ shall be ~~issued~~notified, in writing, ~~a letter~~ of reasonable assurance of continued employment for the subsequent school year ~~or term~~ when such employment is anticipated.

A school year employee of an educational institution who performs services other than in an instructional, research, or principal administrative capacity is ineligible for benefits based on such services for any week of unemployment which occurs during a period between two (2) successive academic years or terms if the school year employee performed such services for any educational institution in the first such year or term and there is reasonable assurance that the employee will perform such services for any educational institution in the second such year or term.

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Legal 108.04 (17)(d), Wis. Stats.

Book	Policy Manual
Section	4000 Support Staff
Title	STAFF GIFTS
Code	po4214*jrm
Status	Second Reading
Adopted	October 22, 2013

4214 - **STAFF GIFTS**

~~The Board of Education considers the presentation of gifts to support staff members by students and their parents an undesirable practice because it tends to embarrass students with limited means and gives the appearance of currying favor.~~

~~Based on the foregoing premise, it is the policy of the Board that support staff members may accept gifts of nominal value from students or parents.~~

~~The District Administrator may approve acts of generosity to individual staff members in unusual situations.~~

~~Upon the recommendation of the District Administrator, the Board shall consider, as appropriate, the presentation of token gifts to retiring members of the staff who have rendered service for a period of time.~~
The Board generally discourages the presentation of gifts to staff members by students and their parents to avoid the appearance of favoritism and to avoid embarrassment of students who are unable or whose parents are unable or unwilling to provide support staff with gifts.

Support staff may accept only gifts of nominal value (the amount as defined in Policy 4230 - Ethics and Conflict of Interest) from students and their parents, or token items often distributed by companies through their public relations or marketing programs. Other gifts must be graciously declined for compliance with this policy.

It shall not be considered a violation of this policy for an employee to receive entertainment, food, refreshments, meals, health screenings, amenities, or beverages that are provided in connection with a conference sponsored by an established or recognized educational organization, or as may be approved by the District Administrator.

Gifts that are intended for the benefit of the District shall be referred to the District Administrator for proper processing in accordance with Policy 7230 - Gifts, Grants, and Bequests.

The District Administrator may approve acts of generosity to individual staff members in special situations.

Upon the recommendation of the District Administrator, the Board shall consider, as appropriate, the presentation of recognition gifts to members of the staff who have rendered service for a period of time.

Book	Policy Manual
Section	4000 Support Staff
Title	ETHICS AND CONFLICT OF INTEREST
Code	po4230*jrm
Status	Second Reading
Adopted	February 23, 2016
Last Revised	June 28, 2022

4230 - **ETHICS AND CONFLICT OF INTEREST**

The proper performance of school business is dependent upon the maintenance of unusually high standards of honesty, integrity, impartiality, and professional conduct by Board members, and District's employees, officers, and agents is essential to the Board's commitment to earn and keep public confidence in the School District.

For these reasons, the Board adopts the following guidelines that are designed to avoid the occurrence or appearance of any conflicts of interest. These guidelines apply to all District employees, officers, and agents, including members of the Board. These guidelines are not intended to be all-inclusive, nor to substitute for good judgment on the part of all support employees, officers, and agents. Support employees are expected to perform their duties in an ethical manner and free from an actual conflict of interest or from situations that create the appearance of a conflict of interest, in a manner consistent with 19.59, Wis. Stats. The Board's interest in enforcing this policy is to assure that the decisions and actions of public employees retain the public's trust. Therefore, even a conflict relationship that can be viewed as beneficial to the District or that was intended to be beneficial to the District, may still be a violation of this policy.

A. No support employee, officer, or agent shall engage in or have a personal or financial or other interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with ~~his/her~~the employee's, officer's, or agent's duties and responsibilities in the school system. Specifically, support employees must perform their duties in a manner that does not violate criminal conflict of interest laws pursuant to 946.13 Wis. Stats. by having a private pecuniary interest in an amount that exceeds $15,000, but also lesser valued conflicts that nonetheless create the appearance of using one's public position to secure a private pecuniary interest and/or benefit.

B. Support staff employees, officers, or agents shall not directly supervise a relative employed by the District or employed in a position contracted for by the District.

C. Support employees, officers, and agents shall not engage in business, private practice of their profession, the rendering of services, anything of substantial value, or the sale of goods of any type where advantage is taken of any professional relationship they may have with any employee, student, client, or parents of such students or clients in the course of their employment or professional relationship with the School District.

   Included, by way of illustration, rather than limitation are the following:

   1. the provision of any private lessons or services for a fee, unless the provision of services is arranged outside of school and is separate from and in addition to regular support provided to students as part of the staff member's regular duties;

   2. soliciting on school premises or under circumstances which are coercive for the private sale of goods or services to students or other employees;

   3. ~~the use, sale, or improper divulging of any privileged information about a student or client granted in the course of the employee's, officer's or agent's employment or professional relationship with the School District through his/her access to School District records~~the use, sale, or improper divulging of any privileged information about a student or client granted in the course of the employee's, officer's, or agent's

employment or professional relationship with the School District through their access to School District records;

4. the referral of any student or client for lessons or services to any private business or professional practitioner if there is any expectation of reciprocal referrals, sharing of fees, or other remuneration for such referrals;

5. the requirement of employees, students or clients to purchase any private goods or services provided by an employee, officer or agent or any business or professional practitioner with whom any employee, officer or agent has a financial or other relationship, as a condition of receiving any grades, credits, promotions, approvals, or recommendations.

D. Should exceptions to this policy be necessary in order to provide mandatory services to students or clients of the School District, all such exceptions will be made known to the support employee's supervisor and will be disclosed to the District Administrator **before** entering into any private relationship.

E. Support employees shall not make use of materials, equipment, or facilities of the School District for their own personal gain or business interest. Examples would be the use of facilities before, during, or after regular business hours for service to private practice clients, or the checking out of items from an instructional materials center for private practice.

F. Support employees, officers, and agents shall not participate in the selection, award and administration of any contract to an entity in which they have a pecuniary interest or from which they derive a profit or in which a dependent of the employee has a pecuniary interest or from which the dependent derives a profit. "Dependent" includes the employee's spouse; unemancipated child, stepchild or adopted child under the age of eighteen (18); or individual for whom the employee provides more than one-half (1/2) of the individual's support during a year. A "pecuniary interest" means an interest in a contract or purchase that will result or is intended to result in an ascertainable increase in the income or net worth of the employee or the employee's dependent who is under the direct or indirect administrative control of the professional employee or who receives a contract or purchase order that is reviewed, approved, or directly or indirectly administered by the employee.

   Support employees, officers, and agents may not solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

G. Support employees, officers, and agents must disclose any potential conflict of interest which may lead to a violation of this policy to the School District. Upon discovery of any potential conflict of interest, the School District will disclose, in writing, the potential conflict of interest to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

   The District will also disclose, in a timely manner, all violations of Federal criminal law involving fraud, bribery or gratuity that affect a Federal award to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

H. Support employees, officers and agents found to be in violation of this conflict of interest policy will be subject to discipline in accordance with Policy 4139 - Staff Discipline.

In the event that, within the course of administering a Federally funded grant program or service to the District, any employee that identifies a conflict of interest, a potential conflict of interest, or that the appearance of a conflict of interest may arise in the course of administering the Federal grant funds, the employee must immediately notify either the Federal agency administering the grant in a manner consistent with that particular agency's rules on conflict of interests, or the District employee directly responsible for grant compliance. Such notice shall be provided at the earliest possible time.

It is a violation of this policy to take action or to refrain from taking action, or for an employee to otherwise use ~~his/her~~the employee's public position to obtain a financial gain or anything of substantial value for ~~himself/herself~~oneself or ~~his/her~~the employee's immediate family, as defined in 19.42(7), Wis. Stats.

Revised 4/23/19
Revised 7/28/20
Revised 8/24/21

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Legal 19.42(7), 19.59, 946.13, Wis. Stats.

2 C.F.R. 200.12

2 C.F.R. 200.113

2 C.F.R. 200.318

7 C.F.R. 3016.36(b)(3)

7 C.F.R. 3019.42

Book	Policy Manual
Section	5000 Students
Title	ENTRANCE AGE
Code	po5112*jjh
Status	Second Reading
Adopted	October 22, 2013
Last Revised	February 22, 2022

5112 - **ENTRANCE AGE**

Research in the area of child growth and development has indicated that intellectual measures alone are insufficient evidence of a child's readiness for school. Other important factors need to be considered which include a child's chronological age; physical, behavioral, social and emotional maturity; environment; and individual personality.

A. **Three (3) Year Old Child Needing Special Education Services**

Upon parental request, any child who has attained the age of three (3) and who is suspected of being handicapped, shall be referred to an I.E.P. Team, and after the parent has submitted consent in writing, shall place a child who has been recommended for placement in an appropriate special education program.

B. **Four (4) Year Old Kindergarten**

No child may be admitted to four (4) year old kindergarten in the District unless the child is four (4) years old on or before September 1st in the year ~~s/he~~the child proposes to enter school. There shall be no early admission to four (4) year old kindergarten in the District.

C. **Kindergarten**

To enter kindergarten a child must be five (5) years old on or before September 1st in the year the child proposes to enter school or be currently enrolled in a five (5) year old kindergarten program in another district. The parents/guardians of any child who will not be five (5) years old on or before September 1st in the year the child proposes to enter kindergarten may apply to have their child admitted to kindergarten at the opening of school for that year. The following procedures shall be followed:

1. Parents/guardians must request, in writing, that their child is considered for early entrance to kindergarten. This letter is to be sent to the Principal of the school in which they are seeking early admittance at least ninety (90) days before the start of the school year and shall include a statement of the reason(s) the application is being made. The ninety (90) day requirement may be waived for persons new to the District; however, no early admissions shall be made after the third (3rd) Friday of September.

2. The child will be required to participate in an Early Entrance Screening.

    a. The screening will consider the emotional, social, physical, cognitive and readiness skills. A licensed school psychologist will conduct the individual screening. Other school professionals will be consulted when appropriate. This evaluation will be at no cost to the parents/guardians.

    b. After the screening has been completed, a meeting will be held with the parents/guardians to consider the appropriateness of early entrance into kindergarten. The criteria used by the District in making the decision will be whether or not the child is in the superior range in the areas of social, emotional, physical, and cognitive readiness.

3. Parents/guardians have the right to appeal the early entrance decision to the Assistant Superintendent of Student and Instructional Services.

4. If a student is approved for early entrance into kindergarten, school personnel and parents/guardians will monitor and review placement after six (6) weeks to ensure the student is appropriately placed.

D. **First Grade**

A child must be six (6) years of age on or before September 1st in the year in which ~~s/he~~the student enrolls. ~~A~~The student must also have completed a kindergarten program or ~~must~~ received a waiver of this requirement.

