SHEBOYGAN AREA SCHOOL DISTRICT

BOARD OF EDUCATION
SHEBOYGAN AREA SCHOOL DISRICT
Sheboygan, Wisconsin

REGULAR MEETING AGENDA
Tuesday, March 10, 2026
6:30 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, March 10, 2026, at 6:30 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)

6:31 **I. CALL TO ORDER:** President

6:32 **II. PLEDGE OF ALLEGIANCE**

6:33 **III. APPROVAL OF THE AGENDA** (Action)

6:34 **IV. ROLL CALL** (Informal)

6:35 **V. APPROVAL OF MINUTES** (Discussion/Action)

Action on the Regular Board of Education meeting minutes of February 24, 2026 and Closed Session meeting minutes of February 24, 2026.

6:36 **VI. DIPLOMAS (EARLY GRADUATION GED OPTION 2 PROGRAM) – Ms. Kay Robbins/Ms. Rachel Ledezma** (Information/Action)

The Curriculum and Instruction Committee recommends that a high school diploma (early graduation GED Option 2 Program) be awarded to Anthony Lee, South High School Class of 2026.

6:38 **VII. STUDENT REPRESENTATIVES** (Information)

Reports will be provided by:
Étude High School: Eric Reilly **Warriner High School:** Derek DiBona

6:45 **VIII. 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.

6:46 **IX. SUPERINTENDENT'S REPORT – Dr. Jacob Konrath** (Information)

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

6:50 **X. MISCELLANEOUS**

30 min. **A. PRESENTATION OF PROPOSALS FOR PURCHASE AND DEVELOPMENT OF DISTRICT-OWNED PROPERTY LOCATED AT 1227 BELL AVENUE, SHEBOYGAN, WISCONSIN (Parcel #59281719722) – Dr. Jacob Konrath/Mr. Mark Boehlke** (Information)

Presentations will be provided for the proposals below:

1. Flawless Hoops
2. Gorman & Company
3. Habitat for Humanity Lakeside

15 min. **B. COMMUNITY INPUT – PERTAINING TO PROPOSALS FOR PURCHASE AND DEVELOPMENT OF DISTRICT-OWNED PROPERTY LOCATED AT 1227 BELL AVENUE, SHEBOYGAN, WISCONSIN (Parcel #59281719722) – President** (Information)

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

5 min. **C. BOARD DISCUSSION ON PROPOSALS FOR PURCHASE AND DEVELOPMENT OF DISTRICT-OWNED PROPERTY LOCATED AT 1227 BELL AVENUE, SHEBOYGAN, WISCONSIN (Parcel #59281719722) – President Laster** (Discussion/Possible Action)

The Board of Education will discuss and take possible action on the proposals for purchase and development of district owned property located at 1227 Bell Avenue, Sheboygan, Wisconsin (Parcel #59281719722)

15 min. **D. CHARTER SCHOOL RE-AUTHORIZATION – Ms. Rachel Ledezma/Mr. Adam Broten/Mr. Josh Kestell/Ms. Trisha Erpelding/Ms. Bonnie Kuhn** (Discussion/Possible Action)

Administration requests approval for the re-authorization of the Central High School charter school contract.

10 min. **E. 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 to the Board of Education on the quarterly review of the Strategic (Long-Range) Plan.

1 min. **F. 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

1 min. **G. INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 0100 – DEFINITIONS – Mr. Jacob Konrath** (Discussion/Possible Action)

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

- Policy 0100 – Bylaws; Definitions

1 min. **H. INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 0144.5 – BOARD MEMBER BEHAVIOR, COMMUNICATIONS, AND CODE OF CONDUCT – Dr. Jacob Konrath** (Discussion/Possible Action)

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

- Policy 0144.5 – Bylaws; Board Member Behavior, Communications, and Code of Conduct

1 min. **I. INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 0166.1 – CONSENT AGENDA – Dr. Jacob Konrath** (Discussion/Possible Action)

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

- Policy 0166.1 – Bylaws; Consent Agenda

1 min. **J. ADOPTION (SECOND READING) OF NEW BOARD OF EDUCATION POLICY 2440.01 – SUMMER OR INTERIM SCHOOL ATTENDANCE – Ms. Rachel Ledezma** (Discussion/Possible Action)

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

- Policy 2440.01 – Program; Summer or Interim School Attendance

1 min. **K. ADOPTION (SECOND READING) OF NEW BOARD OF EDUCATION POLICY 8305 – INFORMATION SECURITY – Mr. Mark Boehlke** (Discussion/Possible Action)

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

- Policy 8305 – Operations; Information Security

1 min. **L. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 8500 – FOOD SERVICES – Mr. Mark Boehlke** (Discussion/Possible Action)

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

- Policy 8500 – Operations; Food Services

1 min. **M. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 8510 – WELLNESS – Mr. Mark Boehlke** (Discussion/Possible Action)

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

- Policy 8510 – Operations; Wellness

1 min. **N. 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. **O. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 8540 – VENDING MACHINES – Mr. Mark Boehlke** (Discussion/Possible Action)

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

- Policy 8540 – Operations; Vending Machines

1 min. **P. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 8550 – COMPETITIVE FOOD SALES – Mr. Mark Boehlke** (Discussion/Possible Action)

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

- Policy 8550 – Operations; Competitive Food Sales

1 min. **Q. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 3431 – EMPLOYEE LEAVES – Ms. Jami Hintz** (Discussion/Possible Action)

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

- Policy 3431 – Professional Staff; Employee Leaves

1 min. **R. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 4431 – EMPLOYEE LEAVES – Ms. Jami Hintz** (Discussion/Possible Action)

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

- Policy 4431 – Support Staff; Employee Leaves

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

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

- Policy 4124 – Support Staff; Notice of Reasonable Assurance of Employment

1 min. **T. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 4213 – STUDENT SUPERVISION AND WELFARE – Ms. Jami Hintz** (Discussion/Possible Action)

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

- Policy 4213 – Support Staff; Student Supervision and Welfare

1 min. **U. 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

8:21 **XI. REPORT OF COMMITTEES**

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

1. Diploma (Early Graduation GED Option 2 Program) (See above)
2. Multilingual Learner Program Update (Information/Discussion)
3. Health Occupations Students of America (HOSA) State Leadership Conference Fieldtrip (Information/Action)
4. First Robotics Competition (FRC) Wisconsin State Championship Fieldtrip (Information/Action)
5. Journey Through History: Washington D.C. to Williamsburg, VA Fieldtrip (Information/Action)

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

1. Appointments (Confirming Action)
2. Separations (Information)
3. Retirements (Action)

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

1. Tabulation of Bids – Parking Lot Replacements (Action)
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. Gifts (Information)

F. SPECIAL BOARD/COMMITTEE ASSIGNMENTS

1. Human Growth and Development Citizens' Advisory Committee – Ms. Allie Tasche (Information)
   Information from the February 23, 2026 meetings will be shared.

8:31 **XII. FUTURE MEETING DATES** (Information/Possible Action)
April 14, 2026 – Committee meetings at 6:00 p.m.
April 28, 2026 – Annual Reorganization Meeting at 6:00 p.m.; Regular Board of Education meeting at 6:30 p.m.

XIII. 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, February 24, 2026

The regular meeting of the Board of Education of the Sheboygan Area School District was held on Tuesday, the 24th day of February, 2026, 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. Hibl 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 6:05 p.m.), Ms. Denise Wittstock, Ms. Mary Lynne Donohue, Mr. Peter Madden, Ms. Kay Robbins

APPROVAL OF MINUTES

Moved by Ms. Tasche, seconded by Ms. Wittstock to approve the Regular Board of Education meeting minutes of January 27, 2026, and Closed Session meeting minutes of January 27, 2026. All ayes. Motion carried unanimously.

STUDENT REPRESENTATIVES

Ms. Kimiko Lee, North High School student representative was not in attendance.

Ms. Emman Martinez, South High School student representative reported on events and activities occurring at South High School. She talked about students who were state qualifiers in their respective sport and noted that esports will be competing at state. South plans to have a March madness bracket with attendance where the winner gets a catered lunch of their choice. Scholarships have concluded with the school and the Sheboygan Public Education Foundation (SPEF), and juniors are set to take the ACT on March 10. Feats and Follies will be held on April 25.

COMMUNITY INPUT

There was no community input.

SUPERINTENDENT'S REPORT

Dr. Konrath reported that school choice round 2 applications will be accepted February 9-April 30, 2026. He recently attended the WASB/WSAA School Law Conference with Ms. Donohue where legal issues facing school districts, complaint investigations, technological advances, free speech, and arrest and conviction record discrimination among other topics were discussed. He reviewed the upcoming process for the continued discussion of the sale of the Washington Elementary School land including that a flyer will be mailed to the neighbors surrounding the property notifying them of the public input opportunity at the Board of Education meeting on March 10, 2026.

MISCELLANEOUS

A. Charter School Re-Authorization

Moved by Mr. Madden, seconded by Ms. Tasche to approve the re-authorization of the Étude Charter School Elementary, Middle, and High School contracts for the term of five (5) school years commencing July 1, 2026 and ending June 30, 2031. All ayes. Motion carried unanimously.

Mr. Broten reported that there are three (3) contracts (elementary, middle, and high school) and Mr. Hamm and Mr. Hanlon will provide updates to the contracts as well as their new goals. Mr. Hamm and Mr. Hanlon each provided an overview of what their roles are at the schools and discussed the Étude Schools philosophy. Mr. Hamm shared some pieces of work that were created by students, and he spoke about the ways in which they engage students through creativity, critical thinking, and building human interactions.

Mr. Hamm highlighted the data points at the elementary level and talked about building their curriculum – results in growth scores showing significant growth. Mr. Hanlon provided a review of the middle school curriculum and that the STAR scores are outpacing the District average. Mr. Hamm reviewed the goals for the new charter contract and talked about the college and career percentages with 100% college acceptance for students. ACT scores beat the District average every year of the contract. He also talked about the next five years and the strategic and intentional transition. They would like to continue to expand their partnership with the Sheboygan Area School District and Mr. Hanlon added they really want the community to know the great work their students are achieving. Mr. Hamm and Mr. Hanlon will continue to find cost effective ways so that students who attend the Étude Schools still have all the opportunities of a large school.

Mr. Laster appreciates the opportunities their schools offer, and Mr. Madden reiterated the same. Ms. Tasche thanked Mr. Hamm and Mr. Hanlon for the intentional planning and is grateful for new things coming. Ms. Boehmer is glad her children have had experiences at the Étude Schools. Mr. Madden noted a few corrections within each contract that will be corrected.

Mr. Laster noted he would like one motion for agenda items B., C., and D., and asked if the committee had questions on any of the policies and there were none.

Moved by Ms. Boehmer, seconded by Ms. Tasche to approve agenda items B., C., and D. All ayes. Motion carried unanimously.

B. Adoption (Second Reading) of Revised Board of Education Policy 7440.03 – Property; Small Unmanned Aircraft Systems (sUAS)
C. Adoption (Second Reading) of Revised Board of Education Policy 7450 – Property; Property Inventory
D. Adoption (Second Reading) of Revised Board of Education Policy 7455 – Property; Accounting System for Capital Assets

REPORT OF COMMITTEES

A. CURRICULUM & INSTRUCTION COMMITTEE

1. 2026 Summer School Recommendation

Moved by Ms. Robbins, seconded by Mr. Madden to accept the Curriculum and Instruction Committee recommendation to approve the 2026 summer school program and course offerings. All ayes. Motion carried unanimously.

From the committee meeting:
Moved by Mr. Laster, seconded by Ms. Hibl to accept administration's recommendation to approve the 2026 summer school program and course offerings. All ayes. Motion carried unanimously.

Ms. Foerster provided an overview of the 2026 summer school program, including the program's structure, planned objectives, key program components, and areas of continued focus as planning moves forward. This year's program will allow 4K students to attend summer school at their home school and North High School will be the host school for credit recovery. There will be a self-paced option at Central High School offering additional flexibility for learners and also an online option that will be offered at George D. Warriner High School. Ms. Foerster talked about the enrichment classes being offered and added that teacher's this year were able to propose additional classes which expanded the offerings. The biggest change to the summer school program is that swim classes will now be offered through the Community Recreation Department. All elementary schools, with the exception of Cleveland Elementary School will offer summer school with food being available at all sites with the exception of Lincoln-Erdman Elementary School. There are full-day care options and registration will be open by February 26 allowing parents to sign up at conference time. Communication has also been enhanced through the use of pamphlets, brochures, and an online catalogue.

2. Achievement Gap Reduction Goal Update

From the committee meeting:
Ms. Ledezma provided the background of Act 53 and Act 71 that amended the Student Achievement Guarantee in Education (SAGE) program to create the Achievement Gap Reduction (AGR) program as well as the requirements of the AGR program. Each principal provided a report of their goals and whether they were on target. All principals were pleased with the results and are overall on target. Principals always look to best practice, and modifications and/or shifts occur when needed and often show positive results. They appreciate the support and visibility from the school board members.

3. France Fieldtrip

Moved by Ms. Robbins, seconded by Ms. Boehmer to accept the Curriculum and Instruction Committee recommendation to approve 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. All ayes. Motion carried unanimously.

From the committee meeting:
Moved by Ms. Hibl, seconded by Mr. Laster to accept administration's recommendation to approve 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. All ayes. Motion carried unanimously.

4. Introduction (First Reading) of New Board of Education Policy 2440.01 – Summer or Interim School Attendance

Moved by Ms. Robbins, seconded by Mr. Madden to accept the Curriculum and Instruction Committee recommendation to approve the introduction (first reading) of new Board of Education Policy 2440.01 – Program; Summer or Interim School Attendance. All ayes. Motion carried unanimously.

From the committee meeting:
Moved by Ms. Hibl, seconded by Mr. Laster to approve the introduction (first reading) of new Board of Education Policy 2440.01 – Program; Summer or Interim School Attendance. 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 #1, #2, and #4. All ayes. Motion carried unanimously.

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

1. Appointments

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

<u>CUSTODIAN</u>			
Kevin Johnson	District-Wide	January 12, 2026	$19.76 per hour
<u>EDUCATIONAL ASSISTANT</u>			
Naomi Nelson	Sheboygan Leadership Academy	January 26, 2026	$17.23 per hour
<u>SECRETARY</u>			
Miriam Medina	Business Services	February 9, 2026	$18.30 per hour

*Relative of SASD employee

2. Leave of Absence

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

Lillian Eder	Educational Assistant	Early Learning Center	January 27, 2026 – April 17, 2026

Julie Nyquist	Cook	Lake Country Academy	January 19, 2026 – April 29, 2026
Allyson Pribbernow	Occupational Therapist	Jackson	April 14, 2026 – June 5, 2026

3. Separations

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

Maxine Greer	Educational Assistant	Jackson	January 15, 2026
Jodie Lee	Educational Assistant	Jefferson	January 28, 2026
Ermalinda Martinez	Educational Assistant	Longfellow	January 28, 2026
Jeimar Mora	Educational Assistant	South High	January 30, 2026
James Quinn	Custodian	Cleveland	January 30, 2026
Patricia Roberts	Sheboygan Theatre Co. Executive Director	Recreation Department	March 9, 2026
Robyn Weyer	Custodian	Wilson	January 20, 2026

4. Retirements

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

Jennifer Heus	Executive Secretary	Superintendent Office	28.75 years of service

5. Introduction (First Reading) of Revised Board of Education Policy 3431 – Employee Leaves

   From the committee meeting:
   Moved by Ms. Boehmer, seconded by Ms. Robbins to approve the introduction (first reading) of revised Board of Education Policy 3431 – Professional Staff; Employee Leaves. All ayes. Motion carried unanimously.

6. Introduction (First Reading) of Revised Board of Education Policy 4431 – Employee Leaves

   From the committee meeting:
   Moved by Ms. Robbins, seconded by Ms. Boehmer to approve the introduction (first reading) of revised Board of Education Policy 4431 – Support Staff; Employee Leaves. All ayes. Motion carried unanimously.

