SHEBOYGAN AREA
SCHOOL DISTRICT

NOTE: This meeting will be held in the Boardroom.

**Starting/ending times may vary*

Tuesday, February 10, 2026
Starting Time: 6:00 – 6:20 p.m.*
CHAIR: Ms. Robbins, Chair
MEMBERS: Ms. Tasche, Vice Chair
Ms. Wittstock
Ms. Hibl

(A quorum of the Board may be present)

The Curriculum and Instruction Committee meeting will be held in the Board of Education meeting room, 3330 Stahl Road, Sheboygan, Wisconsin on **Tuesday, February 10, 2026, at 6:00 p.m.** The following items will be presented for consideration at that time:

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

REPORT TO THE CURRICULUM & INSTRUCTION COMMITTEE
AGENDA

6 Min. 1. **2026 SUMMER SCHOOL RECOMMENDATION – Ms. Rachel Ledezma/Ms. Alexis Foerster** (Information/Possible Action)

Administration will present the proposed course offerings and discuss the changes for the 2026 summer school program.

10 Min. 2. **ACHIEVEMENT GAP REDUCTION GOAL UPDATE – Ms. Rachel Ledezma/Ms. Amy Buffington/Mr. Brian Hinn/Mr. Patrick Neils/Mr. True Vang** (Information/Discussion)

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

2 Min. 3. **FRANCE FIELDTRIP – Ms. Rachel Ledezma** (Information/Action)

Administration recommends the approval of North and South High School students to travel to Bordeaux/Aire-sur-l'Adour and Paris, France, March 19-28, 2027, to participate in a cultural immersion experience as per Policy 2340.

1 Min. 4. **INTRODUCTION (FIRST READING) OF NEW BOARD OF EDUCATION POLICY 2440.01 – SUMMER OR INTERIM SCHOOL ATTENDANCE – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the introduction (first reading) of the following new policy:

- Policy 2440.01 – Program; Summer or Interim School Attendance

1 Min. 5. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 8420 - SCHOOL SAFETY – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the introduction (first reading) of the following revised policy:

- Policy 8420 – Operations; School Safety

SHEBOYGAN AREA
SCHOOL DISTRICT

Summer School Board Report
February 2026

By: Lexi Foerster

Introduction

The **2026 Summer School Program** is designed to address five key program areas:

- **School readiness** for incoming students
- **Additional academic support** for students needing skill reinforcement
- **High school credit recovery** to ensure on-time graduation
- **High school credit advancement** to expand opportunities for motivated learners
- **Enrichment opportunities** that promote creativity, engagement, and exploration beyond the core curriculum

This report provides an overview of what to expect for Summer School 2026, including the program's structure, planned objectives, key program components, and areas of continued focus as planning moves forward.

Academic Classes Offered

School Readiness:

- Get Ready for 4K (For students entering 4K)
- Kindergarten Explorers (For students entering K)

Summer School Academics

- Elementary (ELA/Math) (For students currently in K - 5th grade)
- Middle School (ELA/Math) (For students currently in grade 6 - 8)

High School Credit Recovery

- Hosted at North High Schools, this program provides students the opportunity to recover credits and stay on track for graduation. A self-paced option at Central High School offers additional flexibility for learners.

High School Credit Advancement

- Through Warriner High School's Summer Advancement Program in partnership with the Wisconsin Virtual Academy (WVA), students may enroll in online coursework to earn additional credits or explore advanced subjects.

Specialty Programming

- Support for students in Kidship, Inspire, & Aspire
- Support for Newcomers
- South's Rebound to Success Program
    - Supporting high school students with IEPs to complete unit recovery requirements

Enrichment Classes Offered

Enrichment Opportunities

- Summer Afternoon Activities
- Specialty Classes
  - Sports
  - Art
  - Feelings & Mindfulness
  - Heritage School Days
  - Other Proposed Courses
- MS & HS Jazz Band
- Fitness, Speed, and Conditioning
- Competitive Swim



Changes for 2026

Swim Classes (outside of HS Competitive Swim training)

- Now offered through the Recreation Department

Site Locations

- ALL elementary schools (with the exception of Cleveland)
- Food available at all sites (with the exception of Lincoln Erdman)
    - Students at Lincoln Erdman have an opportunity to be transported to HM for lunch & afternoon care if needed

Full-Day Care Options

- All families have access to full-day care options

Registration

- Registration will be open to families by February 26th (conference time) so students can enroll in both academic and enrichment opportunities at that time.

Enhancing Communication

- Pamphlets, Brochures & Online Catalogue
    - Elementary Brochure
    - Longfellow Communication
    - Draft Catalogue (2026)

Questions

Contact: Lexi Foerster, SASD Summer School Coordinator

SHEBOYGAN AREA
SCHOOL DISTRICT

Date: February 10th, 2026
To: Sheboygan Area School District, Board of Education
Jake Konrath, Superintendent
From: Lexi Foerster, SASD Summer School Coordinator
Re: Summer School Program Update, Summer of 2026

Overview

The Sheboygan Area School District (SASD) continues its commitment to providing a comprehensive and accessible Summer School Program for students in 2026. The program is designed to support school readiness, provide targeted academic support, offer credit recovery and advancement opportunities at the high school level, and expand enrichment options that promote engagement and exploration beyond the core curriculum.