Any student who has not completed a five (5) year old kindergarten program, but seeks to enroll into first grade must receive a waiver of the requirement. The following students are eligible to receive a waiver:

1. Any student who has moved to the District from another state or country where completion of a five (5) year old kindergarten program is a prerequisite to enrollment in first grade and that student has received a waiver of the requirement in ~~his/her~~the prior state or country.

2. Any student who has moved to the District from another state or country that does not require the completion of five (5) year old kindergarten prior to enrollment in first grade.

3. Any student who, at the discretion of the ~~building principal~~Principal, in consultation with the first-grade teacher(s) of the District, determines that, notwithstanding that the student has not completed a five (5) year old kindergarten program, the student has demonstrated sufficient aptitude in all core competencies normally required of kindergarten students in the District upon completion of the kindergarten program.

4. The Principal shall perform any required testing to establish the student's academic capabilities and shall prepare a written evaluation that either grants or denies the waiver and provides an explanation as to the decision.

E. **Appeal of Denial of Waiver**

The parents of any student denied a waiver under this section by the ~~building principal~~Principal may appeal that decision to the District Administrator by submitting a written request to the District Administrator within ten (10) calendar days of the decision of the ~~p~~Principal. The decision of the District Administrator is final.

F. **Initial Entry**

Children entering the District for the first time must comply with state law. Students must have an immunization record or a properly submitted waiver on file at the school. Any student who does not have the proper immunizationrecords or appropriate waiver within thirty (30) days of enrollment may be excluded or permitted to remain in school pursuant to Policy 5320 - Immunization.

Any student, and/or ~~his/her~~the student's parent(s), who enters the District for the first time must disclose prior or pending school expulsions at the time of enrollment.

G. **Verification of Residence**

Verification of a parent's residence shall be required at the time the child registers in a District school. Verification of residence may also be required at any other time at the discretion of the District Administrator.

H. **Early Admission**

The District shall prescribe procedures, conditions, and standards for early admission to five (5) year old kindergarten, and first grade.

The District does not allow early entrance to four (4) year old kindergarten.

Revised 2/26/19
Revised 10/25/19
Revised 12/10/19

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Legal Wis. Stats 118.14, 118.15, 120.12(25)

Book	Policy Manual
Section	5000 Students
Title	OPEN ENROLLMENT PROGRAM (INTER-DISTRICT)
Code	po5113*jjh
Status	Second Reading
Adopted	October 22, 2013
Last Revised	August 22, 2023

5113 - **OPEN ENROLLMENT PROGRAM (Inter-District)**

The District will participate in the Wisconsin Public School Open Enrollment Program in accordance with applicable law and the relevant policies and rules of the District, all as amended from time-to-time.

DEFINITIONS

The following definitions will apply to the District's Open Enrollment Program.

A. **Nonresident District**

A school district located in Wisconsin which is not a student's district of residence.

B. **Nonresident Student**

A student who does not reside within the geographic boundaries of the District and who seeks admission to this District under the Open Enrollment Program.

C. **Tuition Student**

A nonresident student who attends school in the District and pays tuition in accordance with State law.

D. **Full-Time Enrollment**

A student is enrolled for the entire school day and receives all required education in this District.

E. **Class Size**

The District's determination of the maximum number of students who can be accommodated properly in a particular classroom without jeopardizing the quality of the instructional program and mitigating circumstances for a particular school, class, or program, including enrollment projections established by the District Administrator.

F. **Program Size**

The enrollment or size restrictions in a specific program within a class or building. The District reserves the exclusive right to establish program size and to limit enrollment based upon the capability to properly allocate available resources, create and maintain a proper learning environment, and comply with contracts, grants, and applicable laws and regulations.

G. **Resident Student**

A student who is a resident of this District and is consequently entitled to attend school in this District in accordance with Policy 5111 - Eligibility of Resident/Nonresident Students.

Full-time Open Enrollment

A. **Annual Space Determinations**

During a January meeting, the Board shall establish the availability of space by determining the number of regular education and special education spaces in the schools, programs, classes, or grades. In setting space availability, the Board may choose to set no limitations or may set limits on availability using the following criteria:

1. District practices, policies, procedures, or other factors regarding class size ranges for particular programs or classes.

2. District practices, policies, procedures, or other factors regarding faculty-student ratio ranges for particular programs, classes, or buildings.

3. Enrollment projections, which account for factors that include but are not necessarily limited to, likely short and long term economic development in the community, housing starts, current and future needs for special programs, laboratories, or other initiatives.

   In establishing current enrollment numbers for open enrollment availability purposes, the Board does not guarantee open enrollment approvals to any non-resident students.

B. **Processing of Open Enrollment Applications**

A parent of a nonresident student may submit an application to attend school in the District during the applicable regular open enrollment period or through the alternative open enrollment process. The application must be submitted using the form designated by the Wisconsin Department of Public Instruction.

Upon receipt of an application, the District Administrator shall confirm that the application is complete or request that it be completed before being further considered.

Parents shall be notified of the determination on their applications on or before the first Friday following the first Monday in June following receipt of the application, or within the timeframe otherwise established by law. If approved, the parent shall be notified of the approval and the specific assignment within the District. If, upon enrollment, the student is appropriately placed in a different grade level, the student shall be so assigned unless applications for that grade level have been denied or there is no longer space available at that grade level.

Any notice of a decision to deny shall include the following:

1. Specific reason(s) for denial and whether the student has been placed on the waiting list.

2. Notice of the parents' right to appeal, the address to send the appeal, and information on where to locate the form required for appeal.

Application of Space Determinations and Random Selection Process

If there are more applications than spaces, the Board will fill the available spaces by random selection. Random selection shall be conducted among the student applications for each grade level. The order of grade level selection shall also be randomly determined. The following considerations will be included in the random selection process:

1. Preferences

   a. If the Board has not guaranteed approval in its determination of space availability to currently attending students, it shall grant preference to such students in the random selection process.

   b. If the Board has not guaranteed approval in its determination of space availability to the siblings of currently attending students, it shall grant preference to such students in the random selection process.

      If in any selection process there are more students eligible for preferred treatment than there are spaces available, the Board shall conduct random selection from among the students granted preference. Both currently attending students and siblings of currently attending students who are not guaranteed approval shall be granted equal preference.

2. The sibling of a student selected in the random selection process shall be granted preference to any spaces available that the sibling has applied for, but the sibling may not be approved if there are no remaining

spaces for the sibling.

3. The District will establish a numbered waiting list of all applicants. When all available slots have been filled by randomly selecting names from all applicants, the remaining names will be drawn randomly and placed on the waiting list in order of selection, with those students granted a preference under this policy to be included first on the waiting list in random order followed by any other student applicants in random order.

   After the date specified in 118.51(3)(a)3., Wis. Stats., the nonresident school board may approve applications it had initially denied if any of the following cause spaces to become available:

   a. A parent notifies the nonresident school board that the student will not attend the nonresident school district.

   b. A parent fails to provide the notification accepting open enrollment as required in 118.51(3)(a)6., Wis. Stats.

   c. The Board determines that additional spaces have become available since its determination at the January Board meeting.

   The District shall notify the parent of a student accepted from the waiting list of that student's eligibility to attend the District, unless the student has already enrolled in a different nonresident school district or has since become a resident of the District. The notice shall state the following:

   a. the school or program the student has been assigned to;

   b. a date, at least ten (10) calendar days from the date of the notice, by which the parent must accept the open enrollment approval. Failure to timely accept shall be considered rejection and the approval shall be considered rescinded.

C. **Decisional Criteria for Nonresident Applications**

Decisions on nonresident open enrollment applications will be based only on the following criteria:

1. Space availability as defined in this policy.

2. Whether an applicant for a pre-kindergarten, four (4) year old kindergarten, early childhood or school operated day care program resides in a district which offers the program for which application is made.

3. Whether the nonresident student has been expelled from any school district within the current school year or the two (2) preceding school years, or is pending any disciplinary proceeding, based on any of the following activities:

   a. Conveying or causing to be conveyed any threat of false information concerning an attempt to alleged attempt being made or to be made to destroy school property by means of explosives.

   b. Engaging in conduct while at school or under school supervision that endangered the health, safety, or property of others.

   c. Engaging in conduct while not at school or while not under the supervision of a school authority that endangered the health, safety, or property of others at school or under the supervision of a school authority or of any school employee or Board member.

   d. Possessing a dangerous weapon (as defined in 939.22(10), Wis. Stats.) while on school property or under school supervision.

   Notwithstanding the Board's acceptance of a nonresident student's application, the Board may withdraw acceptance if, prior to the beginning of the first school year in which the nonresident student will attend a school in the District, the student is determined to fall under paragraph C. 3.

   The Board may request a copy of a nonresident student's disciplinary records from the resident school board.

The resident board shall provide to the nonresident board a copy of any expulsion order or findings, a copy of any pending disciplinary proceedings, a written explanation of said proceeding, the length of the expulsion or possible outcomes of a pending proceeding, and/or such records as permitted by law.

4. Whether the special education program or related services described in the nonresident student's Individualized Education Program ("IEP") are available in the District. Whether a service is available depends on whether existing staff in the District are qualified to provide the service or whether the District has facilities and/or equipment required for the service. A service is not available in the District if that service is currently provided to resident students through contract with a third party. Whether a service is available is not a function of whether there is space available in any program or service. A service may be unavailable even if no space limitations have been established.

5. Whether there is space available in the District to provide the special education or related services identified in the nonresident student's IEP, after consideration of class size limits, student-teacher ratios, and enrollment projections.

6. Whether the nonresident student has been referred to the nonresident student's resident board under 115.777(1), Wis. Stats. or identified by the nonresident student's resident school board under 115.77(1m)(a), Wis. Stats., but not yet evaluated by an individualized education program team.

7. If a nonresident student's IEP is developed or changed after starting in the District, and it is then discovered that the District does not have necessary programs available or does not have space in special education program, the District may notify the student's parent and the student's resident board. If such notice is provided, the nonresident may be transferred to their resident school district.

8. If the Board has made a determination that a nonresident student attending the District under the Open Enrollment Program is habitually truant from the District during either semester of the current school year. the Board may prohibit the student from attending in the succeeding semester or school year, after complying with the requirements of PI 36.09(2).

   The habitual truancy determination shall be made on the sole basis of enrollment in the nonresident district. Open enrollment may not be denied based on the student's truancy from any other district.

D. **Reapplication Procedures**

   The Board will not require accepted nonresident students to reapply under the open enrollment policy as long as the student is continuously enrolled in the District.

E. **Transportation**

   The parents of a student attending a nonresident school district will be solely responsible for providing transportation to and from the school site.