7. Introduction (First Reading) of Revised Board of Education Policy 4124 – Notice of Reasonable Assurance of Employment

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

8. Introduction (First Reading) of Revised Board of Education Policy 4213 – Student Supervision and Welfare

   From the committee meeting:
   Moved by Ms. Boehmer, seconded by Ms. Donohue to approve the introduction (first reading) of revised Board of Education Policy 4213 – Support Staff; Student Supervision and Welfare. All ayes. Motion carried unanimously.

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

   From the committee meeting:
   Moved by Ms. Donohue, seconded by Ms. Robbins 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

Moved by Mr. Madden, seconded by Ms. Tasche to accept the Facilities/Recreation/Theatre Committee recommendation to approve agenda items #5 and #6. All ayes. Motion carried unanimously.

1. Tabulation of Bids – Exterior Siding and Roofing Shingles Replacement

Moved by Mr. Madden, seconded by Ms. Tasche to accept the Facilities/Recreation/Theatre Committee recommendation to enter into contract with Gellings Roofing and Siding LLC of Sheboygan, WI, in the amount of $150,325.56 for the replacement of the exterior siding and roof shingles at the Early Learning Center. All ayes. Motion carried unanimously.

From the committee meeting:
Moved by Mr. Laster, seconded by Ms. Ruiz-Harrison to accept administration's recommendation to enter into contract with Gellings Roofing and Siding LLC of Sheboygan, WI, in the amount of $150,325.56 for the replacement of the exterior siding and roof shingles at the Early Learning Center. All ayes. Motion carried unanimously.

BIDDERS	Shingle Roofing	LP Siding	Total Project Cost
Gellings Roofing and Siding LLC	$31,480.69	$118,844.87	$150,325.56
Custom Craft Roofing & Construction LLC	$31,127.79	$123,645.80	$154,773.59
Overhead Solutions Inc.	$25,992.76	$128,900.00	$154,892.76

[Capital Funds – Facilities Upgrades]

2. Tabulation of Bids – Roofing

Moved by Mr. Madden, seconded by Ms. Boehmer to accept the Facilities/Recreation/Theatre Committee recommendation to enter into contract with Pioneer Roofing Co., LLC of Johnson Creek, WI, in the amount of $628,934.00 for roof replacements at Longfellow Elementary School and North High School. All ayes. Motion carried unanimously.

From the committee meeting:
Moved by Ms. Ruiz-Harrison, seconded by Mr. Laster to accept administration's recommendation to enter into contract with Pioneer Roofing Co., LLC of Johnson Creek, WI, in the amount of $628,934.00 for roof replacements at Longfellow Elementary School and North High School. All ayes. Motion carried unanimously.

BIDDERS	Longfellow Sec #2,3,4 & 6	North Sec #4A & 7
Pioneer Roofing, Co., LLC	$339,288.00	$289,646.00
Langer Roofing & Sheet Metal, Inc.	$369,000.00	$311,600.00
FJA Christiansen Roofing Co., Inc.	$394,600.00	$339,920.00

Summary: Total cost of all projects: $628,934.00

[Capital Funds – Roofing]

3. Sheboygan Theatre Company Executive Director Position Update

From the committee meeting:
Mr. Brooks reported to the committee that Ms. Patricia Roberts will be leaving the District and her position as Executive Director for the Sheboygan Theatre Company has been posted. He added that Ms. Roberts has done a tremendous job with granting writing and her involvement in the community, and she will be with the District until March 9, 2026. He will keep the committee updated.

4. Special Olympics Basketball Invitational

From the committee meeting:
Mr. Brooks provided an update on the Special Olympics Invitational Tournament that was recently held at South High School. Seventeen teams from all over the State participated. Score keepers and officials, individual, and students all volunteered their time for this event. Lunch was sponsored by Kwik Trip, Festival Foods, Altmeyer Electric and PepsiCo with Altrusa Club preparing the food. Food that was leftover was given to the local food banks.

5. Sheboygan Theatre Company Financial Report

From the committee meeting:
Moved by Mr. Laster, seconded by Ms. Ruiz-Harrison to accept the Sheboygan Theatre Company Financial Report through December 31, 2025. All ayes. Motion carried unanimously.

6. Community Recreation Department Financial Report

   From the committee meeting:
   Moved by Ms. Ruiz-Harrison, seconded by Mr. Laster to accept the Community Recreation Department Financial Report through December 31, 2025. All ayes. Motion carried unanimously.

7. Facility Permit Report

   From the committee meeting:
   Mr. Brooks presented the Facility Permit Report through January 31, 2026 for information.

D. FINANCE & BUDGET COMMITTEE

Moved by Ms. Ruiz-Harrison, seconded by Ms. Donohue to accept the Finance and Budget Committee recommendation to approve agenda items #3, #4, and #5. All ayes. Motion carried unanimously.

Moved by Ms. Ruiz-Harrison, seconded by Mr. Madden to accept the Finance and Budget Committee recommendation to approve agenda items #6, #7, #8, #9, #10, and #11. All ayes. Motion carried unanimously.

1. Fund 41 Capital Projects

   Moved by Ms. Ruiz-Harrison, seconded by Mr. Madden to accept the Finance and Budget Committee recommendation to approve the Fund 41 Capital Projects through December 31, 2025. All ayes. Motion carried unanimously.

   From the committee meeting:
   Moved by Ms. Boehmer, seconded by Ms. Donohue to approve the Fund 41 Capital Projects through December 31, 2025, as presented. All ayes. Motion carried unanimously.

2. Fund 49 Referendum Projects

   From the committee meeting:
   Mr. Spielman reviewed the Revenue and Expenditure report through December 31, 2025, for the Fund 49 middle school referendum projects as outlined in the report.

3. Statement of Cash Flow

   From the committee meeting:
   Moved by Mr. Madden, seconded by Ms. Boehmer to approve of the Statement of Cash Flow through December 31, 2025, as presented. All ayes. Motion carried unanimously.

4. Revenues and Expenditures Reports

   From the committee meeting:
   Moved by Ms. Donohue, seconded by Ms. Boehmer to approve the Revenue & Expenditures reports through December 31, 2025, as presented. All ayes. Motion carried unanimously.

5. Budget Revisions and Transfers of Appropriations

   From the committee meeting:
   Moved by Mr. Madden, seconded by Ms. Boehmer to approve the Budget Revisions and Transfers reports through December 31, 2025, as presented. All ayes. Motion carried unanimously.

GENERAL FUND (FUND 10)	**Revised Budget 11-30-25**	**Revised Budget 12-31-25**	**Budget Increase (Decrease)**
REVENUES			
100 Transfers-in	**0.00**	**0.00**	0.00
Local Sources 210 Taxes	27,983,748.00	27,983,748.00	0.00
240 Payments for Services Provided Local Governments	0.00	12,220.00	12,220.00

260 Non-Capital Sales	424,086.89	429,954.76	5,867.87
270 School Activity Income	155,503.27	162,335.21	6,831.94
280 Interest on Investments	2,268,155.00	2,268,155.00	0.00
290 Other Revenue, Local Sources	205,384.59	220,052.69	14,668.10
Subtotal Local Sources	**31,036,877.75**	**31,076,465.66**	39,587.91
Other School Districts Within Wisconsin 340 Payments for Services	**2,495,194.00**	**2,495,194.00**	0.00
Revenue from Intermediate Sources 510 Transit of Aids	**18,173.00**	**18,173.00**	0.00
State Sources 610 State Aid -- Categorical	1,140,774.00	1,140,774.00	0.00
620 State Aid -- General	89,579,870.00	89,579,870.00	0.00
630 DPI Special Project Grants	46,600.00	46,600.00	0.00
640 Payments for Services	143,000.00	143,000.00	0.00
650 Student Achievement Guarantee in Education	1,661,838.62	1,661,838.62	0.00
660 Other State Revenue Through Local Units	15,000.00	15,000.00	0.00
690 Other Revenue	8,074,866.00	8,074,866.00	0.00
Subtotal State Sources	**100,661,948.62**	**100,661,948.62**	0.00
Federal Sources 710 Transit of Aids	132,759.00	132,759.00	0.00
730 DPI Special Project Grants	2,132,105.46	2,144,437.95	12,332.49
750 IASA Grants	2,377,081.00	2,377,081.00	0.00
780 Other Federal Revenue Through State	300,000.00	300,000.00	0.00
790 Other Revenue from Federal Sources	0.00	0.00	0.00
Subtotal Federal Sources	**4,941,945.46**	**4,954,277.95**	12,332.49
Other Financing Sources 860 Compensation, Fixed Assets	**14,007.00**	**14,007.00**	0.00
Other Revenues 960 Adjustments	0.00	0.00	0.00
970 Refund of Disbursement	100,000.00	100,000.00	0.00
990 Miscellaneous	324,108.15	324,108.15	0.00
Subtotal Other Revenues	**424,108.15**	**424,108.15**	0.00
TOTAL REVENUES	**139,592,253.98**	**139,644,174.38**	51,920.40
EXPENDITURES	**Revised Budget 11-30-25**	**Revised Budget 12-31-25**	**Budget Increase (Decrease)**
Instruction 110 000 Undifferentiated Curriculum	24,933,654.37	25,499,721.32	566,066.95
120 000 Regular Curriculum	31,858,313.21	31,950,928.21	92,615.00
130 000 Vocational Curriculum	3,431,249.48	3,440,689.45	9,439.97
140 000 Physical Curriculum	3,035,894.00	3,035,903.00	9.00
160 000 Co-Curricular Activities	1,477,053.37	1,526,687.31	49,633.94
170 000 Other Special Needs	512,584.00	512,584.00	0.00
Subtotal Instruction	**65,248,748.43**	**65,966,513.29**	717,764.86
Support Sources 210 000 Pupil Services	6,981,431.37	6,852,675.86	(128,755.51)
220 000 Instructional Staff Services	6,096,040.07	5,767,889.20	(328,150.87)
230 000 General Administration	1,944,961.15	2,014,153.67	69,192.52

240 000 School Building Administration	8,813,021.55	8,714,818.45	(98,203.10)
250 000 Business Administration	16,433,488.86	17,165,304.41	731,815.55
260 000 Central Services	798,144.00	801,827.00	3,683.00
270 000 Insurance & Judgments	1,403,861.00	1,403,861.00	0.00
280 000 Debt Services	1,700.00	1,700.00	0.00
290 000 Other Support Services	2,453,063.00	2,947,673.26	494,610.26
Subtotal Support Sources	**44,925,711.00**	**45,669,902.85**	744,191.85
Non-Program Transactions 410 000 Inter-fund Transfers	14,039,919.00	14,124,292.87	84,373.87
430 000 Instructional Service Payments	20,549,007.87	20,699,107.87	150,100.00
490 000 Other Non-Program Transactions	0.00	0.00	0.00
Subtotal Non-Program Transactions	**34,588,926.87**	**34,823,400.74**	234,473.87
TOTAL EXPENDITURES	**144,763,386.30**	**146,459,816.88**	1,696,430.58

SPECIAL EDUCATION (FUND 27)	**Revised Budget 11-30-25**	**Revised Budget 12-31-25**	**Change in Budget**
TOTAL REVENUES	**25,484,779.13**	**25,484,779.13**	-
100 000 Instruction	21,300,686.26	21,332,159.26	31,473.00
200 000 Support Services	4,184,092.87	4,152,619.87	(31,473.00)
400 000 Non-Program Transactions	0.00	0.00	-
TOTAL EXPENDITURES	**25,484,779.13**	**25,484,779.13**	-

6. Introduction (First Reading) of New Board of Education Policy 8305 – Information Security

   From the committee meeting:
   Moved by Mr. Madden, seconded by Ms. Donohue to approve the introduction (first reading) of new Board of Education Policy 8305 – Operations; Information Security. All ayes. Motion carried unanimously.

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

   From the committee meeting:
   Moved by Ms. Boehmer, seconded by Mr. Madden to approve the introduction (first reading) of revised Board of Education Policy 8500 – Operations; Food Services. All ayes. Motion carried unanimously.

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

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

9. 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 Mr. Madden to approve the introduction (first reading) of revised Board of Education Policy 8531 – Operations; Free and Reduced-Price Meals. All ayes. Motion carried unanimously.

10. Introduction (First Reading) of Revised Board of Education Policy 8540 – Vending Machines

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

11. Introduction (First Reading) of Revised Board of Education Policy 8550 – Competitive Food Sales

    From the committee meeting:
    Moved by Ms. Boehmer, seconded by Ms. Donohue to approve the introduction (first reading) of revised Board of Education

Policy 8550 – Operations; Competitive Food Sales. All ayes. Motion carried unanimously.

12. Gifts

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

From the committee meeting:
Moved by Ms. Donohue, seconded by Ms. Boehmer to accept all gifts to the District, approving those $2,500 and Greater. All ayes. Motion carried unanimously.

Gift	Donor	Building/Program	Amount
For Information			
Monetary	Acuity	South	750.00
Lumber/Bolts/Screws	Bliffert Oostburg Lumber & Design	North	600.00
Gift Card	Wigg Brothers, C & E Construction	South	300.00
Monetary	Pamela Grahl/Jody Grahl TTEES	North	500.00
Monetary	Jeff/Debbie Reichardt	South	100.00
Monetary	Bruce Timm	North	25.00
Monetary	Joseph Behlen	SASD (Dual Language Program)	1,000.00
Monetary	Wisconsin Beef Council	Central High	100.00
Monetary	Judith Gutschow	South	150.00
Monetary	Milwaukee School of Engineering	North	1,000.00
Monetary	Brian/Megan Sigel	North	250.00
Monetary	Nancy/Scott Miller	Sheboygan Theatre Company	500.00
Monetary	Robert/Mary Kulhanek	Sheboygan Theatre Company	100.00
Monetary	Abegail Albrecht	Sheboygan Theatre Company	59.42
Monetary	Melanie Miller	Sheboygan Theatre Company	66.54
Monetary	Tracy Lisowe	Sheboygan Theatre Company	55.00
Monetary	Robert Fischer	Sheboygan Theatre Company	100.00
Monetary	Melissa Jindra	Sheboygan Theatre Company	100.00
Monetary	Candence Schram	Sheboygan Theatre Company	59.42
Monetary	Peter Madden	Sheboygan Theatre Company	100.00
Monetary	Suzi Vetting	Sheboygan Theatre Company	55.00
Monetary	Connie Campbell	Sheboygan Theatre Company	55.00
Monetary	Melanie Perkins	Sheboygan Theatre Company	55.00
Action			
Monetary	Garton Family Foundation	Sheboygan Theatre Company	3,000.00

E. COMMITTEE OF THE WHOLE

1. Vice President Boehmer called the meeting to order at 6:33 p.m.

2. Vice President Boehmer requested that everyone stand and join her in the Pledge of Allegiance.

3. Moved by Ms. Robbins, seconded by Mr. Laster to approve the agenda. All ayes. Motion carried unanimously.

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

5. Security Camera Server Purchases

Moved by Mr. Madden, seconded by Mr. Laster to approve administration's recommendation to purchase seven (7) Lenovo Servers from Vanguard Computers, in the amount of $119,995.00 for the purpose of replacing current servers that store district-wide security footage. All ayes. Motion carried unanimously.

Mr. Eschen reported that there were four respondents to this Request for Proposal (RFP). This will be funded through the Board designated fund balance for Student Safety and Security. This is for the cameras inside and outside the District buildings. We currently have 705 cameras.

Bidders	Brand	Warranty	Cost
Vanguard	Lenovo	5 years	$119,995.00
Camera Corner	Dell	5 years	$126,111.00
Camera Corner	Dell	5 years	$149,251.00
CDW-G	HP	5 years	$162,432.06

[Fund Balance – Student Safety and Security]

6. Public Presentations Regarding Proposals for the Potential Purchase and Development of District-Owned Property Located at 1227 Bell Avenue, Sheboygan, WI (Parcel #59281719722)

Dr. Konrath explained that administration had this discussion with the Board previously regarding this property. Three proposals were received regarding this Request for Proposal (RFP). He added that none were eliminated as administration felt all three are worthy of their time. He highlighted that this item is for informational/discussion purposes only, with no action. There will be another meeting for community input regarding this item during one of our next school board meetings, or there may be a separate special session meeting for community input regarding the sale and development of this property. Dr. Konrath noted that there will be a direct mailing to households within 5-6 blocks of this property.