This report provides an overview of what to expect for Summer School 2026, including the program's structure, planned objectives, key program components, and areas of continued focus as planning moves forward.

Program Focus Areas

The 2026 Summer School Program is designed to address five key areas:

- School readiness for incoming students
- Additional academic support for students needing skill reinforcement
- High school credit recovery to support on-time graduation
- High school credit advancement for motivated learners
- Enrichment opportunities that promote creativity, engagement, and exploration

Academic Programming

School Readiness

- Get Ready for 4K (students entering 4K)
- Kindergarten Explorers (students entering kindergarten)

Summer School Academics

- Elementary ELA and Math (students currently in grades K–5)
- Middle School ELA and Math (students currently in grades 6–8)

High School Credit Recovery

- Hosted at North High School
- Self-paced option available at Central High School to increase flexibility

High School Credit Advancement

- Offered through Warriner High School's Summer Advancement Program
- Partnership with the Wisconsin Virtual Academy (WVA) for online coursework

SHEBOYGAN AREA
SCHOOL DISTRICT

Specialty Programming

- Support for students in KidShip, Inspire, and Aspire
- Support for Newcomer students
- South High School's Rebound to Success Program, supporting students with IEPs in completing unit recovery requirements

Enrichment Opportunities

Summer School 2026 will continue to offer a variety of enrichment experiences, including:

- Summer Afternoon Activities
- Specialty classes such as sports, art, feelings and mindfulness, and Heritage School Days
- Middle School and High School Jazz Band
- Fitness, speed, and conditioning
- Competitive swim

Changes and Updates for 2026

- **Swim classes** (outside of high school competitive swim training) will now be offered through the Recreation Department
- **Site Locations:** Summer School will be hosted at all elementary schools, with the exception of Cleveland
- **Meals:** Food will be available at all sites, with the exception of Lincoln Erdman
    - Students attending Lincoln Erdman may be transported to Horace Mann for lunch and afternoon care if needed
- **Full-Day Care Options:** All families will have access to full-day care options
- **Registration:** Registration will open to families by February 26, 2026, allowing enrollment in both academic and enrichment programming
- **Enhanced Communication:** Updated pamphlets, brochures, and an online catalog will be used to support family communication and planning

Next Steps & Continued Focus

- Finalizing staffing and site logistics
- Monitoring enrollment trends to ensure appropriate staffing and supports
- Continuing to streamline communication with families through updated materials

We appreciate the Board's continued support of Summer School programming and its role in supporting student growth, engagement, and access to learning opportunities. Please feel free to reach out with any questions or requests for additional information.

Additional Slides

Sincerely,
Lexi Foerster
Summer School Coordinator
Sheboygan Area School District

EXECUTIVE SUMMARY

FOR THE SHEBOYGAN AREA SCHOOL BOARD

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

Date: February 10, 2026

Prepared by: Rachel C. Ledezma, Assistant Superintendent – Student and Instructional Services

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Recommended action:

Information only

x Presentation/Discussion

Discussion/Possible Action by Committee

Discussion/Possible Action by Board of Education

Presentation/Possible Action next meeting

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

How does this relate to the Principles of Equity: Instruction is collaboratively developed based on individual learning differences and delivered in a flexible learning environment. Student data is used to drive instruction for all learners.

Recommendation: N/A

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

- A five-year AGR contract between the school and DPI
- Implementation of specified AGR strategy/strategies that schools must implement to achieve compliance

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

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

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

	Grade Level	Reading	Mathematics	Strategies Used
Grant	Kindergarten	Approaching Target	On-Target	Instructional Coaching
	First Grade	On-Target	On-Target	Instructional Coaching
	Second Grade	On-Target	On-Target	Instructional Coaching
	Third Grade	On-Target	On-Target	Instructional Coaching
Jefferson	**Grade Level**	**Reading**	**Mathematics**	**Strategies Used**
	Kindergarten	On-Target	On-Target	Instructional Coaching
	First Grade	On-Target	On-Target	Instructional Coaching
	Second Grade	On-Target	On-Target	Instructional Coaching
	Third Grade	On-Target	On-Target	Instructional Coaching
Longfellow	**Grade Level**	**Reading**	**Mathematics**	**Strategies Used**
	Kindergarten	On-Target	Approaching Target	Instructional Coaching
	First Grade	On-Target	Approaching Target	Instructional Coaching
	Second Grade	On-Target	On-Target	Instructional Coaching
	Third Grade	On-Target	On-Target	Instructional Coaching
Sheridan	**Grade Level**	**Reading**	**Mathematics**	**Strategies Used**
	Kindergarten	Approaching Target	Approaching Target	Instructional Coaching
	First Grade	On-Target	On-Target	Instructional Coaching
	Second Grade	On-Target	On-Target	Instructional Coaching
	Third Grade	On-Target	On-Target	Instructional Coaching

Summary Questions:

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

How will we assess if this is successful? Obtainment of the stated performance objectives will be used to measure success.