   The Board will permit a neighboring district to bus resident students from within its boundaries for attendance at the nonresident neighboring district. The District Administrator shall develop procedures for implementing this provision.

ALTERNATIVE APPLICATION PROCEDURES

The parent of a nonresident student who wishes to attend a school in the District may apply at any time throughout the year by submitting an application under the alternative application procedure if the student satisfies at least one (1) of the statutory criteria and has not applied to more than three (3) nonresident school districts. (See AG 5113 and AG 5113B – Open Enrollment for Students with Disabilities.)

Applications from a nonresident student under the alternative application procedures received after the Board's January meeting, at which it sets open enrollment space availability numbers for the subsequent year, may be approved for the current year if the Board has not imposed a space limitation for the student's current year grade level and also has not imposed a space limitation for the subsequent school year in the student's subsequent grade level. Alternative applications received prior to the 3rd Friday in September may be approved if the Board has approved all applications for that grade level that were received during the regular period, including the offer of enrollment to applicants placed on the waiting list, if any.

DELEGATION TO DISTRICT ADMINISTRATOR

The Board delegates to the District Administrator the authority to approve or deny open enrollment applications including under the alternative procedures consistent with the criteria in this policy and based on the Board's space determinations approved in January of each year.

ANNUAL REVIEW

The Board shall review its Open Enrollment Program annually.

General Provisions

A. A ~~S~~student, who has been accepted under this program, who has not met the academic prerequisites for participation in a particular program in which the student wishes to enroll shall not be placed in that program.

B. The District's Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity shall apply to all applicants under this program. In addition, the District will not discriminate on the basis of an applicant's intellectual, academic, artistic, athletic, or other ability, talent, or accomplishment, or based on a mental or physical disability, except as provided for in statue authorizing this program.

Application of Emergency Orders

All timelines or other procedures described in this policy and in any implementing administrative guidelines are subject to modification in the event that the State of Federal government issues emergency or other temporary orders affecting any of the subject matter of this policy. The policy automatically incorporates the contents of any such order or proclamation, including any subject matter of this policy. The policy automatically incorporates the contents of any such order or proclamation, including any discretionary authority provided, and delegates by policy and authority to exercise that discretion to the District Administrator.

Revised 11/25/14
Revised 12/13/16
Revised 12/10/19

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Legal 118.51, Wis. Stats.

Wis. Adm. Code Ch. P.I. 36

Book	Policy Manual
Section	5000 Students
Title	EMERGENCY NURSING SERVICES/PLAN
Code	po5310.01*jjh
Status	Second Reading
Adopted	October 22, 2013
Last Revised	December 12, 2017

5310.01 - **EMERGENCY NURSING SERVICES/PLAN**

To provide for the health and safety of students, the District shall develop an emergency nursing services plan (also known as protocols) that are incorporated into the District's administrative guidelines. This plan shall be in accordance with statutory requirements for the provision of emergency nursing services and shall include the following requirements:

A. The school nurse has developed and reviewed all relevant policies providing for the provision of emergency nursing services to students in cooperation with other School District personnel and representatives from community health agencies and services designated by the Board upon the recommendation of the nurse.

   Such Board policies, consistent with the District's emergency nursing services plan, provide for the management of illness (see Policy 5310 - Health Services, Policy 5335 - Care of Students with Chronic Health Conditions, Policy 8450 - Control of Casual Contact Communicable Diseases, and Policy 8453 - Direct Contact Communicable Diseases), accidental injury (see Policy 5340 - Student Accidents/Illnesses/Concussion & Sudden Cardiac Arrest), and the administration of medication and emergency care (see Policy 5330 - Administration of Medication/Emergency Care). These Board policies and their respective protocols and administrative guidelines shall be incorporated into the District's emergency nursing services plan.

B. The District's emergency nursing services plan and the District's administrative guidelines shall include specific protocols for dealing with student accidental injury, illness, and administration of medication at all school-sponsored activities, including but not limited to curricular, co-curricular and extra-curricular activities, and a method to record each incident of service provided.

C. Arrangements shall be made with a licensed physician to serve as medical advisor for the District's emergency nursing services plan.

   The District Administrator shall annually designate the District's medical advisor.

D. The District shall make emergency nursing services available during the regular school day, including summer or interim school, and during all school-sponsored student activities.

   The emergency nursing services plan shall indicate how such services shall be made available by the District during such times. The District may provide for such emergency nursing services through District staff or through outside services such as local emergency response resources.

E. The District's emergency nursing services plan and administrative guidelines shall specify how the District is providing for student emergency information, equipment, supplies, and space for the emergency nursing services that are appropriate and readily accessible to facilitate the provision of such services consistent with the services developed through this policy.

F. The nurse shall review and evaluate the District's emergency nursing services each year, including a review of the policies referenced above, and shall report to the Board regarding such services.

   At any time deemed necessary and appropriate, the nurse shall bring proposed revisions of any policies to the District Administrator, who will review them and forward them to the Board for consideration.

~~To provide for the protection of the students, the District shall make available emergency nursing services during the regular school day and during all school sponsored student activities.~~

~~The District shall provide for the management of illness (Policy 5310, Policy 5335, Policy 8450, and Policy 8453), accidental injury (Policy 5340 and Policy 5341), and the administration of medication and emergency care (Policy 5330). The policies shall include protocols for recording all administration of emergency nursing services.~~

~~The District Administrator shall develop guidelines that will provide student emergency information cards, equipment, supplies, and space for the emergency nursing services that are appropriate and readily accessible to facilitate the provision of such services consistent with the services developed through this policy. The District Administrator shall also identify a licensed physician to serve as medical advisor.~~

~~The District shall make available emergency student information, first aid supplies, and appropriate and accessible space for the rendering of emergency nursing services.~~

~~This policy and the additional policies providing for the provision of emergency nursing services to students has been developed and reviewed by the school nurse in cooperation with other School District personnel and representatives from community health agencies and services designated by the Board upon the recommendation of the nurse. The nurseshall review and evaluate emergency nursing services each year, including a review of the policies referenced above, and shall report to the Board regarding such services and bring proposed revisions of any policies to the District Administrator who will review and forward such revisions to the Board for consideration.~~

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Legal Wis. Stat.121.02(1)(g)

PI 8.01(2)(g)

Book	Policy Manual
Section	5000 Students
Title	ADMINISTRATION OF MEDICATION/EMERGENCY CARE
Code	po5330*jjh
Status	Second Reading
Adopted	October 22, 2013
Last Revised	August 26, 2025

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 a student with disabilities requires medication to benefit from the student's 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 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 the nonprescription drugs are supplied in the original manufacturer’s package, which lists the ingredients, recommended therapeutic dosage in a legible format, and the student's name. Any dosage of nonprescription medication other than that listed on the medication's 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 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.).

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 are 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

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 - Student Use or Possession of Intoxicants, Drugs, or Paraphernalia.

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 administrating the drug to report the suspected overdose. Such immunity does not apply to health-care professionals.

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.

Any time a student, or a group of students, participates in a school event not on District premises, District staff responsible for organizing and/or supervising the event will take steps so that Emergency Medical Information Forms, Health Plans, or Section 504 Plans are available in the event of an emergency. This includes, and is not limited to, all school-sponsored or school-related activities, including music trips, athletic trips, field trips, and academic contests. This does not include student spectators at events.

The school nurse(s) providing services or consultation on the District’s Emergency Nursing Services Plan have provided assistance in the development of this policy and will also provide a periodic review of the written instructions, consent forms, and the Medications Administration Daily Log(s).

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

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 and to permit each school nurse and designated school personnel to administer it. 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 who have agreed to receive training and who 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 accordingly;

C. delineates the permissible scope of usage to include providing District-owned stock epinephrine 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 to such students, and/or administering stock epinephrine 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 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 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 who provide or administer stock epinephrine 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.

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Revised 9/25/18
Revised 8/24/21
Revised 1/23/24

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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

Book	Policy Manual
Section	5000 Students
Title	THIRD GRADE PROMOTION AND RETENTION: AT-RISK STUDENTS
Code	po5411*jjh
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Adopted	June 24, 2025

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

Introduction

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

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

Definitions

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

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

"Completed" - means ~~a student who has "completed" their personal reading plan if the student's parent(s)and the District agree that the student has met the goals outlined in the personal reading plan and the student scores at grade-level in reading on a summative assessment.~~a 3rd grade student who has a personal reading plan is considered to have completed the personal reading plan if the student's parent and the student's school agree that the student has met the goals outlined in the personal reading plan and the student scores at grade-level in reading on a summative assessment, as defined by the Department of Education (DPI).

Promotion of Third Grade Students with Personal Reading Plans

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

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

A. Whether a team of interested individuals, including the parent(s) of the student and school representatives who have knowledge of the reading instruction, supports, and interventions provided to the student, believe promotion is in the best interest of the student;

B. All relevant and available data demonstrating the student's response or progress to reading instruction and intervention, and data demonstrating the student's progress towards meeting personal reading plan goals;

C. Whether or which alternatives to retention can help support the student to achieve reading proficiency;

D. Any other factor(s) relevant in deciding whether to retain or promote a student;

E. Those factor(s) or conditions considered elsewhere in District policy or administrative guidelines pertaining to student promotion and retention;

G. Whether the student is eligible for an exception contained under this policy;

H. The potential long-term adverse risks of retention.

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

A. Promotion: Promotion to fourth grade with applicable supports and services is more appropriate than retention to third grade.

B. Promotion: The student's non-completion of their personal reading plan was not primarily due to the student's lack of reading proficiency.

C. Promotion: The District recommends retention with applicable supports and services but the student's parent(s) do not agree with the District's recommendation.

D. Retention: The District determined that, in consultation with the student's parent(s), retention with applicable supports and services is more appropriate than promotion to fourth grade.

Promoting Students with Incomplete Personal Reading Plans

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

A. In the following and subsequent school year(s) provide intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency until the student scores at grade level in reading on a summative assessment;

B. Notify the student's parent(s), in writing, that the student did not complete their personal reading plan, including a description of the instructional services and supports that will be provided to the student to remediate the identified areas of deficiency; and

C. Provide the student with an intensive summer reading program each summer until the student scores at grade-level in reading on a summative assessment.

Exceptions to Post-Promotion Requirements

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

A. The student is identified as a Limited-English Proficient student as per the definition included in this policy;

B. The student has an individualized education plan (IEP) that indicates that neither taking the universal reading screener nor the State summative assessment in reading is appropriate for the student;

C. The student scores as proficient in reading on the alternative Statewide standardized summative assessment;

D. The student has an IEP or Section 504 plan under the Rehabilitation Act of 1973 that indicates that the student has received intensive intervention in reading for more than two (2) years if the student continues to demonstrate a deficiency in reading and was previously retained in 5K, grades one, two, or three;

E. The student has received intensive reading interventions for two (2) or more school years, continues to demonstrate a deficiency in reading, and was previously retained in 5K, grades one, two, or three for a total of two (2) years.