Flawless Hoops – Mr. Cedric Foster, founder of Flawless Hoops, and representatives from Quasius provided a presentation for the Flawless Hoops proposal. Mr. Foster explained the background, mission, and values of Flawless Hoops. He spoke about the programs currently offered to youths and adults that includes training, open gym, youth, and adult leagues, and mentoring for both youth and adults, and camps. He noted that basketball is their focal point as well as personal growth for their members. He further spoke about the impact Flawless Hoops has on the community, their community engagement, as well as highlighting member success stories. Having a permanent facility will allow for program expansion, stability and long-term sustainability and have a lasting positive impact on the Sheboygan community. Representatives from Quasius spoke about the physical, architectural, and civil design aspects in reference to this proposal. There will be cameras inside and outside the building with outside lighting for security purposes. Typically, the building and outside courts will be locked down by 9 p.m. Mr. Foster noted they have a seven-member Board of Directors. The Flawless Hoops organization is a nonprofit, tax-exempt entity and not eligible for Tax Increment Financing (TIF) funding. They have strong financial feasibility supported by secured commitments from multiple sponsors, including Johnsonville, Masters Gallery, among other contributors, which currently exceeds 90% of the total project budget.

Gorman & Company – Mr. Adam Gorman, Development Project Manager provided a presentation regarding their proposal for development of this property. He spoke about Gorman & Company's background and provided information pertaining to past projects. He further spoke about the conceptual site for the former Washington School site playground and highlighted that they would like to keep the playground and enhance it if that were what the neighborhood would like, in addition to the proposed 40 townhome community that consists of six different buildings. They are proposing (12) three-bedroom units and (28) two-bedroom units that are mostly geared towards families and would target individuals that make an average of 60% of the median income of Sheboygan County. Mr. Gorman reviewed the financial model which includes but not limited to applying for Wisconsin Housing and Economic Development Authority (WHEDA) first mortgage 9% low-income housing tax credits and noncompetitive 4% WHEDA tax credits, an Affordable Housing Program (AHP) loan through the Federal Home Loan Bank of Chicago, as well as applying for the Low-Income Housing Tax Credit (LIHTC). The LIHTC provides tax credits to offset construction costs in exchange for reserving units for lower-income households. Mr. Gorman further reviewed the project schedule. Some of their other projects in Sheboygan County include The Gartman Toy Factory, Riverwalk, and Washington School apartments. There was a question as to what the rent would be for these units and Mr. Gorman responded that the rent amount is capped by WHEDA, with a median income of about 60% of the area median income. Mr. Gorman will get back to the Board regarding the estimated rent for these units and the estimated income level.

Habitat for Humanity Lakeside – Ms. Le'Shay Guy, Executive Director, and Mr. Jon Hoffman, Construction Manager provided a presentation regarding their proposal for development of this property. Ms. Guy spoke about their background, mission, and vision. She spoke about their partnership with our community and school district. They have been in existence for 30 years. All donations and investments go back into the community. They have built 52 homes with three currently underway. They offer affordable housing for families to provide stability, build equity for families, and assist families to gain financial security. Habitat acts as the mortgage lender, so mortgages are kept in-house with 0% interest, and mortgage payments are applied strictly to the principal. Ms. Guy spoke about the other programs they have besides the home-buyer program. Habitat serves the entire Sheboygan County. Ms. Guy spoke about their partnerships with local banks, corporations, skilled trades, volunteers. Every home helps to fund the next one. Mr. Hoffman spoke about engaging the school districts technical programs and that process and availability for student apprenticeships. He further explained the project design and development which is for a proposed (21) 3–4

bedroom home community. The homes would be approximately 1,300-1,500 square feet, energy efficient. All the homes would have a foundation with poured basements, added plumbing and 2 inch foam insulation around them. Each home would have a driveway that can fit two cars, no garage. Ms. Guy spoke about financial feasibility.

7. Second Friday

   Ms. Ledezma presented the Sheboygan Area School District's Enrollment Data Report based on the second Friday in January 2026. She explained that the second Friday enrollment count is all students attending the Sheboygan Area School District on Friday, January 9, 2026, or students present one day before or one day after January 9, 2026. Ms. Ledezma spoke about the second Friday enrollment count compared to the third Friday enrollment count trends over the last five years. She noted there has been a slow decline with the second Friday count over the last five years. Last year's second Friday enrollment was 9,319 students compared to this year's second Friday count of 9,062, which is a decline of 257 students. She further reviewed the County school districts' enrollment and large district enrollment over the last five years, in which we had a -3.5% difference over that period. The overall second Friday district enrollment count is down 53 students from the third Friday enrollment in September 2025.

8. QuadMed, LLC Master Services Agreement

   Moved by Mr. Laster, seconded by Ms. Hibl to approve administration's recommendation to enter into a Master Services Agreement with QuadMed, LLC for the purpose of operating the Sheboygan InHealth Center. All ayes. Motion carried unanimously.

   The District is one of the participating entities of this agreement along with Sheboygan County, the City of Sheboygan, and the Town of Sheboygan.

9. Moved by Ms. Ruiz-Harrison, seconded by Ms. Donohue to adjourn at 7:57 p.m. All ayes. Motion carried unanimously.

F. SPECIAL BOARD/COMMITTEE ASSIGNMENTS

1. Legislative Roundtable – Dr. Konrath reported that there has been good dialogue, discussion on the bell-to-bell banning of cell phones, and continued discussion on special education funding.
2. Sheboygan Public Education Foundation – Dr. Konrath reported that the Foundation has gone more digital which saves students time as far as completing scholarships. The relationship between the District and SPEF has improved, and he believes it will continue to get stronger.
3. Human Growth and Development Citizens' Advisory Committee – Ms. Tasche thanked the committee as they are meeting twice per month to get curriculum ready to be presented to the Board.

COMMUNICATIONS

Communications were received.

FUTURE MEETING DATES

March 10, 2026 – Committee meetings at 6:00 p.m.
March 24, 2026 - Regular Board of Education meeting at 6:00 p.m.

There was consensus by the Board to combine the committee meetings and regular Board of Education meetings on March 10, 2026.

ADJOURN

Moved by Ms. Donohue, seconded by Ms. Hibl to adjourn at 6:59 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 – To deliberate strategies to address specific issues pertaining to collective bargaining for teachers; To discuss restructuring of support staff, and; To discuss individual administrative succession planning. A roll call vote was taken and carried unanimously (Tasche, Hibl, Madden, Robbins, Laster, Boehmer, Ruiz-Harrison, Donohue, Wittstock).

Moved by Mr. Madden, seconded by Ms. Boehmer to reconvene at 7:24 p.m. to Open Session. All ayes. Motion carried unanimously.

Moved by Ms. Hibl, seconded by Ms. Wittstock to extend individual administrative contracts as discussed in Closed Session. All ayes. Motion carried unanimously.

Moved by Ms. Boehmer, seconded by Ms. Donohue to adjourn at 7:25 p.m. All ayes. Motion carried unanimously.

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







Flawless Hoops

Proposal

FlawlessHoops.org











About Us

Our Story

Through overcoming life’s challenges, our founder has a powerful story that illustrates the mission behind Flawless Hoops : a commitment to supporting, inspiring, mentoring, and guiding the youth and young adults in Sheboygan

Established

Founded in 2020 as a registered 501(c)3 organization

Mission

Flawless Hoops will pave the way to opportunities that will shape individual lives for the better

Values

Flawless Hoops is not just about basketball; it's about inspiring change beyond the court



Programs/ Member Testimonials

Current Programs

- We offer affordable and accessible Training, Open Gyms, Leagues, and Mentoring
- Basketball is our focal point, but we foster positive opportunities for our members, encompassing skill development, teamwork, and supporting personal growth

Member Testimonials

"What stands out most isn't just the basketball skills —it's the life lessons. The program develops respectful, hardworking young men."
- Kyle R.

"Flawless Hoops hasn't just impacted my son —it's helped me grow as a parent and better support his development without added pressure."
- Stephanie S.

"This program creates a true community. Even during the league season, kids seek each other out on opposing teams —the connections they've built are remarkable."
- Youth League Coach

"My son has grown tremendously —improving his skills, while learning emotional control and developed a confidence that's been truly rewarding to see"
- Ricky & Veronica H.

Community Impact

Community Engagement

- Active participation in local 4th of July parades, walking alongside our youth players
- Donation 150 backpacks filled with school supplies to families in need
- Founder regularly speaks at local high schools, mentoring at -risk youth and serving as a community motivational speaker
- Supported workforce development by connecting 72 members with employment at a local company
- Sheboygan County Chamber – 2023 Nonprofit Charity of the Year Nominee

Member Success Stories

- Developed a student -athlete who received an NCAA Division I scholarship offer
- Guided members through college enrollment and academic advancement
- Supported the successful adoption of a child
- 97% of members with a history of incarceration have remained out of jail while participating in our programs

Purpose of Land Proposal

Why the land is Needed

- All programs currently operate out of **rented gym space**, limiting availability and growth
- Rental restricts **program** expansion and member capacity
- A permanent facility provides **stability, consistency,** and **long-term sustainability**
- Owning a home facility allows Flawless Hoops to **better serve and expand impact**
- Establishing a permanent location will have a **lasting positive impact on the Sheboygan community**

Expanded Programs

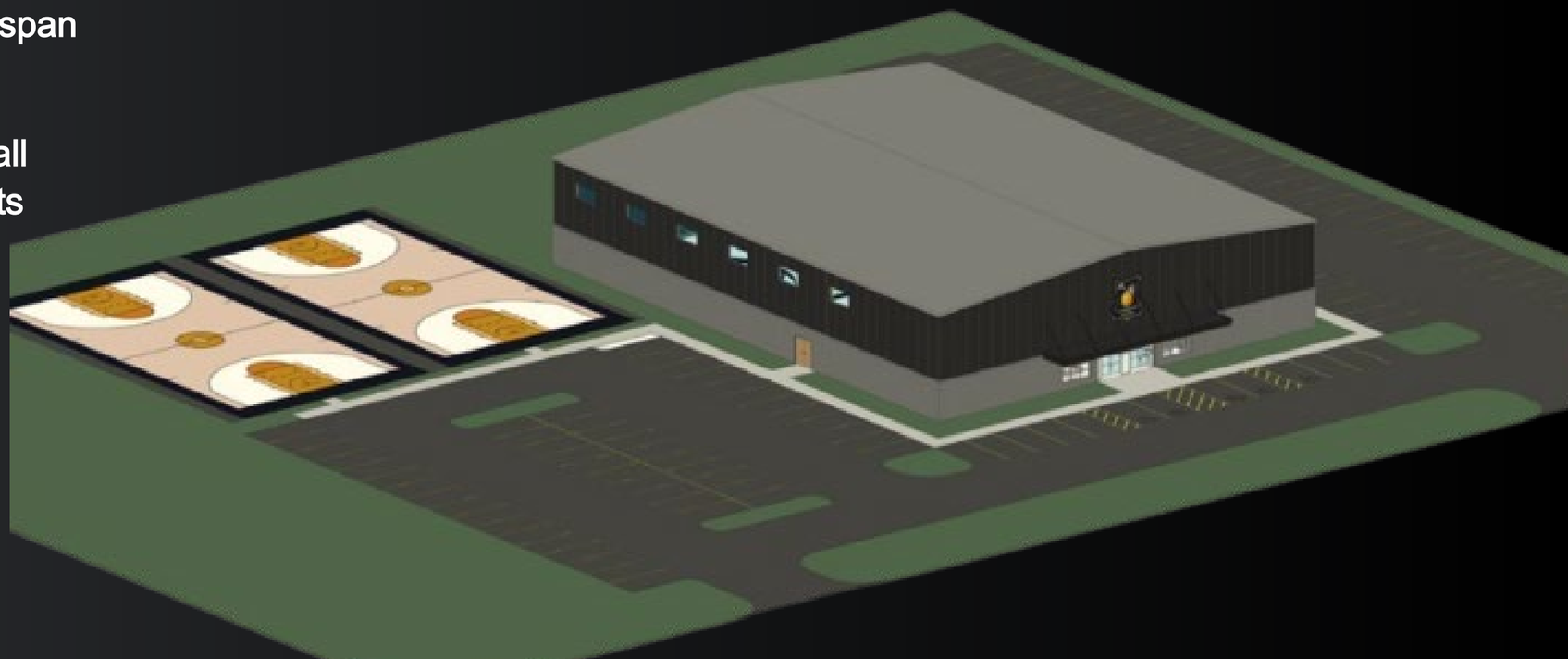
- **Mentoring** – personal, academic, and leadership development
- **Structured Membership Packages** – affordable, consistent access
- **Tutoring** – academic support and educational advancement
- **Camps** – immersive training and skill development experiences
- **Shooting Machine** – state-of-the-art skill refinement
- **Open Gyms/ Group Training** – safe, welcoming community spaces, skill development
- **Youth & Adult Leagues** – teamwork and healthy competition
- **3-on-3 Tournaments** – high-energy competitive play
- **AAU Basketball** – elite-level youth competition



Project Overview

Physical Plan

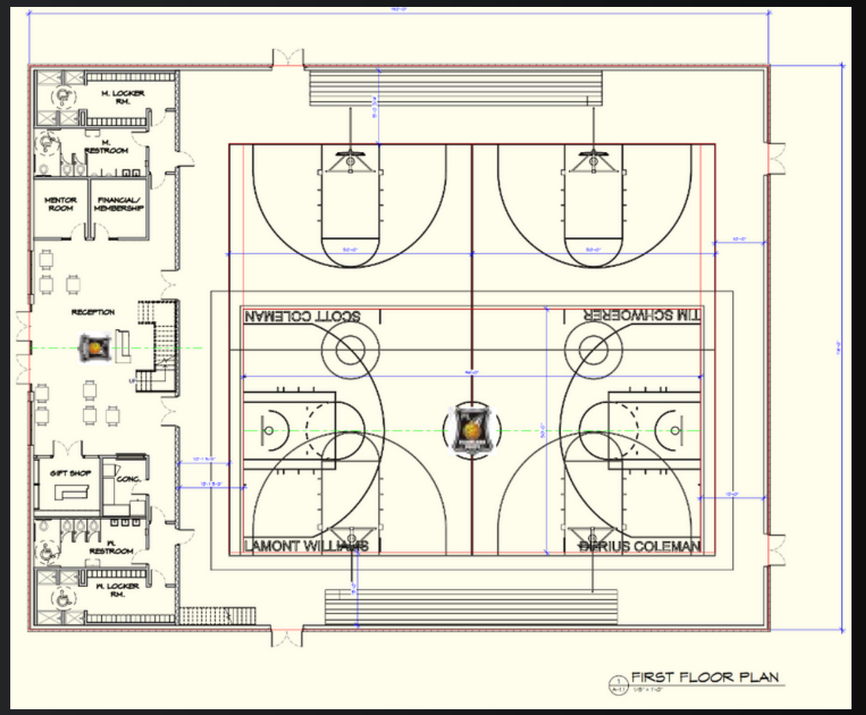
- Community recreation facility expanding access to **community sports and wellness**
- **Durable, energy -efficient** building designed for long -term use
- Emphasis on **accessibility, program flexibility, and sustainability**
- Positioned as a **vital long -term community asset**
- Adaptable space for **multi -sport and community programming**
- The facility centers on a **large, open -span gymnasium**
- Houses **one regulation -sized basketball cour** t and **two side -by-side half -courts**
- Clear-span layout supports **multiple simultaneous activities**