Grant Elementary School
Mid-Year AGR Report 2025-2026

Gr	Subject	Growth Objective	Mid-Year Progress
K	Reading	By Spring of 2026 80% of all FAY (Full Academic Year) kindergarten students will identify 52 upper and lowercase letters and 80% of all FAY kindergarten students will identify 26 letter sounds.	**Mid-Year Target:** Identify 42 out of 52 upper and lower case letters, produce at least 21 out of 26 letter sounds **Mid-Year Progress** ● 78.7% (37 of 47) of kindergarten students have met the mid-term goal of identifying 42 out of 52 upper and lower case letters ● 63.8% (30 of 47) of kindergarten students have met the mid-term goal of 21 out of 26 letter sounds
K	Math	By Spring of 2026 80% of FAY (Full Academic Year) KG students will be secure in the ability to add within 10 using number sentences.	**Mid-Year Target:** 50% of students will be developing or secure in the ability to add within 10 using number sentences **Mid-Year Progress** ● 63.8% (30 of 47) of students are developing or secure in the ability to add within 10 using number sentences
1	Reading	60% of all FAY first-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR Reading and Early Literacy Assessment.	**Mid-Year Progress** ● 67.9% (38 of 56) of 1st grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment
1	Math	60% of all FAY first-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR math assessment.	**Mid-Year Progress** ● 64.3% (36 of 56) of 1st grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment
2	Reading	60% of all FAY second-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR reading and early literacy assessment.	**Mid-Year Progress** ● 85.5% (47 of 55) of 2nd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment
2	Math	60% of all FAY second-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified	**Mid-Year Progress** ● 80% (44 of 55) of 2nd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment

		benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR math assessment.	
3	Reading	60% of all FAY third-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR reading and early literacy assessment.	**Mid-Year Progress** ● 88.9% (40 of 45) of 3rd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment
3	Math	60% of all FAY third-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR math assessment.	**Mid-Year Progress** ● 90.5% (38 of 42) of 3rd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment

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

Reading
Through coaching, we will aid in attaining the stated performance objective by meeting with individual or groups of teachers to discuss instructional practices that meet the identified needs of the students in their class, performing non-evaluative classroom walkthroughs, and collaborating with teachers regarding research-based instructional strategies, focus on our implementation of our Benchmark reading curriculum, increase the number and access to one-to-one tutoring and intervention for our students, and implement current research and best practices to focus on foundational skills such as phonics and phonemic awareness. Through coaching, we will continue to plan lessons and strategies with teams and individual teachers, modeling strategies and lessons, and completing coaching sessions with individual teachers and teams on an as needed basis. Collaboratively, data will be examined and reviewed to make all needed adjustments to classroom instruction and intervention groups to help ensure all students' needs are met. Through this work, we will continue to plan and guide teachers' implementation of various instructional strategies and resources to meet the individual needs of students. We have and will continue to solidify our curriculum and instructional best practices as we continue to implement and collaborate on best practices, the science of reading, and our new curriculum. This work will occur throughout the 2025-26 school year with various professional development opportunities, staff meetings, PLCs, and trainings. We will also continue to explore and implement one-to-one tutoring and interventions that best meet the needs of our students, such as Rise, Rise Up, Reading Recovery, Orton Gillingham, and other research-based interventions and one-to-one tutoring opportunities.

Math
Through coaching, we will aid in attaining the stated performance objective by meeting with individuals and groups of teachers to discuss student data and instructional practices that meet the identified needs of the students in their class, performing non-evaluative classroom walkthroughs, collaborating with teachers regarding research-based instructional strategies, and working to support staff in the implementation of our Bridges curriculum and AVMR. Collaboratively, data will be examined and reviewed to make all needed adjustments to classroom instruction and intervention groups to help ensure all students' needs are met. Through this work and coaching, we will help with various instructional strategies to meet the individual needs of students. We will continue to implement the AVMR training received by teachers to better assess, analyze, and instruct our students. We continue to work on and solidify our implementation of the Bridges curriculum throughout the 2025-26 school year. This work will occur throughout the 2025-26 school year with various professional development opportunities, staff meetings, PLCs, and trainings.