Mid-Year Enrollment/Transfers

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

If a student transfers into a school enrolled as a fourth-grade student and the provided records indicate the student may have met requirements to be retained in third grade (e.g., incomplete personal reading plan), the District shall provide all supports and services that the student would have otherwise received as a post-promotion requirement including intensive instructional services, progress monitoring and supports to remediate the identified areas of deficiency, parent notification, and an intensive summer reading program each summer until the ~~pupil~~student scores at grade-level in reading on a summative assessment.

Parental Notification

No later than fifteen (15) days after the reading readiness assessment is scored, the Board shall provide the results of the reading readiness assessment, in writing containing at least all of the following information to the student's parent in the parent's native language:

A. the student's score on the reading readiness assessment;

B. the student's score in each early literacy skill category assessment by the assessment;

C. the student's percentile rank score on the reading readiness assessment, in available;

D. the definition of "at-risk" and the score on the reading readiness assessment that would indicate the student is at-risk;

E. a plain language description of the literacy skills the reading readiness assessment is designed to measure.

If the diagnostic assessment indicates that a student is at-risk, the board shall include information about how to make a special education referral under 115.777, Wis. Stats., with the diagnostic assessment results provided.

If the Board is required to assess a student's early literacy skills using a diagnostic assessment, the Board shall provide all of the following, in writing, to the student's parent:

A. a description of the common indicators and characteristics of dyslexia;

B. information about appropriate interventions and accommodations for students with characteristics of dyslexia.

The Board shall post its early literacy remediation plan (including the parent notification policy) on the School District website.

If a student is identified as at risk based on a universal or diagnostic assessment, the Board shall:

A. provide a copy of the student's personal reading plan to the student's parent and obtain a copy of the personal reading plan signed by the student's parent (acknowledgement rather than consent);

B. after ten (1) weeks of providing the student with the interventions in the student's personal reading plan, notify the student's parent of the student's progress, as determined under the student's personal reading plan.

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Legal 118.33(5m)(a), Wis. Stats.

118.016(4)(5), Wis. Stats.

Book	Policy Manual
Section	5000 Students
Title	EARLY GRADUATION
Code	po5464*jjh
Status	Second Reading
Adopted	October 22, 2013

5464 - **EARLY GRADUATION**

The Board ~~of Education~~ acknowledges that some students are pursuing educational goals which include graduation from high school at an earlier date than their designated class.

Application for early graduation will be submitted to the high school ~~p~~Principal in accordance with school regulations. The ~~principal~~District may honor this request if all conditions for graduation are met and the student fulfills the graduation requirements. The high school Principal shall make the final decision regarding an application for early graduation.

The student may participate in the graduation ceremonies with ~~his/her~~the student's designated class. If the student will be participating in any District activities or programming, including the District's graduation ceremony, then the student must abide by all Board policies and school rules.

Book	Policy Manual
Section	5000 Students
Title	ACADEMIC HONESTY
Code	po5505*jjh
Status	Second Reading
Adopted	March 12, 2024
Last Revised	June 24, 2025

5505 – **ACADEMIC HONESTY**

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

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

Academic dishonesty includes, but is not limited to:

A. plagiarism (of ideas, work, research, speech, art, music, etc.);

B. forgery of another's work;

C. presenting the results that are the product of an artificial intelligence (AI) platform as one's own where the use of AI was not specifically allowed by the teacher as part of the assignment.

D. downloading or copying information from other sources and presenting it as one's own;

E. using language translation work of someone else or using technology when the expectation is doing one's own translation;

F. copying another person's work;

G. allowing another person to copy one's own work;

H. stealing another person's work;

I. doing another person's work for them;

J. distributing copies of one's work for use by others;

K. distributing copies of someone else's work for use by others for academic gain or advantage;

L. intentionally accessing another's work for the purpose of presenting it as one's own for academic gain or advantage;

M. distributing or receiving answers to assignments, quizzes, tests, assessments, etc.

N. distributing or receiving questions from quizzes, tests, assessments, etc.

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

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

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

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

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

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

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

D. Writing assistance: AI/NLP tools can provide grammar and spelling corrections, as well as suggest alternative word choices and sentence structure, to help students improve their writing skills. Proper citation when using AI/NLP tools is required when AI/NLP generated content is incorporated into any work product.

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

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

When enrolled in Advanced Placement (AP), International Baccalaureate (IB), Early College Credit Programs (ECCP), or any other third-party, District-sponsored programming, students are expected to follow the corresponding policies and guidelines regarding the use if AI/NLP.

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

Students who violate this policy are subject to disciplinary consequences.

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

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

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

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

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Legal 118.01, 118.164, 120.12, Wis. Stats.

Book	Policy Manual
Section	5000 Students
Title	USE OF TOBACCO AND NICOTINE BY STUDENTS
Code	po5512*jjh
Status	Second Reading
Adopted	October 22, 2013
Last Revised	January 23, 2024

5512 - **USE OF TOBACCO AND NICOTINE BY STUDENTS**

The Board recognizes that the use of tobacco products as well as other nicotine delivery systems, such as electronic smoking devices, are a health, safety, and environmental hazard for students, staff, visitors, and school facilities. The Board is acutely aware of the serious health risks associated with the use of these products, both to users and non-users, and that their use or promotion on school grounds and at off-campus school-sponsored events is detrimental to the health and safety of students, staff, and visitors. The Board also believes accepting tobacco industry gifts or materials will send an inconsistent message to students, staff, and visitors.

It shall be a violation of this policy for any student of the District to possess, use, consume, display, promote, or sell any tobacco products, tobacco industry brand, tobacco-related devices, imitation tobacco products, or electronic smoking or vaping devices, regardless of content, including smoking as defined in this policy, at any time on school property or at off-campus, school-sponsored events. The Board authorizes the District Administrator to take reasonable measures related to the Board's expectation that the promotion and display of tobacco and related products on school property or at off-campus, school-sponsored events is prohibited.

It shall be a violation of this policy for the District to solicit or accept any contributions, gifts, money, curricula, or materials from the tobacco industry or from any tobacco products retailer. This includes, but is not limited to, donations, monies for sponsorship, advertising, promotions, loans, or support for equipment, uniforms, and sports and/or training facilities. It shall be a violation of this policy to participate in any type of service funded by the tobacco industry while in the scope of employment for the District.

Exceptions

It shall not be a violation of this policy for tobacco products, tobacco-related devices, imitation tobacco products, or lighters to be included in instructional or work-related activities in school buildings if the activity is conducted by a staff member or an approved visitor and the activity does not include smoking, chewing, or otherwise ingesting the product.

The prohibition on the use of other products containing nicotine including, but not limited to, nicotine patches and nicotine gum may be removed when a parent or "adult" student provides documentation from a licensed medical practitioner that the student's use of non-tobacco nicotine products is being medically supervised for the cessation of a nicotine addiction and the student complies with Policy 5330 - Administration of Medication/Emergency Care.

Instruction in the history and purpose of traditional tobacco that has been used as a part of faith and tradition in the Native American and American Indian communities is an exception to this policy. Nothing in this policy is intended to infringe upon the legitimate exercise of cultural beliefs or ceremonial representations. In the event of a potential conflict between the Board's policy prohibiting the use or possession of nicotine containing products and a student's exercise of cultural traditions, the administration shall consult with appropriate community representatives to apply this policy in a manner that respects such cultural significance.

Response to Policy Violations

Separate from disciplinary sanctions imposed for violations of this policy, the District shall address violations of this policy by students with the application of supportive disciplinary practices designed to promote recovery and reduction of tobacco and nicotine addictions and dependence. See AG 5512 - Use of Tobacco and Nicotine by Students.

The District recognizes the use of in-school or out-of-school suspension for tobacco and nicotine addiction increases the likelihood of negative educational outcomes, and thereby discourages exclusionary practices for students who violated this policy, including suspension and expulsion.

Policy Specific Definitions

The term "any time" means during normal school and non-school hours: twenty-four (24) hours a day, seven (7) days a week.

The term "electronic smoking device" means any product containing or delivering nicotine or any other substance, whether natural or synthetic, intended for human consumption through the inhalation of aerosol or vapor from the product. The term electronic smoking device includes, but is not limited to, devices manufactured, marketed, or sold as e-cigarettes, e-cigars, e-pipes, vape pens, mods, tank systems, JUUL, or under any other product name or descriptor. The term electronic smoking device includes any component part of a product, whether or not marketed or sold separately including, but not limited to, e-liquids, e-juice, cartridges, and pods.

The term "imitation tobacco product" means any edible non-tobacco product designed to resemble a tobacco product, or non-edible, non-tobacco product designed to resemble a tobacco product that is intended to be used by children as a toy. Examples of imitation tobacco products include, but are not limited to, candy or chocolate cigarettes, bubble gum cigars, shredded bubble gum resembling chewing tobacco, pouches containing flavored substances packaged similarly to snuff, shredded beef jerky in containers resembling snuff tins, plastic cigars, and puff cigarettes.

The term "off-campus, school-sponsored event" means any event sponsored by the school or School District that is not on school property including, but not limited to, sporting events, day camps, field trips, entertainment seminars, dances, or theatrical productions.

The term "school property" means all facilities and property, including land (whether owned, rented, or leased by the District) and all vehicles owned, leased, rented, contracted for, or controlled by the District used for transporting students, staff, and visitors.

The term "smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. This specifically includes marijuana and hemp plant-derived substances, whether or not legally sold in Wisconsin, including CBD products, Delta 8 THC, Delta 9 THC, or any other variation thereof. "Smoking" also includes carrying or using an activated electronic smoking device.

The term "supportive disciplinary practices" means disciplinary practices that incorporate opportunities for students to understand the root causes of their behavior, develop positive coping strategies, and support efforts to cease the problematic conduct.

The term "tobacco product" means any product containing, made, or derived from tobacco or that contains nicotine, whether synthetic or natural, that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including but not limited to, cigarettes; electronic smoking devices; cigars; little cigars; cheroots; stogies; periques; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; pouches, snuff; snuff flour; cavendish; plug and twist tobacco; fine-cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco, and other kinds and forms of tobacco.

The term "tobacco products retailer" means retailers whose primary business is to sell tobacco and/or tobacco-related products.

The term "tobacco industry" means manufacturers, distributors, or wholesalers of tobacco products, electronic smoking devices, or tobacco-related devices; this includes parent companies and subsidiaries.

The term "tobacco industry brand" means any corporate name, trademark, logo, symbol, motto, selling message, recognizable pattern of colors, or any other indication of product identification identical or similar to those used for any brand of tobacco product, company, or manufacturer of tobacco products.