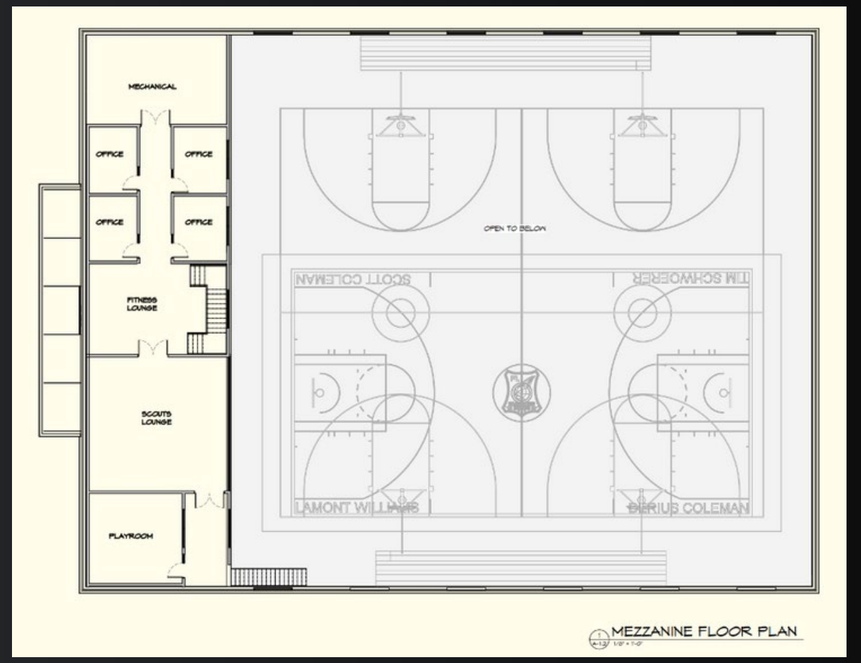


Project Overview

Physical Plan

- Southern support wing designed for **efficient operations and circulation**
  - **Public lobby and check -in area** for controlled, welcoming access
  - **High -capacity restrooms** designed for event and peak usage
  - Administrative offices, meeting rooms, and staff workspace
  - **Dedicated storage** for equipment and program supplies
  - **Mechanical and electrical rooms** supporting safe, maintainable operations
- Layout enables **simplified supervision** and clear separation of spectators, players, and operations
- **Multiple emergency exits** and **ADA-compliant** pathways throughout
- **Direct gym access from main corridor** to support smooth flow during events and leagues





Project Overview

Architectural Character

- **Modern, durable, community -oriented design**
- **Two-tone façade** with masonry base and metal panel upper
- **Low-maintenance, energy -efficient** materials
- **Welcoming glazed entrance** with natural daylight in shared spaces
- Clean, functional aesthetic aligned with **modern recreation facilities**

Programmatic Uses /Community Benefit

- Hosts a **wide range of youth, athletic, and community programs**
- **Youth basketball leagues, camps, clinics, and skills training**
- **After -school, weekend, and all -ages training programs**
- **Inclusive, accessible programming** for underserved and at -risk youth
- **Safe, climate -controlled space** enabling year -round access and community partnerships



Project Overview

Energy Efficiency and Green Design Features

- **High -performance building envelope** reduces heating and cooling demands
- **Energy -efficient HVAC** systems with variable -speed controls and demand -based ventilation
- **HVLS fans** improve comfort and reduce energy use year -round
- **LED lighting with smart controls** lowers energy and maintenance costs
- **Strategic daylighting** enhances indoor comfort while maintaining gym lighting control

Site and Civil Sustainability Opportunities

- **Native landscaping** to reduce water use and maintenance
- **Bioswales** to improve stormwater management
- **Solar -ready roof design** leveraging a large, unobstructed roof area
- Enhances eligibility for **sustainability and resilience -focused grants**



Thank you for your time & consideration

Contact Information:

Cedric Foster

(920) 254 -3749

Cedric.Foster@flawlesshoops.org

Sale of the Former Washington Elementary School Playground

Presented to:

Sheboygan Area School District School Board

By:

Gorman & Company

Gorman & Company

- Founded in 1984 by Gary Gorman
- Headquartered in Oregon, WI
- Built 6,417 Units in the state of Wisconsin
- More than $1.05B in Total Development in the state of Wisconsin

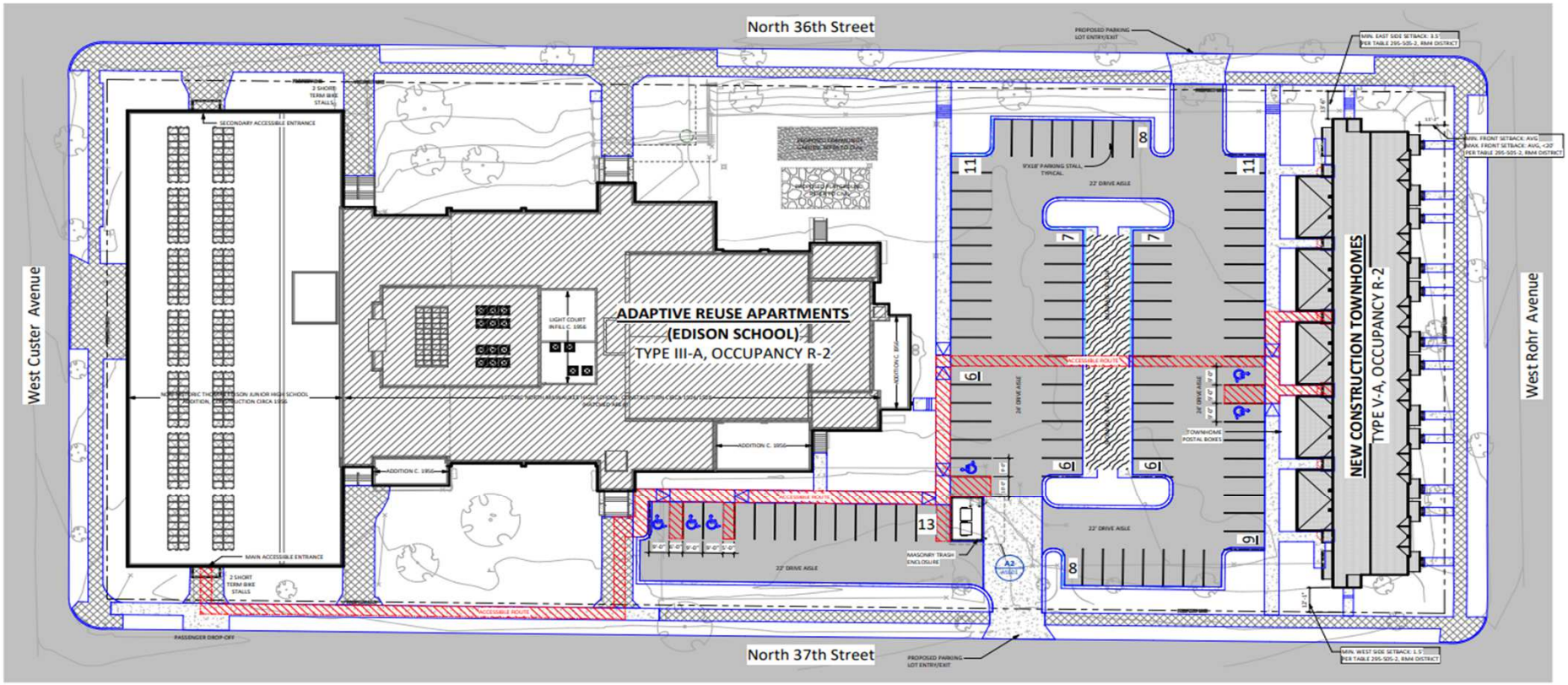
Vertically Integrated

- Wisconsin Development Team
  - Ted Matkom, Market President
  - Adam Gorman, Development Project Manager
  - Jeanette Shiffer, Development Coordinator
- Architectural Services – Daniel Kornaus, Wisconsin Lead Architect
- Gorman General Contractors – Rob Padley, Director of Construction
- Gorman Property Management – Sonja Droste, Director of Property Management
- Asset Management – Kyle Culotta, Director of Asset Management

Past Similar Projects: Edison School



Past Similar Projects: Edison School



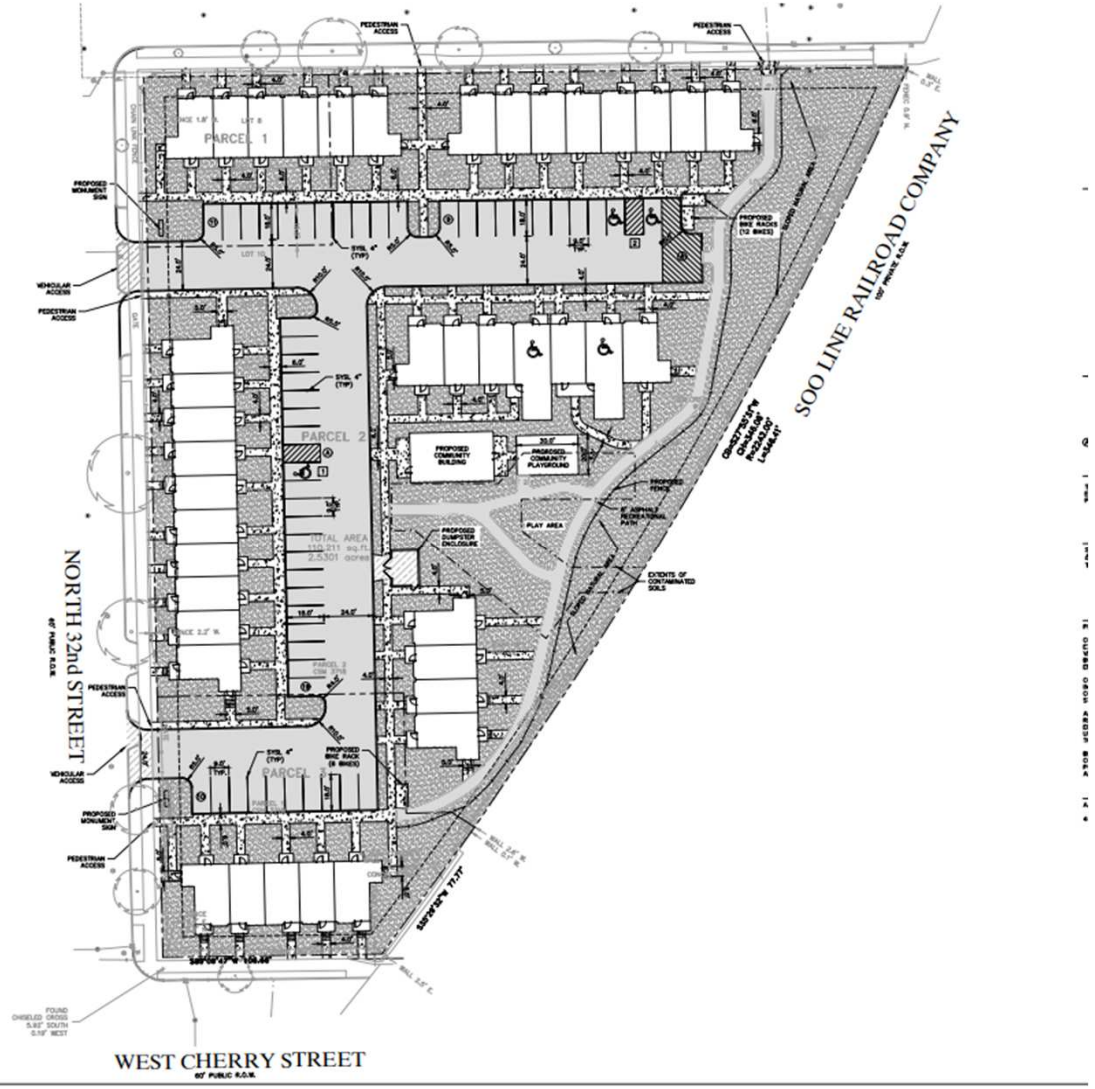
A6 ARCHITECTURAL SITE PLAN

GORMAN & COMPANY

Past Similar Projects: Washington Park Townhomes

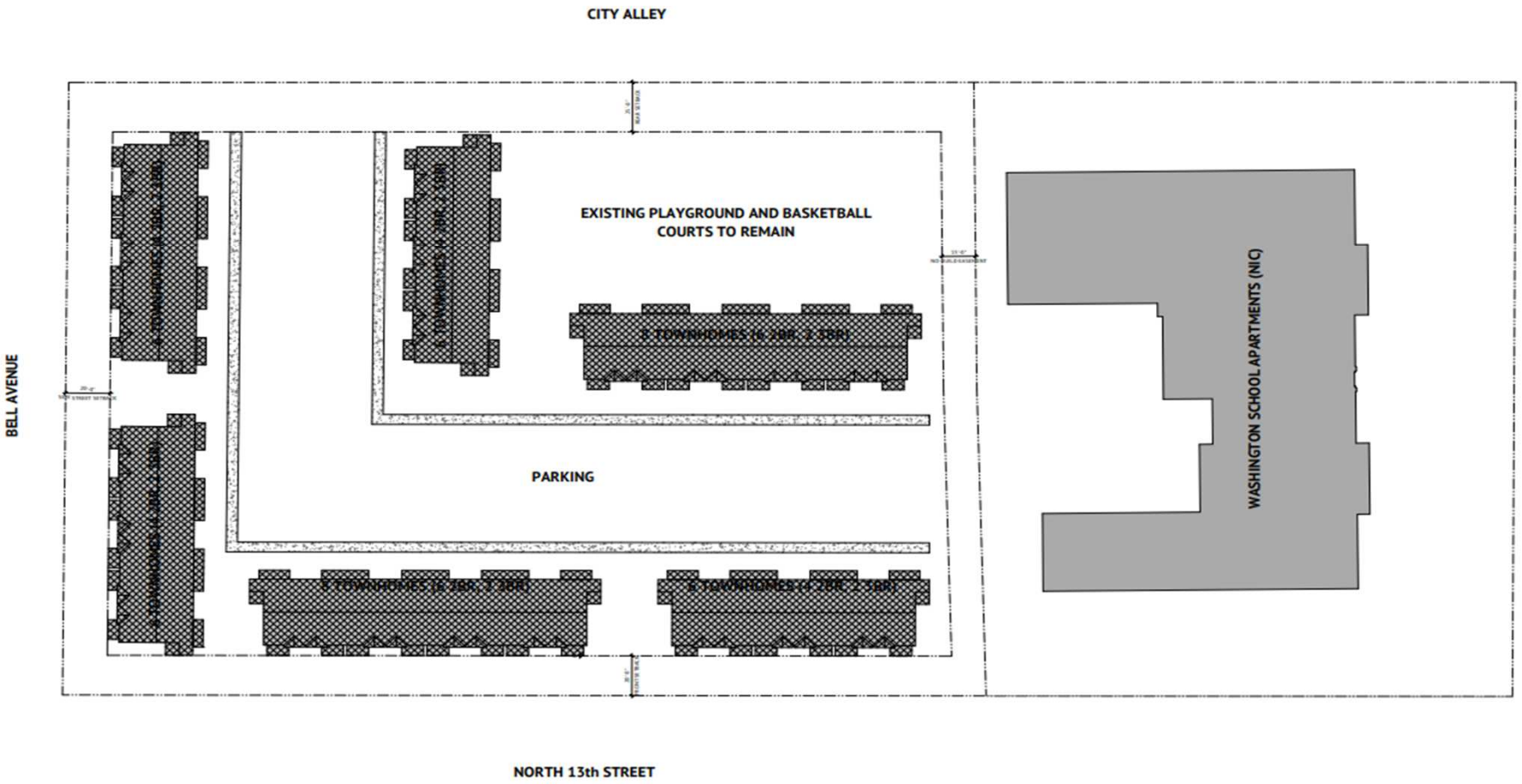


Past Similar Projects: Washington Park Townhomes



GORMAN & COMPANY

Conceptual Site Plan



GORMAN & COMPANY

Financial Model – Summary of Sources

SOURCES	FINANCING	PER UNIT	%
WHEDA First Mortgage	$1,693,000	$42,325	12.0%
AHP	$2,000,000	$50,000	14.2%
Deferred Developer Fee	$247,064	$6,177	1.8%
LIHTC	$10,138,986	$253,475	72.0%
Total	**$14,079,050**	**$351,976**	**100.0%**