Jefferson Elementary School
Mid-Year AGR Report 2025-2026

Grade	Subject	Growth Objective	Mid-Year Report
K	Reading	By Spring of 2026, 80% of all FAY (Full Academic Year) kindergarten students will identify 52 upper and lowercase letters, and 80% of all FAY kindergarten students will identify 26 letter sounds.	**Mid-Year Target:** Identify 42 out of 52 upper and lower case letters, produce at least 21 out of 26 letter sounds **Mid-Year Progress** ● Letter Identification (Upper + Lower Case): ○ 90%, or 28 out of 31 full academic year kindergarten students, identified at least 42 of 52 upper- and lowercase letters ● Letter Sounds: ○ 81%, or 25 out of 31 full academic year kindergarten students, produced at least 21 of 26 letter sounds
K	Math	By Spring of 2026, 80% of FAY (Full Academic Year) KG students will be secure in adding within 5 using number sentences.	**Mid-Year Target:** 50% of students will develop or secure in adding within 10 using number sentences **Mid-Year Progress** ● Progress on this goal is on target. The prerequisite skills are being taught
1	Reading	60% of all FAY first-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank (PR) of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score (SS) by the grade level growth expectations as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2025-2026 school year, as measured by the STAR Reading and Early Literacy Assessment.	**Mid-Year Progress** ● 78%, or 35 out of 45 students, met one or more growth indicators by scoring at least a 40-percentile rank, a 50-student growth percentile, or meeting expected mid-year scaled score growth (39 points) from Fall 2025 to Winter 2026
1	Math	60% of all FAY first-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-2026 school year, as measured by the STAR math assessment.	**Mid-Year Progress** ● 74%, or 34 out of 46 students, met one or more growth indicators by scoring at least a 40-percentile rank, a 50-student growth percentile, or meeting expected mid-year scaled score growth (37 points) from Fall 2025 to Winter 2026, as measured by the STAR Math assessment
2	Reading	60% of all FAY second-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-2026 school year, as measured by the STAR reading and early literacy assessment.	**Mid-Year Progress** ● 73%, or 24 out of 33 students, met one or more growth indicators by scoring at least a 40-percentile rank, a 50-student growth percentile, or meeting expected mid-year scaled score growth (25 points) from Fall 2025 to Winter 2026, as measured by the STAR Reading and Early Literacy assessment

2	Math	60% of all FAY second-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-2026 school year, as measured by the STAR math assessment.	**Mid-Year Progress** ● 68%, or 26 out of 38 full academic year students, have scored at least a 40-percentile rank, a 50-student growth percentile, or made grade-level growth (24 points for mid-year) on their scaled score since the beginning of the school year, as measured by the STAR Math assessment
3	Reading	60% of all FAY third-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-2026 school year, as measured by the STAR reading and early literacy assessment.	**Mid-Year Progress** ● 79%, or 30 out of 38 full academic year students, have scored at least a 40-percentile rank, a 50-student growth percentile, or made grade level growth (15 points for mid-year) on their scaled score since the beginning of the school year, as measured by the STAR Reading assessment
3	Math	60% of all FAY third-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-2026 school year, as measured by the STAR math assessment.	**Mid-Year Progress** ● 71%, or 27 students, met one or more growth indicators by scoring at least a 40-percentile rank, a 50-student growth percentile, or meeting expected mid-year scaled score growth (25 points) from Fall 2025 to Winter 2026, as measured by the STAR Math assessment

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

Reading

The following strategies have been implemented to reduce the achievement gap when possible.

- Grade-level PLCs are led by the instructional coach and follow a rotating focus on Reading, Math, and RtI to review student progress and adjust instructional practices.
- Tier 1 reading instruction is aligned across grade levels through Benchmark Advance, with common pacing and shared instructional materials to ensure consistency and equitable access.
- Phonics-based instruction aligned to cognitive science is implemented schoolwide, supported by Lexia Core5 as a supplemental digital program. Students are recognized weekly for progress to promote engagement.
- Monthly RtI meetings are held to analyze student data and plan targeted supports. Special education staff participate to strengthen alignment between classroom instruction and intervention.
- WIN (What I Need) time is used to provide targeted instruction, with classroom teachers, ML, Special Education, and intervention staff regrouping students based on identified needs.
- Student data are reviewed regularly through the Data Analysis Team (DAT) and the Instructional Leadership Team (ILT). These meetings are intentionally data-driven and focus on trends, patterns, and instructional next steps.
- The instructional coach and a second-grade teacher serve on the implementation team and meet monthly to plan professional development aligned to instructional priorities.
- Most teachers have completed the required DPI Cox Campus training to meet ACT 21 requirements. Teachers new to the profession or state complete training as part of onboarding.
- Tier 2 reading supports are expanded through a partnership with Reading Corps to provide additional targeted intervention.

Math

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

- Grade-level PLCs are led by the instructional coach and follow a rotating focus on Math, Reading, and RtI to review student progress and support instructional decision making.
- Tier 1 math instruction is aligned across grade levels through Bridges in Mathematics, with PLC collaboration supporting consistent implementation and best practices.
- Math and Reading data are reviewed on a rotating basis during Instructional Leadership Team (ILT) meetings to support data-driven professional development and instructional planning.
- Student progress data are reviewed regularly through PLCs, RtI structures, and data meetings to monitor growth and adjust tiered supports as needed.
- Diagnostic assessments, including AVMR, are used to identify student needs and guide instructional and intervention support.
- Teachers receive instructional support through individual or grade-level coaching conversations.
- Supplemental digital programs support math skill development, including Mathseeds in grades K–2 and IXL in grades 3–5.