Revised 12/11/18
Revised 12/10/19
Revised 3/23/21
Revised 2/22/22
T.C. 8/2/22

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Legal	111.321, Wis. Stats.
	120.12(20), Wis. Stats.
	20 U.S.C. 6081 et seq.
	20 U.S.C. 7182

IX. Miscellaneous U.

Book	Policy Manual
Section	5000 Students
Title	STUDENT USE OR POSSESSION OF INTOXICANTS, DRUGS, OR PARAPHERNALIA
Code	po5530*jjh
Status	Second Reading
Adopted	October 22, 2013
Last Revised	March 12, 2024

5530 - **STUDENT USE OR POSSESSION OF INTOXICANTS, DRUGS, OR PARAPHERNALIA**

The Board recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the entire school community.

As the educational institution of this community, the schools should strive to prevent drug abuse and help drug abusers by educational, rather than punitive, means.

For purposes of this policy, "drugs" shall mean:

A. all dangerous controlled substances as so designated and prohibited by Wisconsin statute;

B. all derivates of hemp, except CBD products permitted by the school (see Policy 5330 - Administration of Medication/Emergency Care);

   This includes Delta-8-THC, Delta-9-THC, Delta-10-THC, Delta-11-THC, THC-0, and all other forms that cause psychosis; in all forms of delivery (i.e., inhalation, ingestion, injection, etc.).

C. all chemicals which release toxic vapors;

D. all alcoholic beverages;

E. any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;

F. "look-alikes";

G. anabolic steroids;

H. any misuse of over-the-counter drugs or medications;

I. any other illegal substance so designated and prohibited by law.

J. any substance, no matter its chemical composition, that is represented as or packaged in such a manner so as to give the appearance that the substance is a drug otherwise defined in this policy.

The Board prohibits the use, possession, concealment, or distribution of any drug and any drug-paraphernalia at any time on District property or at any District-related event.

The District Administrator shall prepare guidelines for the identification, amelioration, and regulation of drug use in the schools, including education, prevention, and standards of conduct. Education shall be intended to develop awareness of: drug abuse, including prescription drug abuse, and prevention; the relationship between highway safety and the use of alcohol and controlled substances, including prescription drugs; and the relationship between youth suicide and the use of alcohol and controlled substances, including prescription drugs.

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Revised 12/11/18

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Legal 118.01(2)(d), Wis. Stats.
118.24(2)(f), Wis. Stats.
118.257, Wis. Stats.
125.09(2), Wis. Stats.
Drug-Free Schools and Communities Act of 1986 as amended
20 U.S.C. 3171 et seq., 3224A

Book	Policy Manual
Section	5000 Students
Title	DUE PROCESS RIGHTS
Code	po5611*jjh
Status	Second Reading
Adopted	October 22, 2013

~~5611 **DUE PROCESS RIGHTS**~~

~~The Board of Education recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the District's disciplinary procedures.~~

~~To better ensure appropriate due process is provided a student, the Board establishes the following guidelines:~~

A. ~~Students subject to suspension:~~

   ~~The suspended student, and if a minor, the parent of the suspended minor student shall be given prompt notice of the suspension and the reason for the suspension. The student or the student's parents may within five (5) school days following the beginning of the suspension, have a conference with the District Administrator. This conference will serve as the opportunity for the student to respond to the charges against him/her. If the Administrator finds that the student was suspended unfairly or unjustly or that the student suffered undue consequences as the result of suspension, the student's record shall be expunged.~~

B. ~~Students subject to expulsion:~~

   ~~Prior to expelling a student, the Board must hold a hearing. A student and his/her parent must be given written notice of the intention to expel and the reasons therefor, at least five (5) days prior to the date of the hearing. The hearing is the opportunity for the student and his/her parent to appear with a representative or legal counsel before the Board to answer the charges. The Board will keep written minutes of the hearing. The hearing will be closed. The student and/or his/her parent may appeal the expulsion consistent with Chapter 120.13, Wis. Stats.~~

~~The District Administrator shall establish procedures to ensure that all members of the staff use the above guidelines when dealing with students. In addition, this statement of due process rights should be placed in all student handbooks in a manner that will facilitate understanding by students and their parents.~~

Book	Policy Manual
Section	5000 Students
Title	STUDENT COMPLAINTS
Code	po5710*jjh
Status	Second Reading
Adopted	October 22, 2013
Last Revised	March 23, 2021

~~5710 - **STUDENT COMPLAINTS**~~

~~The Board recognizes that, as citizens, students have the right to request redress of complaints. Further, the Board believes that the inculcation of respect for lawful procedures is an important part of the educational process. Accordingly, individual and group complaints should be provided for and appropriate appeal procedures implemented.~~

~~The Board or its employees will hear the complaints of the students of this District provided that such complaints are made according to procedures established by the District Administrator. Multiple policies provide complaint procedures available to students which include but may not be limited to:~~

A. ~~Policy 5517.01 - Bullying;~~

B. ~~Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability;~~

C. ~~Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity;~~

D. ~~Policy 5517 - Student Anti-Harassment; and~~

E. ~~Policy 9130 - Public Requests, Suggestions, or Complaints.~~

~~If a student has a complaint which does not appear to fit any of the above categories or another adopted policy of the Board, the student should present the complaint to the student's Principal or the District Administrator for review and response.~~

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Legal

118.13 Wis. Stats.

P.I. 9, 41, Wis. Adm. Code

Fourteenth Amendment, U.S. Constitution

20 U.S.C. 1681, Title IX of Education Amendments Act

20 U.S.C. 1701 et seq., Equal Educational Opportunities Act of 1974

29 U.S.C. 794, Rehabilitation Act of 1973

42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990

42 U.S.C. 2000 et seq., Civil Rights Act of 1964

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979

Book	Policy Manual
Section	6000 Finances
Title	COST PRINCIPLES - SPENDING FEDERAL FUNDS
Code	po6114*jjh
Status	Second Reading
Adopted	May 25, 2021
Last Revised	April 26, 2022

6114 - **COST PRINCIPLES - SPENDING FEDERAL FUNDS**

The District Administrator is responsible for the efficient and effective administration of grant funds through the application of sound management practices. Such funds shall be administered in a manner consistent with all applicable Federal, State and local laws, the associated agreements/assurances, program objectives, and the specific terms and conditions of the grant award.

Cost Principles

A cost is reasonable if it does not exceed an amount that a prudent person would incur under the circumstances prevailing when the decision was made to incur the cost. Except where otherwise authorized by statute, costs shall meet the following general criteria in order to be allowable under Federal awards:

A. Be necessary and reasonable for proper and efficient performance and administration of the Federal award and be allocable thereto under these principles.

   To determine whether a cost is reasonable, consideration shall be given to:

   1. whether a cost is ~~a type~~ generally recognized as ordinary and necessary for the operation ~~of the District~~ or the proper and efficient performance of the Federal award;

   2. the restraints or requirements imposed by such factors as sound business practices, arm's length bargaining, Federal, State, local, tribal, and other laws and regulations;

   3. market prices for comparable ~~goods or services~~costs for the geographic area;

   4. whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the District, its employees, its students or membership (if applicable), the public at large, and the Federal Government; and

   5. ~~whether the cost does not represent any significant deviation from the established practices or Board policy which may unjustifiably increase the expense~~the degree to which the costs represents a deviation from the Board's established written policies and procedures for incurring costs.

   ~~Whether an expenditure is necessary is determined based on the needs of the program. The expenditure must be necessary to achieve an important program objective and it must be established that the expenditure addresses an existing need.~~While Federal regulations do not provide specific descriptions of what satisfies the necessary element beyond its inclusion in the reasonableness analysis above, whether a cost is necessary is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the District can demonstrate that the cost addresses an existing need, and can prove it.

   When determining whether a cost is necessary, consideration may be given to whether:

1. the cost is needed for the proper and efficient performance of the grant program;

2. the cost is identified in the approved budget or application;

3. there is an educational benefit associated with the cost;

4. the cost aligns with identified needs based on results and findings from a needs assessment

5. the cost addresses program goals and objectives and is based on program data.

A cost is allocable to the Federal award if the goods or services involved are chargeable or assignable to the Federal award in accordance with the relative benefit received.

This standard is met if the cost:

1. is incurred specifically for the Federal award;

2. benefits both the Federal award and other work of the District and can be distributed in proportions that may be approximated using reasonable methods; ~~and~~or

3. is necessary to the overall operation of the District and is assignable, in part, to the Federal award in accordance with these cost principles ~~mentioned here~~.

B. Conform to any limitations or exclusions set forth in the cost principles ~~as required by law~~2 C.F.R. Part 200 or in the terms and conditions of the Federal award, including prohibitions regarding costs incurred for telecommunications and video surveillance services or equipment or as a substantial or essential component of any system or as critical technology as part of any system. Such prohibition also applies to funds generated as program income, indirect cost recoveries, or to satisfy cost share requirements.

C. Be consistent with policies and procedures that apply uniformly to both Federally-financed and other activities of the District.

D. Be accorded consistent treatment. A cost cannot be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to a Federal award as an indirect cost under another award.

E. Be determined in accordance with generally accepted accounting principles.

F. Be representative of actual cost, net of all applicable credits, or offsets.

The term applicable credits refers to those ~~receipts or reductions of expenditures that operate to offset or reduce expense items~~transactions that offset or reduce direct or indirect costs allocable to the Federal award. Typical examples of such transactions are: purchase discounts; rebates or allowances; recoveries or indemnities on losses; insurance refunds or rebates; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to or received by the ~~State~~District relate to the Federal award, they shall be credited to the Federal award, either as a cost reduction or a cash refund, as appropriate.

G. Be not included as a match or cost-share requirement of any other Federally-financed program in either the current or a prior period, unless the specific Federal program authorizes Federal costs to be treated as such.

H. Be adequately documented:

1. in the case of personal services, the District Administrator shall implement a system for District personnel to account for time and efforts expended on grant-funded programs to ~~assure~~document that only permissible personnel expenses are allocated;

2. in the case of other costs, all receipts and other invoice materials shall be retained, along with any documentation identifying the need and purpose for such expenditure if not otherwise clear.

I. Administrative closeout costs may be incurred until the due date of the final report(s). If incurred, these costs must be liquidated prior to the due date of the final report(s) and charged to the final budget period of the award unless otherwise specified by the Federal agency. ~~Be~~All other costs must be incurred during the approved budget period. At its discretion, the Federal agency is authorized to waive prior written approvals to carry forward unobligated balances to subsequent budget periods.

The budget period means the time interval from the start date of a funded portion of an award to the end date of that funded portion during which recipients are authorized to ~~carry out authorized work and expend~~incur financial obligations of the funds awarded, including any funds carried forward or other revisions pursuant to ~~the law~~2 C.F.R. 200.308. Prior written approval from the Federal awarding agency or ~~s~~State pass-through entity may be required to carry forward unobligated balances to subsequent budget periods, unless waived.