- **This financial model is based on the acquisition price of $500,000 for the Sheboygan Area School District land.**

Revised Project Schedule

- 4/26 Purchase agreement signed
- 12/26 WHEDA 9% application submitted
- 6/27 WHEDA announcement of 9% competitive tax credits
- 6/27 AHP funding application submitted through the Federal Home Loan Bank of Chicago
- 7/27 Solicit and negotiate with Tax Credit Investor
- 9/27 Commence bidding process related to design drawings
- 11/27 Obtain construction bids and qualify bidders
- **4/28 Financial close and construction start**
- 6/28 End of school district fiscal year
- 10/29 Construction completion

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Habitat Lakeside Proposal Presentation

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About Habitat for Humanity

OUR MISSION



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Jon Hoffman
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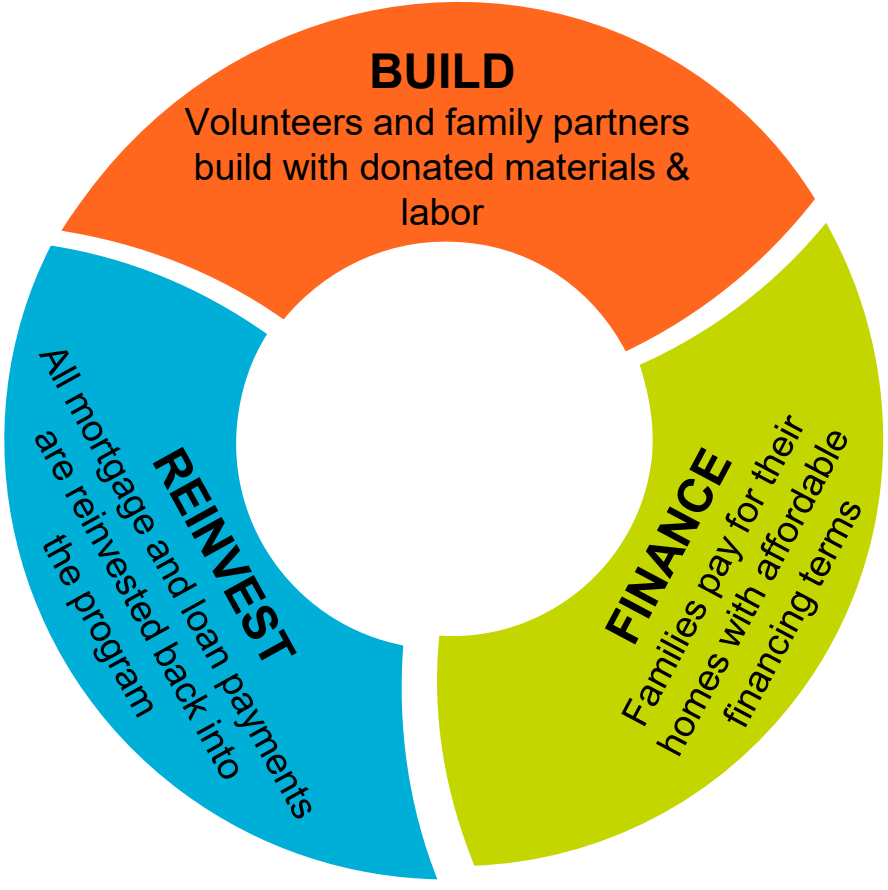
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Habitat Partnership Model



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Project Design & Development Concept



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SITE PLAN



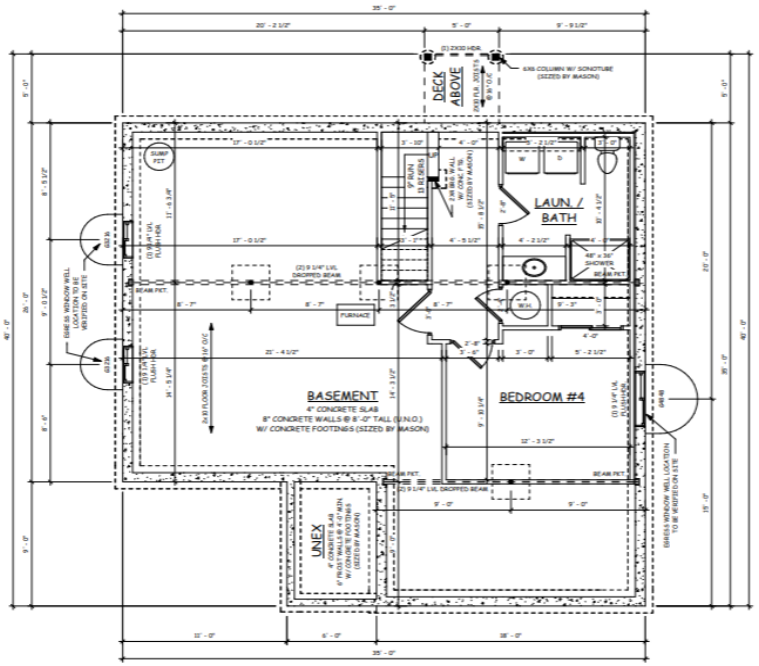
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FOUNDATION PLAN



FOUNDATION PLAN
1/4" = 1'-0"

FIRST FLOOR AREA	=	1072 SF
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HABITAT - LAKESIDE

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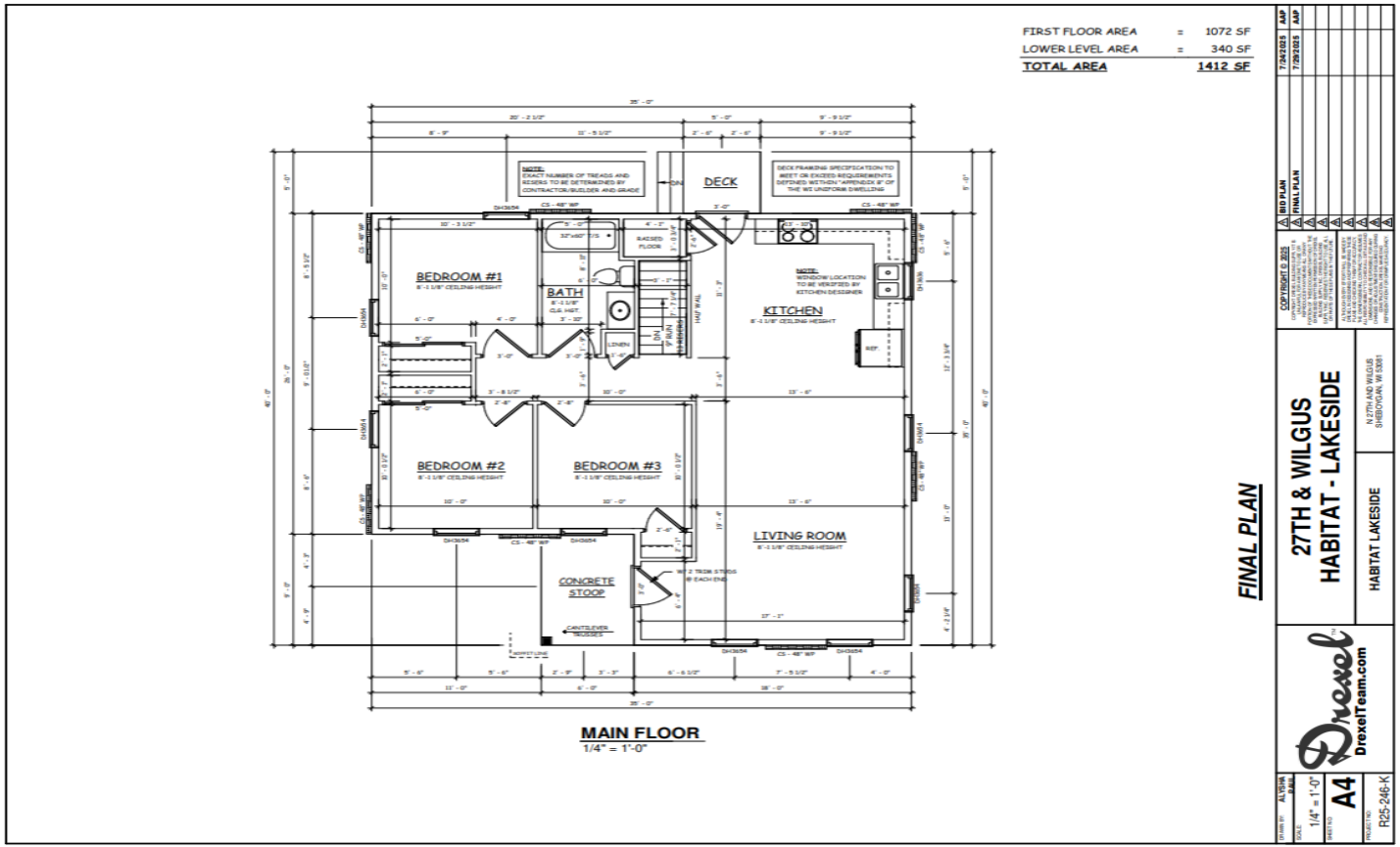
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DIVERSIFIED AND FULLY FUNDED

Funding Source	Per Home	Annual (4 Homes)	Total Project (21 Homes)	Risk Level
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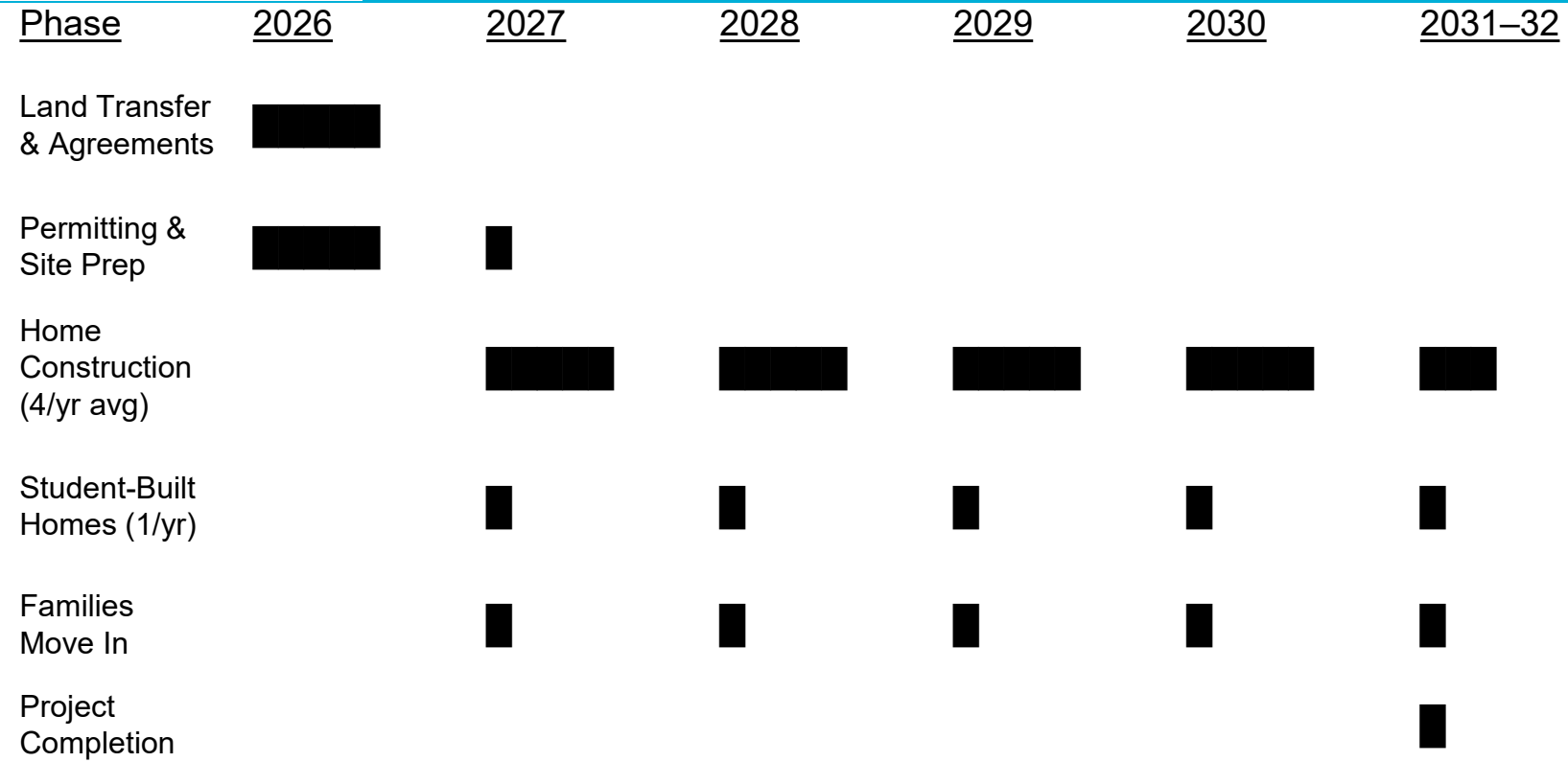
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Project Timeline