Longfellow Elementary School
Mid-Year AGR Report 2025-2026

Gr	Subject	Growth Objective	Mid-Year Progress
K	Reading	By Spring of 2026 80% of all FAY (Full Academic Year) kindergarten students will identify 52 upper and lowercase letters and 80% of all FAY kindergarten students will identify 26 letter sounds.	**Mid-Year Target:** Identify 42 out of 52 upper and lower case letters, produce at least 21 out of 26 letter sounds **Mid-Year Progress** ● 84% (27 of 32) of kindergarten students have met the mid-term goal of identifying 42 out of 52 upper and lower case letters ● 53% (17 of 32) of kindergarten students have met the mid-term goal of identifying 26 letter sounds
K	Math	By Spring of 2026 80% of FAY (Full Academic Year) KG students will be secure in the ability to add within 5 using number sentences.	**Mid-Year Target:** 50% of students will be developing or secure in the ability to add within 10 using number sentences **Mid-Year Progress:** ● Not yet assessed
1	Reading	60% of all FAY first-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR Reading and Early Literacy Assessment.	**Mid-Year Progress** ● 68% (15 of 22) of 1st grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment
1	Math	60% of all FAY first-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR math assessment.	**Mid-Year Progress** ● 59% (13 of 22) of 1st grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment
2	Reading	60% of all FAY second-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR reading and early literacy assessment.	**Mid-Year Progress** ● 75% (21 of 28) of 2nd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment
2	Math	60% of all FAY second-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by	**Mid-Year Progress** ● 79% (22 of 28) of 2nd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR

		the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR math assessment.	assessment
3	Reading	60% of all FAY third-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR reading and early literacy assessment.	**Mid-Year Progress** ● 73% (29 of 40) of 3rd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment
3	Math	60% of all FAY third-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR math assessment.	**Mid-Year Progress** ● 70% (28 of 40) of 3rd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment

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

- An Academic Assessment and Data Review calendar was created and distributed electronically (and month by month in print) to engage the PLC teams with a more in-depth analysis of the current data in correlation to Longfellow's academic goals.
- Meet with grade-level teams to discuss student progress as seen in the classroom, interventions, and on various formal and informal assessments.
- Provide resources for understanding data and using it to make informed instructional decisions.
- Participate in collaborative conversations with classroom teachers, EL teachers, and SPED teachers as needed to determine how best to meet the needs of students while continuing to move forward in the grade-level curriculum.
- Provide coaching opportunities for individual teachers requesting or requiring additional support.
- We hold weekly PLC meetings for the instructional coach to discuss data and plan for instruction with teachers based on the data.
- Each grade is on a six-week data meeting rotation. We discuss all students on a reading plan, and other students are identified as either "high risk" or "low growth" on the STAR Assessment.

Reading:

- Curriculum implementation and pacing of Benchmark Literacy was discussed at grade-level PLCs during pre-session to determine how the coach can best support each grade level team. Curriculum implementation and pacing continue to be included monthly in PLC's.
- Provide professional development (new teachers) and continued support to teachers in their implementation of routines and strategies for the Benchmark Literacy curriculum.
- The coach is observing and modeling instruction in classrooms to gain a better understanding of our current instructional practice and what is needed to continue moving forward.
- Provide professional development to new teachers using LEXIA Core5.
- We are supplementing our reading instruction with LEXIA Core5.
- Our two reading interventions support almost exclusively students in grades K-3. One interventionist works with grades one and two. The other interventionist has 15 reading groups. 13 of those groups are for students K-3.

Math

- Curriculum implementation and pacing of Bridges math were discussed at grade level PLC's during pre-session to determine how the coach can best support each grade level team. Curriculum implementation and pacing continue to be included monthly in PLC's.
- Provide professional development for new teachers during pre-session.
- Participate in S&I meetings regarding Bridges implementation, assessments, workplaces, and intervention materials.
- Provide support as requested by individual teachers or teams.
- The school implemented XtraMath online math facts program across all grade levels.

Sheridan Elementary School
Mid-Year AGR Report 2025-2026

Gr	Subject	Growth Objective	Mid-Year Progress
K	Reading	By Spring of 2026, 80% of all FAY (Full Academic Year) kindergarten students will identify 52 upper and lowercase letters, and 80% of all FAY kindergarten students will identify 26 letter sounds.	**Mid-Year Target:** Identify 42 out of 52 upper and lower case letters, produce at least 21 out of 26 letter sounds **Mid-Year Progress** ● 34 of 50 FAY kindergarten students, or 68%, are able to identify 42 of 52 upper and lowercase letters. ● 33 of 50 FAY kindergarten students, or 66%, are able to identify 21 out of 26 letter sounds.
K	Math	By Spring of 2026, 80% of FAY (Full Academic Year) KG students will be secure in the ability to add within 5 using number sentences and manipulatives.	**Mid-Year Target:** 50% of students will be developing or secure in the ability to add within 5 using number sentences **Mid-Year Progress** ● 41.3% of FAY kindergarten students are secure in the ability to add within 5 using number sentences and manipulatives
1	Reading	60% of all FAY first grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR Reading and Early Literacy Assessment.	**Mid-Year Progress** ● 63% of all FAY first grade students are at grade level proficiency or have made grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations for mid-year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR reading and Early Literacy Assessment
1	Math	60% of all FAY first grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR math assessment.	**Mid-Year Progress** ● 89% of all FAY first grade students are at grade level proficiency or have made grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations for mid-year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR Math English or Spanish assessment
2	Reading	60% of all FAY second grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR reading and early literacy assessment.	**Mid-Year Progress** ● 79% of all FAY second grade students are at grade level proficiency or have made grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations for mid-year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR reading and Early Literacy Assessment