Selected Items of Cost

The District shall follow the rules for selected items of cost at 2 C.F.R. Part 200, Subpart E when charging these specific expenditures to a Federal grant. When applicable, District staff shall check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, State, District, and program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those rules as well.

The following rules of allowability must apply to equipment and other capital expenditures ~~(as defined in Policy 7455 – Accounting System for Capital Assets)~~:

A. Capital expenditures for ~~general purpose~~general-purpose equipment, buildings, and land are ~~unallowable~~allowable as direct charges, ~~except~~but only with the prior written approval of the Federal ~~awarding~~ agency or pass-through entity.

B. Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of ~~$5,000~~$10,000 or more have the prior written approval of the Federal awarding agency or pass-through entity.

C. Capital expenditures for improvements to land, buildings, or equipment ~~which~~that materially increase their value or useful life are ~~unallowable~~allowable as a direct cost ~~except~~but only with the prior written approval of the Federal ~~awarding~~ agency, or pass-through entity.

D. All Federally-funded contracts in excess of $2,000 related to construction, alteration, repairs, painting, decorating, etc. must comply with Davis-Bacon prevailing wage requirements.

E. Allowability of depreciation on buildings, capital improvements, and equipment shall be in accordance with 2 C.F.R. 200.436 and 2 C.F.R. 200.465.

F. When approved as a direct cost by the Federal ~~awarding~~ agency or pass-through entity under Sections A - C, capital expenditures will be charged in the period in which the expenditure is incurred, or as otherwise determined appropriate and negotiated with the Federal ~~awarding~~ agency.

G. The District may claim the unamortized portion of any equipment written off as a result of a change in capitalization levels by continuing to claim the otherwise allowable depreciation on the equipment, or by amortizing the amount to be written off over a period of years negotiated with the cognizant agency for indirect cost.

H. If the District is instructed by the Federal agency to otherwise dispose of or transfer the equipment, the costs of such disposal or transfer are allowable.

I. ~~If the District is instructed by the Federal awarding agency to otherwise dispose of or transfer the equipment, the costs of such disposal or transfer are allowable.~~Equipment and other capital expenditures are unallowable as indirect costs.

Statutory requirements may limit the allowability of costs. Any costs that exceed the maximum amount allowed by statute may not be charged to the Federal award. Only the amount allowable by statute may be charged to the Federal award.

Payments made for costs determined to be unallowable by the Federal agency, cognizant agency for indirect costs, or pass-through entity must be refunded (with interest) to the Federal Government.

~~Cost Compliance~~Prior Written Approval

To avoid subsequent disallowance or dispute based on unreasonableness or nonallocability, the District may seek the prior written approval of the Federal agency (or, for indirect costs, the cognizant agency for indirect costs) before incurring the cost. The absence of prior written approval on any element of cost will not, in itself, affect the reasonableness or allocability of that cost unless prior approval is specifically required for allowability.

The District Administrator shall require that grant program funds are expended and are accounted for consistent with the requirements of the specific program and as identified in the grant application. Compliance monitoring includes accounting for direct or indirect costs and reporting them as permitted or required by each grant. Costs incurred for the same purpose in like circumstances shall be treated consistently as either direct or indirect costs, but may not be double charged or inconsistently charged as both.

Determining Whether a Cost is Direct or Indirect

The association of costs with a Federal award (rather than the nature of the procurement transaction) determines whether costs are direct or indirect. Costs incurred for the same purpose in like circumstances must be treated consistently as direct or indirect.

A. Direct costs are those costs that can be identified specifically with a particular final cost objective, such as a Federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

   These costs may include: salaries and fringe benefits of employees working directly on a grant-funded project; purchased services contracted for performance under the grant; travel of employees working directly on a grant-funded project; materials, supplies, and equipment purchased for use on a specific grant; program evaluation costs or other institutional service operations; and infrastructure costs directly attributable to the program (such as long-distance telephone calls specific to the program, etc.). Direct costs may also include capital expenditures if approved by the Federal agency or pass-through entity, as well as capital expenditures for special purpose equipment with a unit cost of less than $10,000.

   If a cost benefits two (2) or more projects or activities in proportions that can be determined without undue effort or cost, the cost must be allocated to the projects based on the proportional benefit.

B. Indirect costs are those that have been incurred for a common or joint purpose benefitting more than one (1) cost objective, and not readily assignable to the cost objectives specifically benefitted, without effort disproportionate to the results achieved. Costs incurred for the same purpose in like circumstances shall be treated consistently as either direct or indirect costs.

   These costs may include: general data processing, human resources, utility costs, maintenance, accounting, etc.

   Federal education programs with supplement not supplant provisions must use a restricted indirect cost rate. In a restricted rate, indirect costs are limited to general management costs. General management costs do not include divisional administration that is limited to one (1) component of the District, the governing body of the District, compensation of the District Administrator, compensation of the chief executive officer of any component of the District, and operation of the immediate offices of these officers.

   The salaries of administrative and clerical staff should normally be treated as indirect costs. Direct charging of these costs may be appropriate only if all of the following conditions are met:

   1. Administrative or clerical services are integral to a project or activity.
   2. Individuals involved can be specifically identified with the project or activity.
   3. Such costs are explicitly included in the budget or have the prior written approval of the Federal awarding agency.
   4. The costs are not also recovered as indirect costs.

Where a Federal program has a specific cap on the percentage of administrative costs that may be charged to a grant, that cap shall include all direct administrative charges as well as any recovered indirect charges.

Effort should be given to identify costs as direct costs whenever practical, but allocation of indirect costs may be used where not prohibited and where indirect cost allocation is approved ahead of time by the Wisconsin Department of Instruction (DPI) or the pass-through entity (Federal funds subject to 2 C.F.R. Part 200 pertaining to determining indirect cost allocation).

Timely Obligation of Funds

Financial obligations are orders place for property and services, contracts and subawards made, and similar transactions that require payment under a Federal award that will result in expenditures by a recipient or subrecipient under a Federal award.

The following list illustrates when funds are determined to be obligated under the U.S. Department of Education regulations:

If the obligation is for:

A. Acquisition of property - on the date which the District makes a binding written commitment to acquire the property.

B. Personal services by an employee of the District - when the services are performed.

C. Personal services by a contractor who is not an employee of the District - on the date which the District makes a binding written commitment to obtain the services.

D. Performance of work other than personal services - on the date when the District makes a binding written commitment to obtain the work.

E. Public utility services - when the District receives the services.

F. Travel - when the travel is taken.

G. Rental of property - when the District uses the property.

H. A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 C.F.R. Part 200, Subpart E - Cost Principles - on the first day of the project period.

~~When Obligations are Made~~

~~Financial obligations are orders placed for property and services, contracts and subawards made, and similar transactions that require payment.~~

~~This term is used when referencing a recipient's or subrecipient's use of funds under a Federal award.~~

~~The following table illustrates when funds are determined to be obligated under the U.S. Department of Education regulations:~~

~~If the obligation is for:~~	~~The obligation is made:~~
~~Acquisition of Property~~	~~On the date the District makes a binding written commitment to acquire property~~
~~Personal services by an employee of the District~~	~~When the services are performed~~
~~Personal services by a contractor who is not an employee of the District~~	~~On the date the District makes a binding agreement to obtain the services~~
P~~erformance of work other than personal services~~	~~On the date when the District makes a binding written commitment to obtain the work~~
~~Public utility services~~	~~When the District receives the services~~
~~Travel~~	~~When the travel is taken~~
~~Rental property~~	~~When the District uses the property~~
~~A pre-award cost that was properly approved by the Secretary under federal regulations, 2 C.F.R. part 200, Subpart E~~	~~On the first day of the project period~~

Period of Performance

All financial obligations must occur during the period of performance. Period of performance means the time interval between the start and end date of a Federal award, which may include one (1) or more budget periods. Identification of the period of performance shall be specific to the Federal award and consistent with 2 C.F.R. 200.211 and does not commit

the Federal agency to fund the award beyond the currently approved budget period.~~Period of performance means the total estimated time interval between the start of an initial Federal award when the District is permitted to carry out the work authorized by the grant and the planned end date. The period of performance may include one or more funded portions or budget periods.~~ The period of performance is dictated by statute and will be indicated in the grant award notification (GAN). As a general rule, State-administered Federal funds are available for obligation within the year that Congress appropriates the funds for. However, given the unique nature of educational institutions, for many Federal education grants, the period of performance is twenty-seven (27) months. This maximum period includes a fifteen (15) month period of initial availability, plus a twelve (12) month period for carryover. For direct grants, the period of performance is generally identified in the GAN. Note, however, that certain Federal awards have specific requirements that restrict the use of funds beyond the initial period of performance.

In the case of a State-administered grant, financial obligations under a grant may not be made until the application is approved or is in substantially approvable form, whichever is later. In the case of a direct grant, a grantee may use grant funds only for obligations it makes during the grant period unless an agreement exists with the awarding agency or the pass-through entity (e.g., Wisconsin Department of Public Instruction) to reimburse for pre-approval expenses.

If a Federal ~~awarding~~ agency or pass-through entity approves an extension, or if the District extends under C.F.R. 200.308(e)(2), the Period of Performance will be amended to end at the completion of the extension. If a termination occurs, the Period of Performance will be amended to end upon the effective date of termination. If a renewal is issued, a distinct Period of Performance will begin.

For both State-administered and direct grants, regardless of the period of availability, the District shall liquidate all financial obligations incurred under the award not later than ninety (90) calendar days after the ~~end of the funding period unless an extension is authorized, or other terms are provided for in the grant~~conclusion of the period of performance of the award (or an earlier date as agreed upon by the Department of Public Instruction (DPI) and the District). Any funds not obligated within the period of performance or liquidated within the appropriate timeframe are said to lapse and shall be returned to the ~~awarding~~ agency. Consequently, the District shall closely monitor grant spending throughout the grant cycle.

T.C. 8/3/21

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Legal	2 C.F.R. 200.344(b)
	2 C.F.R. 200.403-.407, 200.413(a)-(c), 200.430(a), 200.431(a) and 200.458
	34 C.F.R. 75.703
	34 C.F.R. 76.707 - .708(a)

Book	Policy Manual
Section	6000 Finances
Title	BUDGET IMPLEMENTATION
Code	po6231*jrm
Status	Second Reading
Adopted	October 22, 2013
Last Revised	January 25, 2022

6231 - **BUDGET IMPLEMENTATION**

The Board places the responsibility of administering the budget, once adopted, with the District Administrator. S/He shall keep the Board informed as to problems or concerns as the budget is being implemented.