PHASED DEVELOPMENT PLAN



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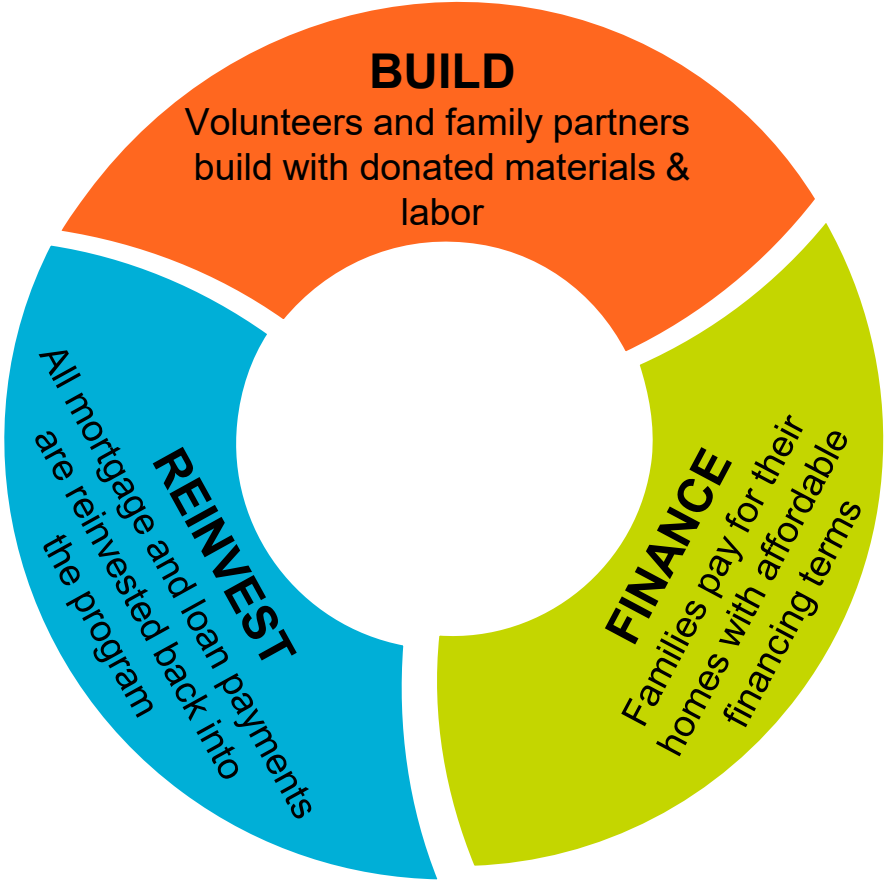
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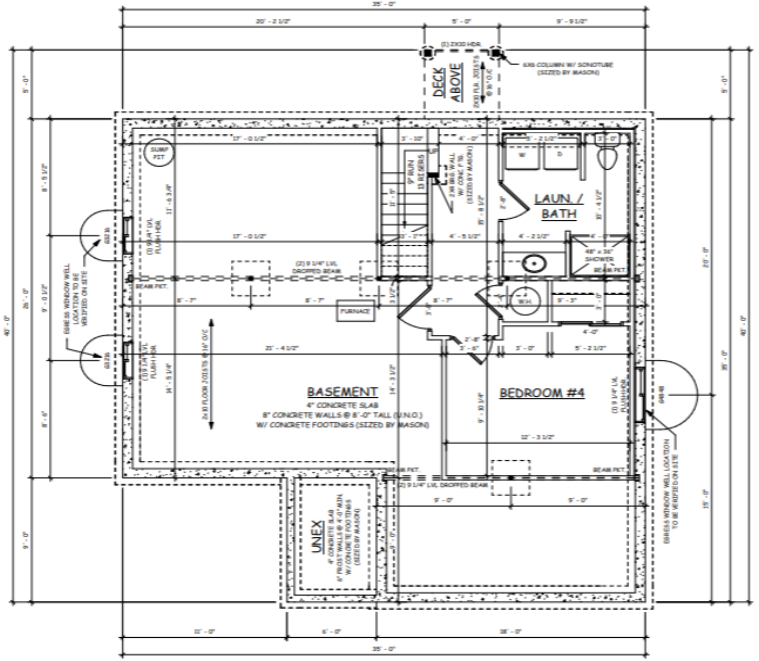
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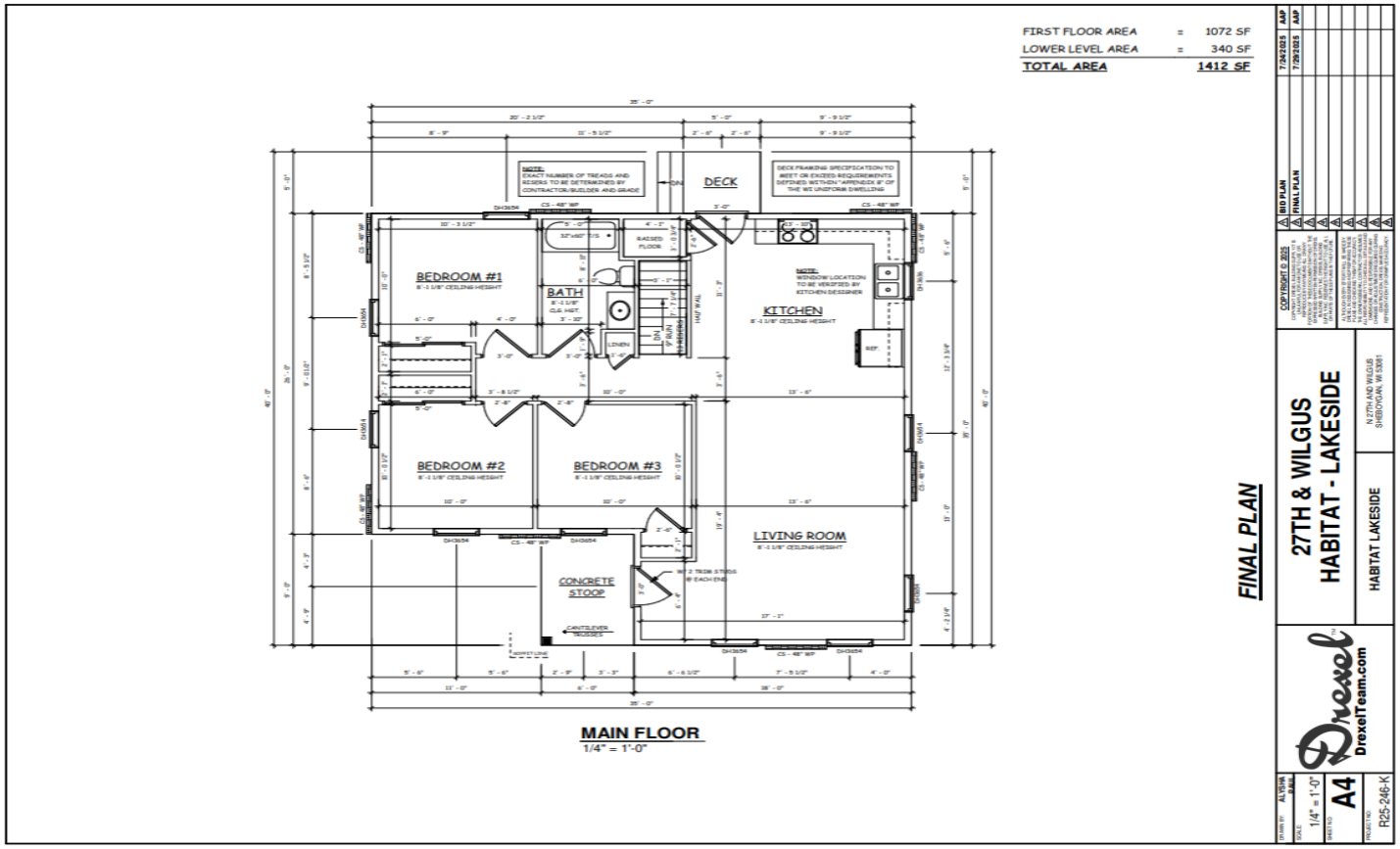
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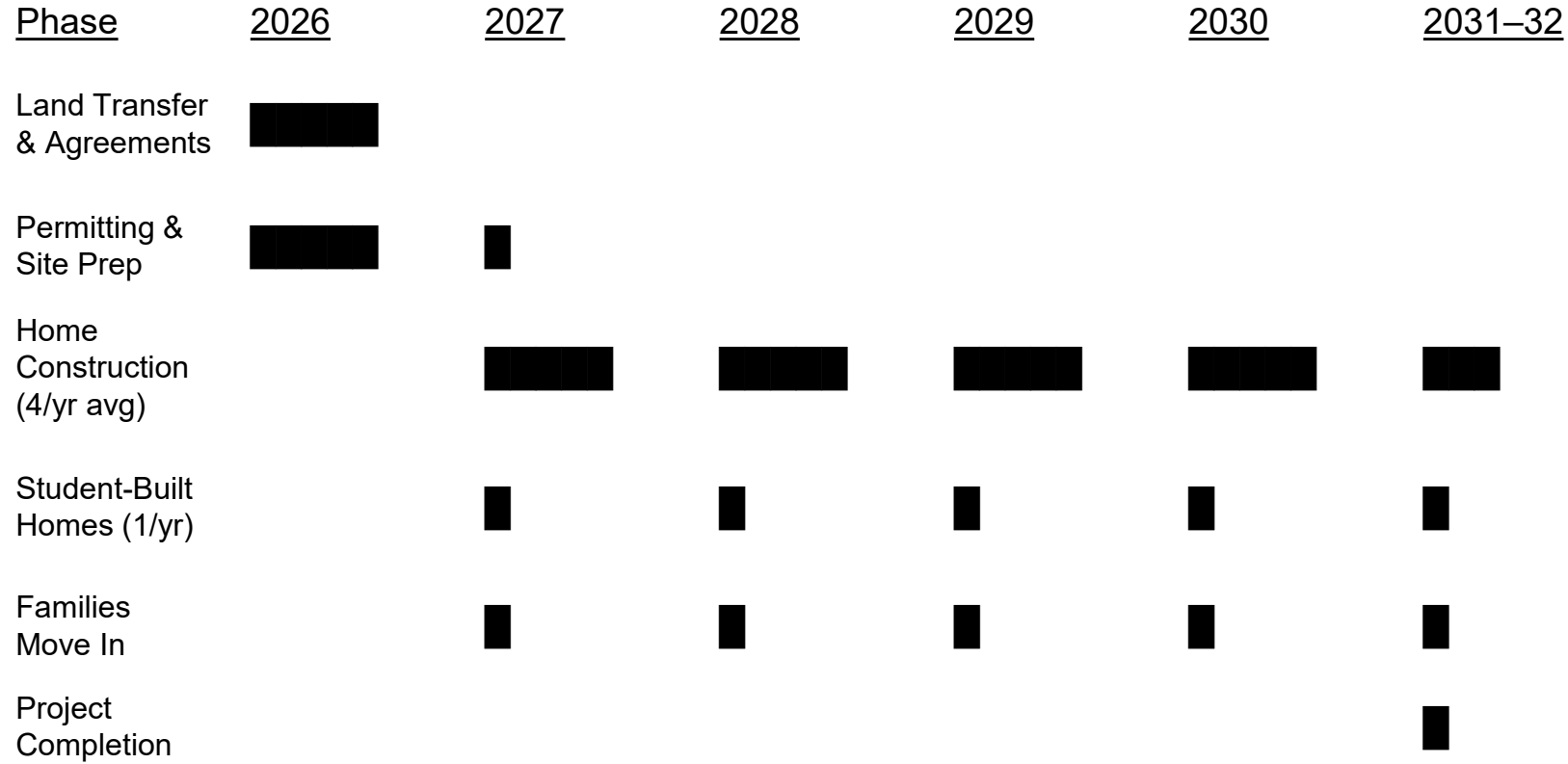
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CHARTER SCHOOL CONTRACT
BETWEEN

THE SHEBOYGAN AREA SCHOOL DISTRICT

AND

CENTRAL HIGH SCHOOL GOVERNING BOARD

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CHARTER SCHOOL CONTRACT
BETWEEN
THE SHEBOYGAN AREA SCHOOL DISTRICT
CENTRAL HIGH SCHOOL GOVERNING BOARD

THIS AGREEMENT is made by and between the Board of Education of the Sheboygan Area School District ("SASD"), 3330 Stahl Rd, Sheboygan, Wisconsin 53081 and the Central High School, 621 S Water Street, Sheboygan, WI 53081.

WHEREAS, the SASD is authorized pursuant to Wisconsin Statute 118.40(2m)(a), to contract with an individual or group to operate a school as a Charter School;

WHEREAS, the SASD wishes to grant to Central High School Governing Board a charter to operate a Charter School, Central High School (the "Charter School") pursuant to Wisconsin Statute §118.40(2m)(a); and

WHEREAS, the Charter School will be an instrumentality of the SASD;

NOW, THEREFORE, the parties agree as follows:

I. CHARTER SCHOOL RESPONSIBILITIES:

A. The name of the person who is seeking to establish the Charter School.

In accordance with Wis. Stat. §118.40(2m), the SASD is entering into this Contract on its own initiative to reauthorize the Charter School, and the persons seeking to reauthorize the Charter School are the Board.

B. The name of the person who will be in charge of the Charter School and the manner in which administrative services will be provided.

The administrator of the Charter School will be Josh Kestell. Thereafter, the administrator will be mutually agreed upon by the SASD and the Central High School Governing Board. The administrator will oversee the educational programs, handle student discipline, oversee clerical activities including attendance, correspondence and record maintenance, supervise and oversee the Charter School teachers and other staff, administer assessment and evaluation programs, monitor achievement of educational goals, maintain daily building operations, and serve as primary contact for communications between the SASD and the Central High School Governing Board. The job performance of the administrator shall be jointly reviewed and evaluated by the Central High School Governing Board and the SASD Superintendent. Future hiring will conform to the present process used by the SASD. The SASD shall conduct background screening and forward eligible candidates for the posted position. The Central High School Governing Board will make recommendations for final hiring to the SASD Superintendent. If the administrative position is a shared position within the SASD, the Central High School Governing Board will work in conjunction with the SASD to fill the position.

Except where noted herein or otherwise agreed upon in writing, at its sole cost and expense, the SASD will provide administrative services to support all School District employees and all enrolled pupils at the Charter School in the same manner as other SASD schools. The SASD will at all times remain the sole employer of all personnel engaged in providing administrative services.

C. A description of the educational program of the school and methods the Charter School will use to attain educational goals under Wis. Stat §118.01.

Central High School will enroll students in a high school (grades 9-12). The educational program of the Charter School will consist of these main features to support the needs of our students:

Interested Based Learning: Through Interest-Based Learning., students will complete coursework required for graduation from the Sheboygan Area School District by connecting their interests to research, reading and writing core standards adopted by the State of Wisconsin.

Dual Credit: Through partnerships with local colleges Central High School will offer a variety of in school and on campus opportunities for students to enroll in transcripted and advanced standing college courses that are connected to their career and college post-secondary goals.

Career Readiness: Courses at CHS will incorporate a focus on career and life skills. Partnerships with local businesses will provide students with the opportunity to explore and experience careers, develop employability skills, clarify their goals, and develop contacts in the business community.

Individualized Academic and Career Plan: All students will have an Academic and Career Plan based on their interests and academic profile. This plan will include coursework that will meet SASD graduation requirements and prepare them for their postsecondary goals.

Flexible Scheduling: CHS will utilize small class sizes, project-infused courses, extended day options, GED-02, year-round programming and flexible scheduling to meet the individual needs of our students.

Alternate Pathways: CHS will continuously explore and implement creative pathways to graduation that allow students to meet learning outcomes while meeting their individual needs. These include traditional credit attainment and recovery, GED-Option 2, work-based, vocational, and competency options.

D. The method by which pupil progress in attaining the educational goals under Wis. Stat. §118.01 will be measured.

The below goals are aligned with the annual goals for non-charter high schools in the district. These are adjusted slightly to meet the needs for the charter.

Goal 1 - Career Readiness: Central High School will meet or exceed a 71% career readiness rate.

Goal 2 - Attendance: Central High School will meet or exceed an 60% attendance rate (80% attendance or above).

Goal 3 - Graduation: Central High School will meet or exceed an 68% four-year graduation rate.

E. The governance structure of the school, including the method to be followed by the school to ensure parental involvement.

1. Incorporation. Central High School can incorporate as a non-stock corporation in the State of Wisconsin and apply for §501(c)(3) tax-exempt status from the Internal Revenue Service. If Central High School decides to incorporate Central High School Governing Board must submit the Articles of Incorporation to the Coordinator of Charter Schools. Material changes to the Central High School Governing Board corporate or tax status, or Articles of Incorporation or Bylaws, will be promptly disclosed to the SASD. The Central High School Governing Board will provide the School District with a copy of its properly completed annual report, filed with the Department of Financial Institutions.

2. Governance Structure. The Charter School will be governed by the Central High School Governing Board. Membership qualifications and terms will be determined by the Central High School by-laws, as amended from time to time. Amendments to the by-laws will be presented to the SASD within two weeks of the approved changes.

A primary responsibility of the Central High School Governing Board will be to develop and implement action plans to address the goals, objectives, and the educational program. These decisions include areas of curriculum content, instructional strategies, instructional structures (i.e. scheduling), and assessments.

3. Parental Involvement. Charter Parents and community members will be involved in the operations of the Charter School through a multitude of ways. Parents and community members will serve on the Central High School Governing Board that develops and oversees the budget and develops the policies and practices for the school. Parents and community members will also share their careers, skills, and talents with students to enhance students' projects and/or college and career readiness.

As members of the Central High Governing Board, parents and community will be involved in establishing school goals and objectives, and helping monitor progress. In addition, parents and community members will help with the development of policies and practices central to the school's operation.

F. Subject to Wis. Stat. §§118.40(7)(a), 118.19(1) and 121.02(1)(a)2. The qualifications that must be met by the individuals to be employed in the school.

1. Licensure. All teachers hold a current and appropriate license or permit required by §118.40. Wis. Stats. and Wisconsin Administrative Code §PI Chapter 34. All teachers employed must meet the requirements of the Charter School job description.

2. Required Qualifications of Teachers. Required qualifications for teachers will be outlined in the Central High School operational plan, as amended from time to time.

3. Additional Training. If the Central High Governing Board determines that the Charter School teachers are in need of more professional development, the teacher(s) will be required to obtain further training, within a two-year period. If federal or state funds are made available to the SASD for teacher training, and the Charter School teachers qualify for use of such funds, the Charter School will receive its proportional share of such funds.

4. Hiring or Employment of Faculty. The SASD will conduct background checks for all employment

positions in the Charter School, and the Charter High Governing Board will be responsible for screening and interviewing such candidates using the approved SASD screening process and standards. The Central High Governing Board will forward the names of candidates who meet School District hiring standards to the SASD (or its designee) for review prior to the presentation to the SASD Board of Education for hiring approval.