2	Math	60% of all FAY second grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR math assessment.	**Mid-Year Progress** ● 94% of all FAY second grade students are at grade level proficiency or have made grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations for mid-year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR Math English or Spanish assessment
3	Reading	60% of all FAY third grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR reading and early literacy assessment.	**Mid-Year Progress** ● 74% of all FAY third grade students are at grade level proficiency or have made grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations for mid-year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR reading and Early Literacy Assessment
3	Math	60% of all FAY third grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR math assessment.	**Mid-Year Progress** ● 94% of all FAY third grade students are at grade level proficiency or have made grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations for mid-year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR Math English or Spanish assessment

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

Reading

The instructional coach will aid in attaining the stated performance objectives by meeting weekly with each grade level and teacher groups to discuss student data and/or instructional practices that meet the identified needs of the students in their class through performing non-evaluative classroom walkthroughs and collaborating with teachers regarding research-based instructional strategies focused on our implementation of our structured literacy reading curriculum, increasing access to intervention and support for our students in both English and Spanish. The instructional coach will assist in implementing the Benchmark Advance/Adelante reading curriculum in all K-5 classrooms. The instructional coach will ensure all teachers are trained in the required Structured Early Literacy training through Cox Campus, with a focus on foundational skills. All K-3 classrooms are implementing the Heggerty Phonemic Awareness lessons in English and Spanish. Reading data will be collected to inform instruction utilizing a variety of sources: Core Phonics, WRAP español, AIMSweb+, and STAR CBMs. The instructional coach will continue to plan lessons and strategies with teams and individual teachers, modeling strategies and lessons, and completing coaching cycles with individual teachers and teams as needed. The Instructional Leadership Team has chosen to focus on implementing the universal curriculum with fidelity to support student learning. In accordance with Sheridan's Long Range Plan, grade level teams collaborate in PLCs around strategies and lesson plan components to support best practices to support multilingual learners. Grade-level teams are focusing on Tier 1 instructional strategies, collaboratively refining them, and discussing how best to meet their students' needs while implementing year one of the Benchmark reading curriculum. Data will also be examined and reviewed collaboratively to make necessary adjustments to classroom instruction and intervention groups. We have and will continue to refine and enhance our curriculum and instructional best practices as we implement and collaborate on Heggerty, Benchmarks, and metalinguistic transfer lessons. Staff will also continue to use Lexia in English and Happy Letters to monitor students' skills and adapt instruction to meet their needs. We will also continue to explore and implement RTI interventions that best meet our students' needs. In accordance with Wisconsin's ACT 20 legislation, we have implemented personalized reading plans for all K-3 students who have scored below the 25th percentile on early reading screeners.

Math

The instructional coach will support the stated performance objective by meeting weekly with each grade level and teacher groups to discuss student data and/or instructional practices that meet the identified needs of students in their classes, by conducting non-evaluative classroom walkthroughs, and by collaborating with teachers on research-based instructional strategies. The instructional coach will support staff in implementing the Bridges Number Corner and Bridges math curriculum. AVMR training will be provided for all new staff responsible for math instruction. Collaboratively, data will be reviewed to make necessary adjustments to classroom instruction and intervention groups to ensure student needs are met. Staff will continue to use Happy Numbers, available in English and Spanish, to monitor students' skills and adapt instruction to meet their needs on a digital platform. Through this work and coaching, we will continue

to implement instructional strategies to meet students' individual needs. Our staff will support one another in the ongoing use of AVMR and in implementing Bridges Number Corner and the Bridges math curriculum. In accordance with Sheridan's Long-Range Plan, collaborative data will be reviewed to make necessary adjustments to classroom instruction and intervention groups to ensure student needs are met. The AVMR assessments will be used to identify students who require additional support beyond universal Tier 1. As staffing allows, Tier 2 and Tier 3 math interventions will be provided using research-based math interventions selected based on results from AVMR assessments. We will continue implementing the AVMR training for teachers to better assess, analyze, and instruct our students. We will continue to refine and solidify our implementation of the Bridges curriculum throughout the 2025-26 school year.

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

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

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

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

To meet these requirements, please follow these deadlines:

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

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

Questions? Need help with formatting?
- Call the secretary for the Assistant Superintendent – Student & Instructional Services, Pam Warriner, at 459-3781.

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

1. Name of Group:	North/South High France Trip 2027
2. Date of Application:	1/22/2026
3. Person Making Application:	Angela Geiszler and Gaëlle Loriot-De Swarte
4. School:	Sheboygan South High School / North High School
5. Proposed Event:	Homestay/immersion/tour experience
6. Destination:	Bordeaux/Aire-sur-l'Adour and Paris, France
7. Dates of Travel:	March 19-28, 2027 (dates may change based on flight costs)
8. Purpose:	The purpose of this trip is to immerse students in the culture of a country where the language they study is spoken. Through this experience, they will further develop their understanding of the French language and culture.
9. # of students (estimate):	20
10. # of chaperones:	3

11. Is this field trip a regional/national competition? ___ Yes X No
12. If yes, what are the qualifying criteria for participation?