The District Administrator is authorized to proceed with making financial commitments, purchases, and other expenditures within limits provided in the Board-approved budget, limitations stated in Board policies, and within legal authority expressed in State statutes.

Listings of expenditures, appropriate financial reports, and budget comparison reports shall be submitted monthly to the Board to keep members informed as to the status of the budget and overall financial condition of the District. Once each month, the Board minutes shall include a statement of the receipts and expenditures in the aggregate and beginning and ending balances.

If, during the fiscal year, it appears to the District Administrator that actual revenues are less than estimated revenues, including the available equity upon which the appropriations from the fund were based, the District Administrator shall present to the Board recommended amendments to the budget that will prevent unplanned expenditures from ~~exceeding revenues~~Fund Balance reserves. ~~S/He~~The District Administrator shall ~~ensure that such~~make recommendations ~~shall be~~ in accordance with requirements of the law and provisions of negotiated agreements. Such budget amendments must be approved by a two-thirds (2/3's) affirmative vote of the entire membership of the Board.

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Legal	66.0607(7), 120.11(4) Wis. Stats.

Book	Policy Manual
Section	6000 Finances
Title	FUND BALANCE
Code	po6235*jrm
Status	Second Reading
Adopted	October 22, 2013
Last Revised	May 28, 2019

6235 - **FUND BALANCE**

Variations in the District's fund balances will be presented by the Superintendent, or his/her designee, to the Board of Education subsequent to the close of the District's fiscal year.

Fund balance, which is defined as assets less liabilities, will be put into the following components:

A. **Nonspendable Fund Balance** - amounts that cannot be spent because they are either (a) not in a spendable form (which includes items that are not expected to be converted to cash - e.g., inventories or prepaid amounts) or (b) legally or contractually required to be maintained intact.

B. **Restricted Fund Balance** - amounts constrained to specific purposes by their providers (such as grantors, bondholders, and higher levels of government), through constitutional provisions or by enabling legislation.

C. **Committed Fund Balance** - amounts constrained to specific purposes by the Board; to be reported as committed, amounts cannot be used for any other purpose unless the Board takes action to remove or change the constraint.

D. **Assigned Fund Balance** - amounts the Board *intends* to use for a specific purpose but are neither restricted nor committed; intent can be expressed by the Board or by an official or committee to which the Board delegates authority.

E. **Unassigned Fund Balance** - amounts that are available for any purpose; these amounts are reported only in the general fund.

The Board of Education recognizes the need to maintain a level of unassigned general fund balance that will provide an operating reserve in the general fund for the following purpose/goals:

A. hold adequate working capital to meet cash flow needs during the fiscal year;

B. reduce or eliminate the need for short-term borrowing;

C. serve as a safeguard for unanticipated expenses and or unrealized revenues of the District;

D. show fiscal responsibility to maintain a high credit rating which will help reduce future borrowing costs.

The District shall strive to maintain an unassigned year-end general fund balance that is equal to 15-20% of the ensuing years budgeted general fund expenditures.

Should the year-end unassigned general fund balance fall below fifteen percent (15%), the Superintendent, or his/her designee, will bring forward for Board consideration recommendations to restore the unassigned general fund balance.

Should the year-end unassigned general fund balance exceed twenty percent (20%), the Superintendent, or his/her designee, will bring forward for Board consideration recommendations to commit or assign a portion of the unassigned general fund balance.

The Superintendent, or ~~his/her~~their designee, will present recommendations of fund balance classification to the Board of Education that will maintain an unassigned general fund balance within the 15-20% range.

The Board of Education will take action to classify all fund balances.

Revised 11/25/14

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Legal Government Accounting Standards Board Statement 54

Book	Policy Manual
Section	6000 Finances
Title	PETTY CASH
Code	po6620*jrm
Status	Second Reading
Adopted	October 22, 2013

6620 - **PETTY CASH**

The Board ~~of Education~~ recognizes the convenience afforded the day-by-day operation of the schools by the establishment of one (1) or more petty cash funds. The ~~Board shall require the imposition of such~~District Administrator shall be responsible for the implementation and maintenance of such controls ~~as will~~and procedures to prevent abuse of ~~such~~petty cash funds.

~~Each custodian of a petty cash fund shall ensure that the funds in his/her care shall be disbursed only for minor expenditures not readily deferred.~~ No petty cash fund may be used to circumvent the purchasing procedures required by law and the policies of this Board. ~~A request for petty cash funds must be made in writing, be signed by the person making the request, and include such supporting documentation as may be appropriate. The petty cash box must be secured daily.~~

~~The custodian of each petty cash fund shall prepare a schedule of disbursements when the funds available in petty cash have declined. The custodian shall submit the schedule to the Asst. Superintendent of Business and Operational Services with a voucher requesting replenishment in like amount.~~

All petty cash funds will be closed out for audit at the end of the school year.

Book	Policy Manual
Section	7000 Property
Title	MAINTENANCE
Code	po7410*jrm
Status	Second Reading
Adopted	October 22, 2013

7410 - **MAINTENANCE**

The Board ~~of Education~~ recognizes that the ~~fixed~~capital assets of ~~this~~the District represent a significant investment of this community and ~~their~~the maintenance of those assets is of ~~prime~~ concern to the Board.

The Board directs the conduct of a continuous program of inspection, maintenance, and rehabilitation for the preservation of all school buildings ~~and~~, equipment, and District grounds. Wherever possible and feasible, maintenance shall be preventive.

The Assistant Superintendent of Business and Operational Services shall develop, for implementation within budget allocations approved by the Board~~by the custodial and maintenance staff~~, a maintenance program ~~which~~that may include:

A. a regular ~~summer~~ program of facilities repair and conditioning;

B. the maintenance of a critical spare parts inventory;

C. an equipment replacement program;

D. a long-range program of ~~building~~facilities refurbishment and modernization;

E. repair or replacement of equipment or facilities for energy conservation, safety, or other environmental factors.

The Assistant Superintendent of Business and Operational Services shall develop and ~~promulgate~~provide to the custodial and maintenance staff such administrative guidelines as may be necessary for the ongoing maintenance and good order of the physical plant and for the expeditious repair of those conditions which threaten the safety of the occupants or the integrity of the plant.

~~Such guidelines are to include provision for Handicapped Parking~~Disabled parking spaces and signs, ~~which conform to~~in conformance with State law, shall be provided where deemend necessary.

~~Said guidelines shall also include the establishment of sound priorities among the requests for repairs received from building principals.~~

Book	Policy Manual
Section	7000 Property
Title	SAFETY STANDARDS
Code	po7430*jrm
Status	Second Reading
Adopted	October 22, 2013
Last Revised	August 3, 2021

7430 - **SAFETY STANDARDS**

The Board believes that the employees and students of this District, as well as visitors, are entitled to function in an environment as free from hazards as can reasonably be provided. In this regard and in accordance with law, the Board will provide reasonable and adequate protection to the lives, safety, and health of its employees.

The Assistant Superintendent of Business and Operational Services shall be responsible for the maintenance of standards in the facilities to prevent accidents and to minimize their consequences. ~~S/He~~The Assistant Superintendent of Business and Operational Services shall designate an employee who shall conduct periodic audits of health and safety conditions within the facilities of the District in accordance with the Federal OSHA standards adopted by the State, and take appropriate action on any violations ~~thereof~~discovered during such audits. Reports of violations and remediation actions shall be provided to the Assistant Superintendent of Business and Operational Services who shall keep the Board informed of significant issues. Said employee shall also have the authority to organize and direct the activities of a District safety committee.

In the event an inspection is made by a representative of the State and a violation is indicated on the inspection report, the Assistant Superintendent of Business and Operational Services shall report the ~~results thereof~~violation(s) and corrective action(s) to the Board no later than at the meeting following the receipt of the State report.

T.C. 8/3/21

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Legal	101.055, Wis. Stats.

Book	Policy Manual
Section	7000 Property
Title	SMART MONITORING EQUIPMENT
Code	po7440.02*jjh
Status	Second Reading
Adopted	December 12, 2017
Last Revised	May 28, 2024

7440.02 - **SMART SENSOR AND MONITORING ~~EQUIPMENT~~TECHNOLOGY**

In order to protect students and faculty, promote security and protect the health, welfare and safety of students, staff and visitors, the Board authorizes the use of smart sensor and electronic monitoring equipment on school property, and in school buildings and school buses. Smart senor and monitoring technology uses devices that can sense, collect, and process a variety of environmental information. Information obtained through smart sensor devices may be used to identify intruders and persons breaking the law, Board policy, or the Student Code of Conduct (i.e., it may be used as evidence in disciplinary actions and criminal proceedings).

The monitoring of actions and behavior of individuals who come onto school property is a significant factor in maintaining order and discipline and protecting students, staff, visitors, and school and student property. Smart sensor monitoring systems serve to complement other means being employed in the District to promote and foster a safe and secure teaching and learning environment for students and staff. The Board recognizes that the use of a smart sensor monitoring system does not replace the need for the ongoing vigilance of the school staff assigned by the building principal to monitor and supervise the school building. Rather, the smart sensor monitoring system serves as an appropriate and useful tool with which to augment or support the in-person supervision provided by staff. The building principal is responsible for verifying that due diligence is observed in maintaining general campus safety and security.

The District Administrator is responsible for determining where to install and operate fixed-location smart sensor monitoring equipment in the District. The determination of where and when to use smart sensor equipment will be made in a nondiscriminatory manner. Smart sensor equipment may be placed in designated areas in school buildings (e.g., school hallways, restrooms, classrooms, locker rooms, entryways, the front office where students, employees, and visitors are permitted to freely come and go, gymnasiums, cafeterias, libraries).

Any person who takes action to block, move, or alter the location of a smart sensor shall be subject to disciplinary action.

Any information obtained from smart sensor monitoring systems may only be used to support the orderly operation of the ~~School~~ District's schools and facilities, and for law enforcement purposes, and not for any other purposes. As such, information obtained through the use of smart sensor equipment may be used as evidence in any disciplinary proceedings, administrative proceedings or criminal proceedings, subject to Board policy and ~~regulations~~administrative guidelines.

Smart sensor technology is to be implemented in accordance with this policy and ~~the~~any related guidelines. The Board will not accept or tolerate the improper use of smart sensor ~~equipment~~and monitoring technology and will take appropriate action in any cases of wrongful use of ~~this policy~~such technology.

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Book	Policy Manual
Section	8000 Operations
Title	VOLUNTEERS
Code	po8120*jrm
Status	Second Reading
Adopted	February 23, 2016
Last Revised	February 27, 2024

8120 - **VOLUNTEERS**

The Board recognizes that certain programs and activities can be enhanced through the use of volunteers who have particular knowledge or skills that will be helpful to members of the staff responsible for the conduct of those programs and activities.