Special Education staff, specifically providing services to Learning Disabled students and Emotionally Disturbed students, who are assigned to the school for more than 50% of their contract, will be subject to the qualifications specified in subsection 2 above.

5. Meetings. The Director of the Charter School is authorized to determine whether or not teachers will be required to attend SASD meetings, other than those mandated by federal or state law which must be attended by all employees of the SASD.

6. Teacher. Faculty members of the Charter School will be evaluated under the SASD Educator Effectiveness Model.

G. The procedures that the school will follow to ensure the health and safety of the pupils.

All state and local health and safety regulations and building code standards will be followed at all SASD locations at which the Charter School may be located. In addition, the health and safety policies applicable to all other non-Charter Schools in the SASD shall apply equally to this Charter School. Visitors to the Charter School will be required to sign in at the school office and will be required to wear a name badge on the Charter School premises.

The Charter School will follow the SASD wellness policy that addresses nutrition including school lunches, snacks, vending machines, and instruction in healthy eating.

H. The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the school district school-age population.

1. General. The SASD and the Charter School will conform to established initiatives and procedures that will help ensure equal access will be achieved. Information dissemination to district residents will be extensive and varied in order to reach diverse populations in the community. The admissions application procedures provide equal access to all interested students and parents. If applications exceed enrollment caps, a subsequent random lottery selection ensures fairness without regard to potentially discriminating factors.

2. Racial/Ethnic Balance. The Charter School will monitor the demographic make-up of the student population. If specific groups are under-represented, outreach efforts will be further customized to raise awareness and generate interest. Examples include holding informational meetings in special locations, providing additional translation or interpretation services, and expanding services to accommodate people with disabilities.

3. Non-Discrimination. In conformance with SASD policy the Charter School will not discriminate on the basis of age, handicap, marital or parental status, national origin, pregnancy, race, religion, sex, or sexual orientation. The SASD official non-discrimination policy will be applied in all Charter School operations.

Access to the Charter School will also not be restricted or enhanced by the following: family income, academic performance, English language proficiency, or athletic ability. Equal access will be provided to all students in grades 9-12.

I. The requirements for admission to the school.

1. Primary Requirements. The primary requirements for admission to the Charter School are appropriate age, together with a timely submission of an enrollment application. If the applications received during the enrollment window do not exceed the established enrollment cap, then all students, who have submitted applications by the deadline, will be accepted for admission. Additional students will be accepted on a first-come, first-serve basis with the date of application being the establishment of priority.

2. Lottery. The lottery will follow all SASD Admission and Enrollment of Students in Charter Schools policy 5113.03 and Act 55 (2015) requirements. In the case that more applications are received during the enrollment window than spaces available, a random lottery will be conducted in accordance with Sheboygan Area School District policy 5113.03 and Act 55.

3. Lottery Exemptions. The exemptions to the lottery process are children of the Charter School teachers (to be less than 10 percent of total enrollment), and children of the school founders (listed on a separate appendix to this agreement, and to be less than 10 percent of total enrollment). These children are exempt from the requirements of a lottery and they can remain in attendance throughout all subsequent grades.

4. Subsequent Years. Preference will be given first to age/grade eligible students who were enrolled in the previous year, and to siblings of students currently enrolled in the school.

J. The manner in which annual audits of the financial and programmatic operations of the school will be performed.

1. Annual Audits. The SASD usual and annual audit will include the Charter School. The scope of the annual audit will be determined by the SASD and conducted at the expense of the SASD. Charter School will participate in all financial audits and comply with all audit procedures and requirements of the SASD audit team as contracted by the SASD Board of Education.

In conformance with the "Governmental Accounting Standards Board Statement No. 39," funds provided by or procured from Charter School as an instrumentality and component unit of the SASD are subject to the SASD fiscal accounting procedures, including audits, and will be included in the SASD financial statements as determined by the SASD audit team as contracted by the SASD Board of Education.

2. Procured Funds. Funds procured by the Central High Governing Board through grants, fundraising and other non-SASD sources that are kept in trust in SASD accounts will be part of the SASD at no cost to the Charter School. Funds procured through the same process but not kept in SASD accounts will be subject to annual audit in compliance with GAAP and GASBE requirements at the sole cost to the Charter School.

K. The procedures for disciplining pupils.

All students enrolled in the Charter School will be subject to SASD School Board policies on appropriate student behavior and discipline, as amended from time to time. Our Restorative Practices framework

supports how we engage with students in disciplinary situations. If substantial changes are made to such policies, the Central High School Governing Board may submit its own policy for review and approval by the SASD. All students, upon enrolling in the Charter School, will be notified of their rights, responsibilities and expectations while attending Central High School.

L. The public school alternatives for pupils who reside in the Charter School attendance area and do not wish to attend or are not admitted to Charter School.

No student will be required to attend the Charter School. Students, who do not elect to attend the Charter School, may attend a school within the SASD in conformance with the enrollment policy of the Board of Education.

M. A description of the school facilities and the types and limits of the liability insurance that the school will carry.

1. Facilities. The Charter School will be located at 621 S Water Street, Sheboygan, WI 53081. The SASD will assure that the building(s) in which the Charter School is located meet(s) all building codes and other building requirements for a public school facility.

2. Inspection of the Charter School Facilities. The facilities of Central High School shall be open to inspection at any time during the term of this contract provided that such inspection shall not materially interfere with the orderly and efficient operation of the school.

3. Physical Space. Expansion decisions will be made by the SASD Board of Education upon recommendation of the Central High School Governing Board. After annual review by the parties, examining enrollments and space availability, additional facilities may be allocated by the Board of Education.

4. Liability Insurance. The SASD shall insure all ordinary and reasonably foreseeable risks related to operation of the Charter School including liability, property, worker's compensation, errors and omissions, and comprehensive coverage.

N. The effect of the establishment of the Charter School on liability.

The parties agree that the establishment of the Charter School shall have no effect on the liability of the other than those obligations specifically undertaken by the SASD under this Contract. The parties agree that the establishment of the Charter School shall have no effect on the liability of Charter School other than those obligations specifically undertaken by the Charter School under this Contract.

O. Nonsectarian.

The Charter School shall be nonsectarian in their programs, admissions policies, employment practices and all other operations.

P. Tuition and fees.

The Charter School shall not charge tuition for any student attending a Charter School under this Contract.

The Charter School may assess activity fees under the same circumstances and under the same regulations that apply to all public school students, provided the Board of Education has approved the activities and corresponding fees in advance.

Q. Nondiscrimination, Statutory Requirements, and Special Needs Students.

The Charter School shall not discriminate in admissions or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, homeless or migrant status.

The Charter School shall not discriminate against any qualified employee or qualified applicant for employment because of sex, race, religion, color, national origin or ancestry, age, disability, lawful source of income, marital status or sexual orientation.

The Charter School site is fully accessible to individuals with physical disabilities. SASD teachers certified to work with special needs students are available to assist students as needed and as delineated in IEPs and 504 Plans. SASD staff members certified to work with special needs populations and/or specially trained volunteers will directly support any student, parent, or community member who requires additional assistance because of a disability (e.g. hearing/vision impaired, physically/cognitively disabled, and emotionally disturbed). For all students to participate fully, tasks and activities will be made accessible to all students through a variety of approaches to the extent possible. The administrator will ensure that all students, regardless of disability, will receive an educational program that best meets their unique needs. Whether students have emotional, cognitive, learning, and/or physical disabilities, the unique instructional approaches presented by the Charter School will provide all students with an opportunity to process information using their best mode(s) of learning and performance to achieve goals outlined in their personal education plans. Self-directed learning strategies will facilitate the inclusion of students with disabilities in all classroom activities and instructional groups.

R. Right to inspect and receive requested information and reports.

1. Annual Reports. The Central High School Governing Board shall provide to the Board of Education the following required reports, at the times described below:

a) September enrollment data (third Friday in September).

b) Other mutually agreed upon reports suggested by the SASD Coordinator of Charter Schools.

2. Notice of Annual Budget; Grants; Financial Operations.

a) The Charter School will prepare and submit to the Board of Education, a proposed budget for the subsequent school year in compliance with Board of Education policies and timelines. The Central High School Governing Board and the Board of Education will approve each school year budget.

b) The parties recognize that grants will be pursued by the Charter School. Acceptance of these funds for use by the Charter School will require approval by the SASD Board of Education. A separate account will be established for each grant to assure appropriate monitoring and reporting to the funding source. Detailed records will be kept of all non-cash gifts and donations

including capital and non-capital objects (i.e. computers, furniture, materials, food, supplies, etc.). In conformance with SASD Policy, non-cash gifts and donations will be submitted to the SASD Board of Education for approval.

c) The oversight of the operating, planning and implementation grant budgets will be the responsibility of the Central High School Governing Board. The Central High School Governing Board will make all decisions related to discretionary budget revisions and adjustments. The Central High School Governing Board will monitor all expenditures and continue to make decisions regarding revisions and adjustments subject to State Statutes and Wisconsin Uniform Financial Accounting Requirements (WUFAR).

d) A separate account will be established for the projected annual budget consisting of income and expense account series following the Wisconsin Uniform Financial Accounting Requirements (WUFAR) codes. The Charter School will use the SASD financial system, to include using purchase orders and receipt accounting procedures that are standard for all Wisconsin schools (WUFAR). All grant funds will be monitored and reviewed by the SASD Coordinator of Financial Services who will assist with setting up appropriate accounts and submitting reimbursement requests to the Department of Public Instruction.

e) Carryover Funds will be tracked and preserved for the Charter School as with other SASD schools.

3. Other Notices.

a) **Agendas and Meetings.** The Charter School shall provide to the Board of Education agendas and notice in advance of all meetings of the Central High School Governing Board.

b) **Governmental Agencies.** The Charter School shall immediately notify the Board of Education when the Charter School receives any correspondence from the United States Department of Education or the Wisconsin Department of Public Instruction that requires a formal response, except that no notice shall be required of any routine or regular, periodic mailings.

c) **Legal Actions.** The Charter School shall immediately report to the Board of Education any litigation commenced against the Charter School or administrative proceedings filed with respect to the Charter School.

4. Access to Charter School Records. Subject to applicable law, the Charter School shall grant any designee(s) of the SASD upon reasonable notice the right to reasonably inspect and copy at cost any and all the Charter School records and documents, including but not limited to pupil records, at any time within normal business hours during the term of this Contract: provided, however, that such inspection shall not materially interfere with the orderly and efficient operation of Central High School. All pupil records of the Charter School will be managed and safeguarded in conformance with section 118.125 of the Wisconsin Statutes and in accordance with all applicable federal and state public records laws.

5. Open Meetings. The Charter School specially agrees that the following meetings shall be open to the general public:

a) Meetings of the Central High School Governing Board.

b) Approval of the annual budget of the Charter School by the Central High School Governing Board.

c) Approval of the annual audit of the Charter School by the Central High School Governing Board.

d) Open house programs.

The Charter School shall use its good faith efforts to provide reasonable notice of the above listed meetings to the parent/guardian of each student attending the Charter School and shall notify the public under Wisconsin Statute Section 19.84

6. Additional Information Required. To the extent that the SASD requires information maintained only by the Charter School to complete the reporting and compliance monitoring requirements hereunder, the SASD will, no later than June 15 prior to the start of any school year, provide the Charter School with a list of all information required and the Charter School will provide full and accurate responses no later than September 1.

S. Calendar.

The calendar for each school year shall be submitted to the Board of Education no later than the prior June 1 and shall be subject to the approval of the Board of Education or the Board of Education's designee. If the Board of Education or Board of Education's designee does not notify the Charter School otherwise, the calendar shall be deemed approved 30 days after submission to the Board of Education.

T. Transportation.

The Charter School will be administered in conformance with the SASD policy on school choice. Parents are responsible for providing their child's transportation to and from the Charter School. However, if the SASD maintains existing transportation services that could be used by Charter School students, the SASD will allow Charter School students to utilize those services at no cost to the Charter School. The Charter School shall be responsible for any additional transportation required to allow Charter School students to utilize existing SASD routes (i.e., transport from North High School to the Charter School.)

U. Policies which will not apply to the Charter School.

The Central High School Governing Board has the full authority to create and monitor the mission and philosophy of the school and to set forth the policies, rules, and procedures of the school. The Central High School Governing Board oversees and supports the fulfillment of these operations and policies. SASD policies adopted or amended by the SASD will be reviewed for potential requests for waiver by the Central High School Governing Board. The Central High School Governing Board may request waivers after review of new or amended policies by submitting proposed replacement policies for SASD's review and approval. Except as provided herein, those policies of the Board of Education of the SASD, which will not apply to the Charter School are:

Area	Relevant Statute, Policy or Rule	Description & Rationale

Number of School Days	SS: 121.02 (1)(f)1 SR: 8.01(2)(f) 1, 2 BP: 5110	Description: Requires schools to be in session at least 180 days
		Rationale: An exemption is sought to permit adequate time to plan integrated curricula and for professional learning community/staff development.
Physical Education	SS: 121.02 SR: 8.01(2)(j) 2	Description: Pupils 7-12 shall participate in the instructional program of physical education taught by a licensed physical education teacher.
		Rationale: Physical Education may be taught by the charter teachers.
Elementary & Secondary Curriculum	BP: 6140 BP: 6161.1	Description: All subject area offerings and instructional materials must be pre-approved by the school board.
		Rationale: Based on charter school contracts, this will become the function of the Charter School Governance Board.
Suspension of Policies by the District	BP: 9340NC	Description: The SASD Board can suspend policies in whole or part by a 2/3 majority of the total membership.
		Rationale: This function will be held by the charter school board.
Length of School Day	SS: 121.02 (1)(f).1. SR: PI 8.01(2)(f) 2BP: 5113(a)	At least 1,137 hours of direct pupil instruction in grades 7-12
		Rationale: An exemption is sought in order to provide adequate time to plan and collaborate on individual student needs.
Class Size	BP: 6151	Description: Recommend a student – teacher ratio of 1:22
		Rationale: The Central High School Governing Board will be responsible for setting class sizes based upon the needs of our educational model.
Library Media Services	SS: 121.02(1)(h) SR: 8.01(h)(4)	Statute requires library media services be performed by licensed library and audiovisual personnel.
		Rationale: These services will be coordinated by charter school staff.
Abbreviations: SS = State Statute		SR = State Rule BP = Board Police

II. SASD RESPONSIBILITIES

As a condition of funding, the Charter School shall maintain and report accurate enrollment and attendance data. Payment by the SASD to the Charter School shall be made under the following terms and conditions:

A. Per pupil allocation

Charter School will be paid a percentage of the district per pupil revenue amount. The percentages are as

follows:

Elementary Schools – 53%
Middle Schools – 56%
High Schools – 53%

B. Categorical aids and other funding

If the Charter School is eligible to receive categorical aids, such as Title I funds, such aids shall flow to the Charter School through the SASD. Such aids shall not reduce the per pupil revenue to be received by the Charter School from the SASD. The grant funds will be used in conjunction with the following federally funded initiatives and programs:

1. Staff Development Initiatives – Title II A & Title V (ESEA): Funds will provide Charter School staff with access to staff development opportunities that support implementation of an innovative, integrated standards based instructional program.

2. Technology Support - Title II D (ESEA): A staff position is funded that provides technology support to schools and teachers. The Charter School and the staff will have access to this resource.

3. Multilingual Learners (ML) Resources - Title III (ESEA): Funds target improving the English proficiency and academic achievement of ML students by supporting staff positions and annual student assessments to identify instructional levels. The Charter School will have access to itinerant ML support including consultation with ML staff to adapt curriculum. All ML students in the Charter School will participate in annual assessments.

4. Safe and Drug Free Schools - Title IV (ESEA): Funds support staff time in areas of ATOD coordination and student assistance. Other funded resources include staff training and student curriculum materials (i.e. Life Skills). Upon request and as needed, the Charter School and staff will have access to these resources including staff consultations, training and materials.