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

A. Total Cost of Trip

# of Students	20
Cost Per Student	3245
Total for all Students	64900

# of Chaperones	3
Cost Per Chaperone - The cost of the chaperones is factored into the student cost.	0
Total for All Chaperones	0

Total Cost of Trip	64900

B. Cost by Funding Source

Source			**Total**
Students	($ 3245	each	64900
Chaperones	($ 0	each	0
Student Group/Fundraising			0
Grants			
Building Funds			
District/Central Admin Funds			
Other - specify here:			
Total Cost of Trip			64900

Continued on next page . . .

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

a.	What activities will the students be engaged in while on the trip? *Students will travel to France and stay with host families in Bordeaux (South) and Aire-sur-l'Adour (North), France. Each host family will have a son/daughter who attends Lycée François Mauriac (high school) or Gaston Crampe (high school) and students will participate in day-to-day activities with this French teenager. Activities include going to school, presenting to English classes, participating in after-school activities, family excursions, etc. The hosting school will also organize short local excursions in and around Bordeaux for our students and their host "brother" or "sister." In addition, students will experience three days in Paris, France. They will visit the Eiffel Tower, the Louvre Museum, Notre Dame Cathedral, Sacré-Cœur Basilica, Montmartre, Musée d'Orsay, and the Arc de Triomphe. They will also take a narrated river cruise along the Seine.*
b.	How will students demonstrate their learning from this experience? (Please describe specific activities that will take place after the field trip.) *Students who participate in the trip will put together a presentation of their experiences in France. They will then present it to their French class upon returning to school.*
c.	How will SASD staff members involved in the field trip use their experiences during this field trip to enhance their classroom activities? *Authentic materials that will be incorporated into French units. In addition, we will make connections with people in France (other teachers, students, etc) and use them as resources/connections for students for various purposes throughout the year. In addition, we can use our experiences to incorporate linguistic trends into our lessons. Mariya Grabow is the librarian and theater teacher at South who speaks French. She chaperoned previous trips and made connections with the library staff in the high schools in France, as well as the theater and English teachers. She has incorporated ideas learned from observing classes into her theater practices. She exchanged ideas on books and other educational products with the library staff in France. She plans to continue to collaborate with these departments at Lycée Mauriac and Gaston Crampe and help maintain that connection between our schools/students.*
d.	Who will the chaperones be, and how were they selected? *Angela Geiszler, Gaelle Loriot-De Swarte, and Mariya Grabow are the chaperones. Angela and Gaelle are the high school French teachers in the district. Mariya was chosen because she has an excellent relationship with the students at North and South, speaks French, and has a passion for French culture.*

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

a. The school's extended travel rules and a detailed itinerary will be provided to each student and parent/guardian before the trip. X Yes ___ No

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

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

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

For Central Administration Use Only				
Signature	**Title**	**Recommended:**		**Comments**
		Yes	No	
Angela Geiszler	Advisor	x		via email
Kevin Formolo	Principal - SHS	x		via email
Nic Collins	Principal - NHS	x		via email
Randall C. Kelly	Asst Supt – S&I	X		
	Superintendent			
	Board of Education			

8/27/13
New Form Number 9/18/14
Updated 10/6/16

C&I Attachment #4

Book	Policy Manual
Section	2000 Program
Title	SUMMER OR INTERIM SCHOOL ATTENDANCE
Code	po2440.01*jjh
Status	First Reading

2440.01 - **SUMMER OR INTERIM SCHOOL ATTENDANCE**

The brief duration of summer or interim school makes regular attendance imperative. Students enrolled in summer school are expected to attend all class periods for classes in which they are enrolled.

The Board may establish minimum attendance requirements for any classes taken for credit.

Attendance exceptions may be granted only by the Principal and are limited to absences to participate in school-sponsored activities or in cases of emergency. When an exception is made, the student must still complete all required coursework.

Students may be excused from summer school attendance when a request is made by the student's parent. The school will attempt to contact the parent on the student's second day of absence if the parent has not notified the school of the student's absence.

Each parent, or adult student, must notify the school in writing if the student withdraws from the course at any time. Withdrawal will result in the student receiving no credit for the course.

The school shall maintain an accurate record of summer school attendance, late enrollments, and withdrawals.

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C&I Attachment #5

Book	Policy Manual
Section	8000 Operations
Title	SCHOOL SAFETY AND REPORTING OF CRIME STATISTICS
Code	po8420*jjh
Status	First Reading
Adopted	October 22, 2013
Last Revised	March 12, 2024

8420 - **SCHOOL SAFETY AND REPORTING OF CRIME STATISTICS**

The Board recognizes that its responsibility for the safety of students extends to its reaction to possible natural and man-made disasters and that such emergencies are best met by preparedness, planning, and training as determined by the District Administrator consistent with the Board approved school safety plan.

Each school shall develop a school safety plan in accordance with State requirements, and each school's safety plan shall be reviewed and approved every three (3) years by the Board. The plan contains guidelines and procedures to address school violence and attacks, threats of school violence and attacks, bomb threats, fire, weather-related emergencies, intruders, parent-student reunification, and threats to non-classroom events, including recess, concerts and other performances, athletic events, and any other extra-curricular activity or event. The plan shall contemplate the use of tools to mitigate threats of school violence, including video surveillance, school resource officers, metal detectors, and other such preventative safety measures in addition to responsive measures.