The District Administrator shall be responsible for recruiting community volunteers, reviewing their capabilities, and making appropriate placements. The District Administrator shall not be obligated to make use of volunteers whose abilities are not in accord with District needs.

Board members and any other individuals who volunteer to work in the schools must submit to a criminal history records and background check before being allowed to participate in any activity or program.

~~Any volunteer who works with or has access to students shall submit to a criminal history records check, prior to being allowed to participate in any activity or program.~~

A Board member may serve as a volunteer bus driver for the District if the provisions of 120.20, Wis. Stats., and the policy are satisfied. (See also Bylaw 0144.3 - Conflict of Interest)

Each volunteer:

A. shall agree to abide by all Board policies and District guidelines while on duty as a volunteer;

B. will be covered under the District's liability policy but the District cannot provide any type of health insurance to cover illness or accident incurred while serving as a volunteer, nor is the person eligible for workers compensation;

C. will be asked to sign a form releasing the District of any obligation should the volunteer become ill or receive an injury as a result of their volunteer services;

D. in accepting the role of a volunteer, agrees to verification that a satisfactory background check may be conducted through appropriate State agencies or other applicable means.

The District Administrator shall ~~also ensure that~~be responsible for informing each volunteer ~~is properly informed~~ of the District's appreciation for ~~their~~ the volunteer's time and efforts in assisting the operation of the schools.

Policy 9800.01 - Veterans as Classroom Volunteers outlines veteran volunteer's requirements for recognition from the District and the Wisconsin Department of Veterans Affairs.

T.C. 12/21/21

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Legal 120.20, Wis. Stats.

Book	Policy Manual
Section	8000 Operations
Title	FREE AND REDUCED-PRICE MEALS
Code	po8531*jrm
Status	Second Reading
Adopted	October 22, 2013
Last Revised	September 23, 2025

8531 - **FREE AND REDUCED-PRICE MEALS**

The Board recognizes the importance of good nutrition to each student's educational performance.

~~The~~If the District has received approval to extend free meals to all students in one (1) or more of the District's schools through the Community Eligibility Provision (CEP), such participation~~. Participation~~ in CEP means that all students attending those qualifying schoools receive free meal service on an equal basis, and that no individual household applications may be collected, except as frequently as required by law to continue CEP eligibility. If any school is found in any fourth year of CEP to have a free or reduced lunch eligible student percentage less than twenty-five percent (25%) but more than fifteen percent (15%), the Coordinator of Nutritional Services shall notify DPI and request an additional year of CEP eligibility prior to recertification.

Unless exempted by DPI, annually prior to date established by the Department of Agriculture and/or the DPI, the Coordinator of Nutritional Services shall notify DPI of any school in the District that has twenty-five percent (25%) free and reduced lunch eligible or that has less than twenty-five percent (25%) but more than fifteen percent (15%) identified student percentage.

Nondiscrimination Statement

The following statement applies to all programs administered by the District that are funded in whole or in part by the U.S. Department of Agriculture (USDA):

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 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/ad-3027.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 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 1/3/18
T.C. 4/11/23
Revised 10/22/24

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Legal	115.34-115.345, 120.10(16), 120.13(10), Wis. Stats.
	42 U.S.C. 1771 et seq.
	7 C.F.R. Part 245

Book	Policy Manual
Section	8000 Operations
Title	TRANSPORTATION
Code	po8600*jrm
Status	Second Reading
Adopted	October 22, 2013
Last Revised	September 23, 2025

8600 - **TRANSPORTATION**

It is the policy of the Board to provide transportation for those students, of any age, whose distance from their school makes this service necessary within the limitations established by State law and the regulations of the Department of Public Instruction or other appropriate agency.

School buses and student-transportation vehicles shall be purchased, housed, and maintained by the District or the District shall contract for transportation services in accordance with Policy 8680 - Bus Services Contracts for the transportation of resident students between their home areas and the schools of the District to which they are assigned. However, no vehicle with a capacity of more than fifteen (15) shall be purchased or used to transport students for which there is no applicable, passenger-protection, Federal motor-vehicle safety standards.

All school buses and student-transportation vehicles, whether purchased, leased, or contracted for as provided in Policy 8680 - Bus Services Contracts shall comply with specifications defined in State and Federal law. Each operator of a school vehicle used to transport students of the District shall be licensed for the purpose for which the vehicle is being used and shall operate the vehicles in accordance with Federal and State laws.

The Sheboygan Area School District shall utilize the following types of transportation:

A. Vehicles owned and operated by the School District.

B. Transportation on a contract basis. The Board of Education, the Superintendent of Schools, and the Director of Business Services shall contract with each carrier selected. The contract shall specify the exact services to be performed and the exact payment. Such contractual arrangements shall comply with the transportation code of the Wisconsin Department of Transportation and the regulations of the State Department of Public Instruction. Subcontracting without the permission of the Board of Education will not be permitted.

C. Taxi service for special students depending on handicap and transportation situation.

D. Cars owned and driven by school personnel on special occasions.

E. Rented, leased and/or other vehicles necessary for transportation not specified in the contract.

F. Parent contracts.

Eligible riders:

A. Students of the Sheboygan Area School District are eligible for bus transportation by the School District if:

1. they are in grades 9-12, live outside the corporate limits of the city of Sheboygan, and live more than two (2) miles from their assigned school. Private school students, in addition to the above regulations, must reside within the "attendance area" of the school they attend to receive transportation.

2. They are in grades K-5 or 6-8, live outside the corporate limits of the city of Sheboygan and live more than two (2) miles from school, or less than two (2) miles where there are conditions of unusual hazard in the judgment of the Board of Education, per recommendation of the Hazardous Review Board. Private school

students, in addition to the above regulations, must reside within the "attendance area" of the school they attend to receive transportation.

3. They are physically, mentally, emotionally, or learning disabled children in special classes, where transportation has been recommended by a multi-disciplinary team or qualified physician.

4. They are in grades 9-12 and live within the corporate limits of the City of Sheboygan and live more than four (4) miles from their assigned school. Private school students, in addition to the above regulations, must reside within the "attendance area" of the school they attend to receive transportation.

5. They are K-5 or 6-8, live within the corporate limits of the City of Sheboygan and live more than four (4) miles from their assigned school, or less than four (4) miles from their assigned school where there are conditions of unusual hazard in the judgment of the Board of Education, per recommendation of the Hazardous Review Board. Private school students, in addition to the above regulations, must reside within the "attendance area" of the school they attend to receive transportation.

6. They are assigned at school district discretion to a different attendance center for an educational program appropriate to his or her special needs.

B. Matrons, chaperones, aides, or other authorized school personnel, including members of the Wisconsin Department of Public Instruction and Department of Transportation. (The preceding stipulations are in accordance with Section 121.54 Wisconsin Statutes.)

Transportation for private school students, eligible for transportation under State law, shall be provided on the same basis as for District students.

For the purposes of this policy, the term "student with a disability" refers to a student who qualifies for special education under the Individuals with Disabilities Education Act (IDEA). In addition to transportation provided routinely to all students, some students with disabilities require transportation (often called "specialized transportation") as a related service as part of their individualized education program (IEP). Students with disabilities are entitled to transportation as a related service only if the IEP team has determined that transportation is necessary for the student to benefit from special education. Outside of IEP team determinations about specialized transportation, State and local officials set most transportation policies and procedures.

Transportation of eligible students with exceptional educational needs or attending a technical education program shall be arranged through the use of District-owned vehicles, through cooperation with other districts, through commercial carriers, and/or by other means in the most efficient and economical manner.

Transportation privileges may be revoked if the student's conduct is in violation of the District Administrator's administrative guidelines or the Code of Conduct pertaining to student transportation. Such revocation shall be in accord with statutorily-required procedures.

The Board authorizes the District Administrator to install and operate video and audio surveillance on District buses to enhance student safety and well-being. S/He shall establish appropriate administrative guidelines for the proper use of the cameras.

The District Administrator shall establish administrative guidelines to ensure proper implementation of this policy.

District-Owned Vehicles Used for Transporting Students

All drivers of motor vehicles owned by the District and used for transportation of students shall be under written contract with the Board as required by 121.52, Wis. Stats.

All operators of motor vehicles owned by the District and used for transportation of students shall be subject to the provisions of 121.555, Wis. Stats. and may be subject to the District's employee drug testing policy in accordance with Policy 8601 - Controlled Substance and Alcohol Policy for Employees that Transport Students.

Revised 9/26/23

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Legal 120.13(27m), 121.52, 121.53, 121.54 et seq., 121.555(1)(a) Wis. Stats.

Wis. Admin. Code Trans 300.81

Book	Policy Manual
Section	9000 Relations
Title	USE OF CAMERAS AND OTHER RECORDING DEVICES IN LOCKER ROOMS
Code	po9151*jjh
Status	Second Reading
Adopted	October 22, 2013

9151 - **USE OF CAMERAS AND OTHER RECORDING DEVICES IN LOCKER ROOMS**

The Board ~~of Education~~ recognizes the importance of protecting the privacy interests of the District's students and is committed to safeguarding students' privacy in the locker room facilities.

As required by law, the Board establishes ~~the following~~this locker room privacy policy.

To protect the privacy of students, non-staff access to locker rooms for the purpose of interviewing or seeking information from any student in the locker room is prohibited. No member of the media is allowed access to school locker rooms before, during, or after any school athletic event or practice. Coaches and student athletes may be available for interviews outside the locker room, consistent with school rules.

The following recording devices will be permitted in the locker room and for the particular use described:

A. Audio tape recorders may be used by staff or students for otherwise appropriate purposes, provided the recording is purely audio and contains no video or still photo component.

B. Video recording devices of any type may be used in the locker room provided that no students are present in the locker room when the recording device is being used.

Parents may enter the locker room on a limited basis, with prior approval of the coach or teacher. The parent is not permitted to interview or seek information from any student or use a recording device to record or transfer images. A "recording device" means a camera, a video recorder, cell phone with video and/or photograph capabilities, or any other device that may be used to capture, record or transfer images.

No images of a nude or partially nude person in the locker room may be captured, recorded, or transferred under any circumstances by any individual.

To protect the privacy of the District's students, parents, other adult residents of the community, and any public that may utilize the locker room facilities, no person may use a cell phone to capture, record, or to transfer a representation of a nude or partially nude person in ~~the locker room~~a locker room in the School District or in use for District purposes.

Furthermore, the Board believes that safety is of the utmost importance. Therefore, notwithstanding the provisions of this policy, if necessary, emergency rescue personnel will be permitted into the locker room and will be given access to any tools necessary to do their job.

District officials may refer any violations of this policy to law enforcement for possible criminal prosecution who violate State law.

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Legal	175.22, 942.08, 942.09, Wis Stats.