The school safety plan shall include the manner of scheduling, conducting, and reviewing required drills, including fire drills, tornado or other hazard drills, school safety incident drills, and school violence drills. Each school safety plan shall specify for each type of required drill how many and how frequently they will be conducted for each building in compliance with State law requirements for the performance of such drills. The plan shall designate the responsible administrator for each building for assuring that required drills are completed, reviewed, and reported as required by law. Records of drills and related reports shall be maintained for a period of not less than seven (7) years, consistent with Board Policy 8310 - Public Records.

The Board must submit the following to the Wisconsin Office for School Safety prior to January 1st of each year:

A. ~~A~~a copy of its school safety plan~~.~~;

B. ~~T~~the date(s) of the required annual school violence event drill or drills conducted in accordance with each building's school safety plan during the previous year~~.~~;

C. ~~C~~certification that the Board reviewed a required written evaluation of the drill or drills~~.~~;

D. ~~T~~the date of the most recent school training on school safety and the number of attendees~~.~~;

E. ~~T~~the most recent date the Board reviewed and approved the school safety plan~~.~~;

F. ~~T~~the most recent date the Board consulted with a local law enforcement agency to conduct on-site safety assessments.

School administrators and staff are mandatory reporters of suspected child abuse and neglect pursuant to 48.981 (2)(a), Wis. Stats. The Board also requires all employees to receive training regarding mandatory reporting of school violence threats pursuant to 175.32(2) and (3), Wis. Stats. If the threat constitutes a serious and imminent threat to the health or safety of a student or school employees or the public, it shall be reported to law enforcement. A good faith standard exists for reporting threats made by an individual seen in the course of professional duties. These obligations and procedures are covered by Board Policy 8462 - Child Abuse and Neglect, as well as Policy 8462.01 - Threats of Violence. All threats to the safety of District facilities shall be identified by appropriate personnel and responded to promptly in accordance with the school safety plan.

The District Administrator shall develop guidelines for the handling of all emergency evacuations~~. A crisis procedure checklist includes at least the following:~~ as detailed in the School Safety Plan/Crisis Manual.

A. ~~__ Assess life/safety issues immediately.~~
B. ~~__ Provide immediate emergency medical care.~~
C. ~~__ Call 911 and notify policy/rescue first. Call the District Administrator second.~~
D. ~~__ Convene the crisis team to assess the situation and implement the crisis response procedures.~~
E. ~~__ Evaluate available and needed resources.~~
F. ~~__ Alert school staff to the situation.~~
G. ~~__ Activate the crisis communication procedure and system of verification.~~
H. ~~__ Secure all areas.~~
I. ~~__ Implement evaluation and other procedures to protect students and staff from harm. Avoid dismissing students to unknown care.~~
J. ~~__ Adjust the bell schedule to ensure safety during the crisis.~~
K. ~~__ Alert persons in charge of various information systems to prevent confusion and misinformation. Notify parents.~~
L. ~~__ Contact appropriate community agencies and the District's public information office, if appropriate.~~
M. ~~__ Implement post crisis procedures.~~

In response to public records requests for school safety documents, after consultation with the District legal counsel and local law enforcement authorities, the District Administrator shall redact such information that may be sensitive safety or security information that is in the public's interest to remain confidential.

Annual Crime Statistics Reporting

Annually, prior to July 31, the Board shall report in a manner directed by the Department of Public Instruction (DPI) crimes specified below that occurred during school hours, during a school-sanctioned event, during the transportation of students to or from school, and occurred on property owned or leased by the District on which the high school is located or on any form of transportation provided by the school or District.

The report shall only contain those occurrences that were reported to law enforcement and for which a charge or citation was issued.

The following category of occurrence must be reported if all of the above apply: homicide, sexual assault, burglary, robbery, theft, battery, substantial battery, aggravated battery, arson, use or possession of alcohol, a controlled substance, or a controlled substance analog, possession of a firearm, municipal ordinance violation of disorderly conduct.

Covered incidents should be included in the annual report after the District becomes aware of the charge or citation, and has obtained sufficient information to determine that the incident is covered by the reporting requirement. School administrators who become aware of credible information regarding a potentially covered incident shall notify the Principal who will notify the District Administrator and will request pertinent information from the involved law enforcement agency.

The District Administrator shall determine, based on receipt of appropriate documents, whether any incident is a reportable incident and shall compile the report for the Board's review. All conduct confirmed as requiring reporting on or before June 30 shall be reported on the next July 31 annual report. Incidents identified for reporting after June 30 shall be reported on the following year's annual report. The DPI's guidance may be consulted to determine whether information must be further evaluated and whether any incident requires reporting. The guidance can be found here: https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/118.124_School_Guidance.pdf.

The Board shall approve the report prior to submission. The report may not include the identity of any students.

118.07, 118.124, 175.32(2), (3), 48.981(2)(a), Wis. Stats.

Revised 5/27/14
Revised 11/12/21

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Legal 118.07, 121.02(1)(i), 175.32(2), (3), 48.981(2)(a), Wis. Stats.