5. Special Education (IDEA): Charter School staff and regular education staff will consult to develop an individualized education plan for students with identified disabilities. The Charter School will have access to itinerant special education resource staff including consultation to adapt curriculum, and to develop and monitor IEPs.

C. Grants

The Charter School is authorized to apply for grants. The Charter School shall expend any grant monies it may receive in a manner consistent with the terms of this Contract as well as the grant. Any grant money received by the Charter School shall not reduce the per pupil revenue to be received by the Charter School from the SASD. The School shall submit to the SASD for approval, copies of any applications for grants made on behalf of the Charter School before the application is submitted to the funding authority

III. TERM AND MODIFICATION OR TERMINATION OF CONTRACT

A. Term.

The term of this Contract is five school years commencing (July 1, 2026 and ending June 30, 2031).

B. Modification.

This Contract represents the entire agreement between the parties. This contract may be modified only upon mutual agreements between the parties reduced to writing. If either party wishes to modify any of the terms of this Contract, that party shall put the proposed modification in writing and submit it to the other party.

C. Termination.

This Contract may be terminated before expiration of its term upon any of the following grounds:

BY BOTH PARTIES:

1. Both parties agree in writing to the termination.

BY SASD:

2. If the Charter School has materially breached this Contract and fails to cure the breach; or

3. If the pupils enrolled in a Charter School have failed to make sufficient progress toward attaining the educational goals under Wis. Stat. §118.01, or the academic performance criteria established by the SASD for three consecutive years; or

4. If the Charter School has failed to comply with state and federal guidelines and with generally accepted accounting principles and standards, including applicable categorical and/or grant guidelines, financial standards and has failed to remedy the default; or

5. If the Charter School has violated Wis. Stat. §118.40 and has failed to cure the default.

BY THE Charter School

6. If the Charter School has insufficient enrollment to operate or continue to operate its school; or

7. If the Charter School has lost its right to occupy all or substantially all of its facility and is unable to occupy another suitable facility at a cost deemed reasonable by the Charter School; or

8. If the Charter School has become insolvent or has been adjudged bankrupt; or

9. If the SASD has materially breached this Contract and fails to cure the breach.

If this Contract is terminated under the first ground (because both parties agree in writing to the termination) the termination shall become effective on a date agreed to by the parties. If this Contract is terminated under the second through fifth grounds (because of a determination on the part of the SASD) the termination of this Contract shall not become effective until after the Charter School has been given a reasonable period (in no instance less than 30 days) in which to cure or otherwise remedy the default and in any case no earlier than the end of the school year in which notice of termination is given. If this Contract is terminated under the ninth ground (because of a determination by the Charter School) the termination of this Contract shall not become effective until after the SASD has been given a reasonable period (in no instance less than 30 days) in which to cure or otherwise remedy the default and in any case no earlier than the end of the school year in which notice of termination is given.

Failure on the part of either party to exercise its right to terminate this Contract under any ground listed above shall not be deemed to constitute an amendment to the terms of this Contract or to constitute a waiver of the right of that party to terminate this Contract at a later date under that ground.

In the event of termination of this Contract, advance written notice by certified or registered mail, return receipt requested, shall be provided which shall list the reason(s) for termination and the effective date of the termination.

D. Legal status upon termination.

Upon revocation of this Contract, all legal associations between the SASD and the Charter School shall be severed.

IV. NOTICE AND PROVIDING OF INFORMATION

Unless specified otherwise in this Contract, whenever under this Contract notice must or may be given to the other party, or whenever information or reports may or must be provided to the other party, the party who may or must give notice or provide information or reports shall fulfill any such responsibility under this Contract if notice is given or information or reports are provided to the following persons, or their successors:

To SASD: Adam Broten, Coordinator of Student and Instructional Services

To Charter School: Josh Kestell, Administrator of Central High School

A party to this Contract shall immediately give written notice to the other party if the contact person for purposes of notice and providing information is modified.

V. STATUTES

This Contract shall be governed by the laws of the State of Wisconsin. Whenever under this Contract reference is made to a provision in the Wisconsin Statutes or United States Code or implementing code, rule,

or regulation, and such provision is subsequently amended by the Wisconsin Legislature, United States Congress or state or federal administrative agency, such reference in this Contract shall be deemed to be amended to conform to the new law, code, rule, or regulation.

VI. MISCELLANEOUS

A. Severability

If any term or provision of this Contract shall be found by a court of competent jurisdiction to be invalid, illegal or otherwise unenforceable, the same shall not affect the other terms or provisions hereof or the whole of this Contract, but such term or provision shall be deemed modified to the extent necessary in the court's opinion to render such term or provision enforceable, and the rights and obligations of the parties shall be construed and enforced accordingly, preserving to the fullest permissible extent the intent and agreements of the parties herein set forth.

B. Waiver

No waiver of any breach of this Contract shall be held as a waiver of any other or subsequent breach.

C. Assignment

This Contract may not be assigned or delegated by either party.

D Entire Contract

This Contract constitutes the entire contract and understanding between the parties. It supersedes and replaces any and all prior agreements, contracts, and understandings between the parties except as referenced and incorporated herein.

IN WITNESS WHEREOF, the parties have caused this Contract to be executed by their duly authorized representatives as of the date written below. Through their signatures the representatives of the parties confirm that they have full authority to execute this Contract.

SHEBOYGAN AREA SCHOOL DISTRICT:

By: _____

Santino Laster

President, Board of Education

Date: _____

ATTEST:

_____

Sarah Ruiz-Harrison

Clerk, Board of Education

Date: _____

CENTRAL HIGH SCHOOL GOVERNING BOARD:

By: _____

Trisha Erpelding

President, Central High School

Governing Board

Date: _____

ATTEST:

_____

Candice Boutelle

Vice President, Central High School

Governing Board

Date: _____

Central High School

Sheboygan Area School District
Charter Reauthorization
2026 - 2031



SHEBOYGAN AREA SCHOOL DISTRICT

CENTRAL HIGH SCHOOL

CENTRAL HIGH SCHOOL : Mission/Vision Statement

MISSION

*Central High School, in partnership with community resources, will provide students with supported, personalized **learning pathways** focused on academic, personal, and social growth.*

VISION

*Students who desire to experience a **"real world"** approach to learning will be offered a blend of innovative and diverse educational opportunities focused on **earning the high school diploma** and a head start on their **post-high school** goals.*



CENTRAL
HIGH SCHOOL

CENTRAL HIGH SCHOOL: Mission/Vision Statement

Multiple Pathways to Graduation

Project / Interest Based Learning

Career Focused Learning

Dual Credit Opportunities

Creative Approaches



HOPE

CENTRAL HIGH SCHOOL

CENTRAL HIGH SCHOOL : Mission/Vision Statement

Great Students, Great Staff

Our staff goes above and beyond

We own our students



We Are Central

opportunity | choice | diversity

CENTRAL HIGH SCHOOL

Review of Ending Charter Contract 2021-2026

Pro Skills: Growth and Development

Pro Skills Definition & Data

- Skills to support career and life success in all grades & all courses; common language in classrooms

- **2021/2022:** 1.8 Senior Avg on 3pt scale

- **2024/2025:** 2.04 Senior Avg on 3pt scale



CENTRAL HIGH SCHOOL

Review of Ending Charter Contract 2021-2026
Career Ready: Growth

SASD ‘Career Ready’ Senior Class



- **2020/2021:** 52.1% Career Ready Rate
  (Baseline Data)

- **2024/2025**: 71.0% Career Ready Rate
  (18.9% increase)

CENTRAL HIGH SCHOOL

Review of Ending Charter Contract 2021-2026
Attendance: Growth

Attendance

	2021/22	2022/23	2023/24	2024/25	20025/26
Total Rate	*74.8%	68%	68.2%	69.4%	68.3%
Students w/ 80%+ attn.			35.2	44.3	54.7

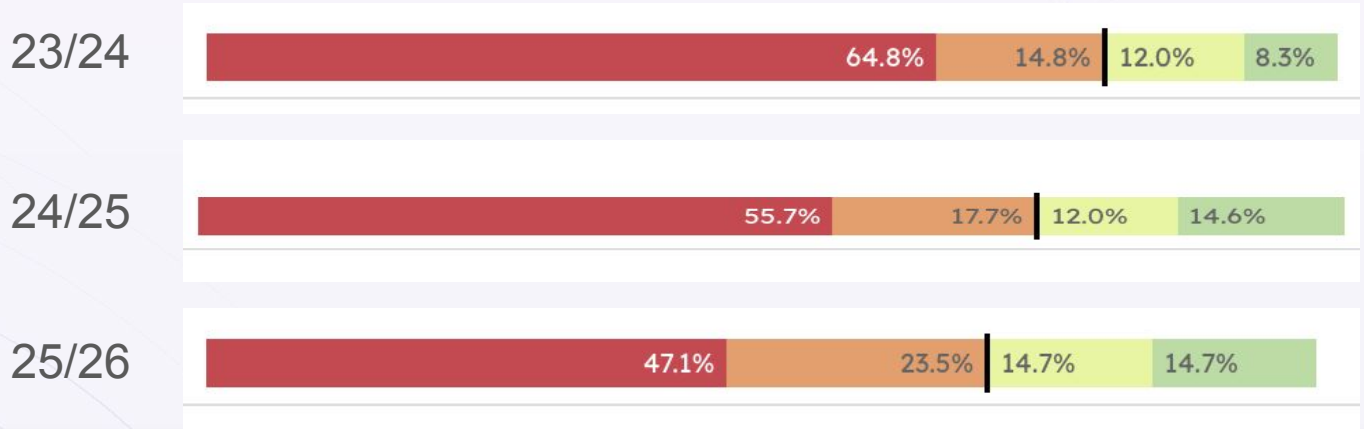
*COVID year

CENTRAL HIGH SCHOOL

Review of Ending Charter Contract 2021-2026

Attendance: Growth

Attendance



Additional Individual Attn. Growth Stories

CENTRAL HIGH SCHOOL

Review of Ending Charter Contract 2021-2026

Student Quotes:

-"One thing that I like about Central HS is that you get a personal experience and get one on one time with your teachers."

-"The teachers care so much!!!"

Parent Quotes:

-"Central does an excellent job preparing students for the real world."

-"It's a great school! The small size means better relationships with the teachers and they are able to help more when a student is struggling."

Past Student Quotes:

-"Thankfully because of Central High School I have two degrees and a very successful life."

CENTRAL HIGH SCHOOL

Proposed Changes from Current to New Contract

There are no significant changes to the overall contract.
Most changes involve…

- Updated Names/Dates
- Updated Educational Wording (i.e. multilingual learners, restorative practices)
- Updated Goals for New 5-Year Contract

CENTRAL HIGH SCHOOL

Goals for New Charter Contract

- **CCR** - *Central HS will meet or exceed a 71% career readiness rate*
- **Graduation Rate** - *Central HS will meet or exceed 68% graduation rate*
- **Attendance** - *Central HS will meet or exceed 60% attendance rate**

***80% attendance or above**

Steps that will support these goals:

- Learning Leaders, Teacher Development, Collaborative Teams
- Continuous Improvement Process
- Creative Pathways to Graduation

CENTRAL HIGH SCHOOL

Graduation Pathway Work - Now & Future

Central HS is working to expand graduation pathway options for students. We know that HS graduation opens doors for students and impacts lives beyond HS. We are exploring ways to be more creative and appropriate with options for students at Central HS.

Pathways to Graduation

- Current Traditional
- GED Option 2
- **NEW- WAVE (Work & Vocational Ed)**
- **NEW-Competency-Based**
- 6 Students Impacted!!!
- Students will also return to their home school after our support

CENTRAL HIGH SCHOOL









Team Building at Central HS

- Team building activities help foster supportive learning environments
- Students build strong relationships with dedicated staff members
- Small school size facilitates better teacher-student relationships

CENTRAL HIGH SCHOOL

Experiential Classrooms

- Experiential classrooms help students gain real-world experience
- Learning pathways are supported through community partnerships
- Creative, diverse, and innovative educational opportunities are offered

CENTRAL HIGH SCHOOL



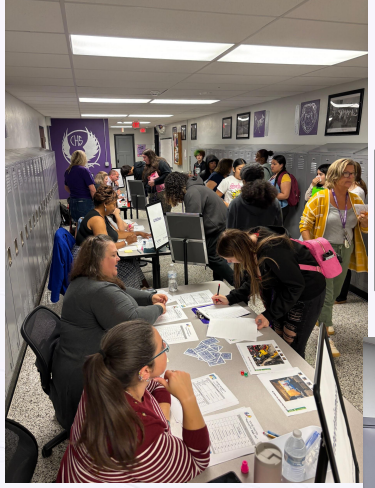








Community Support



Personal Finance Experience







Career Day



- Partnerships support personalized learning pathways for students
- Community support focuses on academic, personal, and social growth
- These partners help students gain real-world learning experience

CENTRAL HIGH SCHOOL

Thoughts & Questions



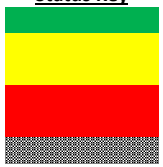
SHEBOYGAN AREA
SCHOOL DISTRICT

CENTRAL
HIGH SCHOOL

Report to Board of Education on District Goals

Date: March 10, 2026
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 **March 2026** • Building leadership teams reviewed winter academic screener data and attendance trends during mid-year data review meetings • Schools are completing mid-year progress monitoring of their Student Learning Objectives (SLOs) for reading achievement and growth, math achievement and growth, attendance, and College & Career Readiness measures	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	● Principals will share progress updates during the March principal meetings		
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 pre-session. 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 professional development day, and a district Implementation team supported troubleshooting on the October professional development 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 **March 2026** ● K-5 elementary teachers engaged in professional learning related to writing, which was led by Benchmark Advance consultants on the February professional development day	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 ● 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	**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 ● 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 **March 2026** ● Elementary principals and coaches conducted a second round of learning walks in February and March ● Middle school principals have developed a walkthrough tool related to Advisory/Homeroom based on the results of the AMLE survey	June 2026	
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	**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	

		● Establish a system for ongoing monitoring and reflection to evaluate how data-informed PLC practices are impacting student achievement and instructional quality	**March 2026** ● An external consultant met with our middle and high school principals related to building a guiding coalition to enhance a Professional Learning Community (PLC) culture in their school buildings ● Middle school and high school buildings developed a guiding coalition in their schools ● This external consultant will provide a professional learning experience for middle and high school teachers and administrators related to data-driven instruction at the March professional learning day		

Report to Board of Education on District Goals

Date: March 10, 2026
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

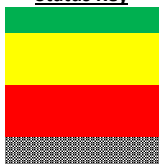
Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Instructional Technology will continue to engage educators in the exploration of a standardized classroom plan option	• Ongoing collaboration between Instructional Technology and Information Technology • Consult with the Technology Governance 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 **March 2026** ● District and school leaders continued expanding their use of the NextPath data visualization platform to support Data Analysis Teams (DAT) and school improvement efforts ● Schools are increasingly using NextPath dashboards to monitor student progress, identify trends, and inform instructional decision-making ● Implementation remains ongoing as teams work toward consistent use of the platform with training and coaching		

Report to Board of Education on District Goals

Date: March 10, 2026
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 **March 2026** • The pilot team has recommended that Second Step be utilized as the universal guidance curriculum for K4-5th grade • The team will develop a scope and sequence and align resources for implementation in fall 2026 • Character Strong is being piloted for grades 6-8 as a universal SEL • The pilot team will make a final determination by May 2026	June 2026	

Report to Board of Education on District Goals

Date: March 10, 2026
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 • Launching the *We Are SASD* Support Staff Committee to create a platform for support staff voice, feedback, and collaboration - This committee is designed to strengthen belonging, elevate recognition, and ensure support staff perspectives actively shape district culture and engagement efforts	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	June 2026	

			• Developing a streamlined process for recognizing staff contributions that aligns with district brand strengths: opportunity, choice, diversity, inclusion, and community impact • Rolled out the first edition of the *We Are SASD* initiative, a staff recognition initiative celebrating the contributions of all staff members across the district. This initiative highlights the dedication, collaboration, and impact of each individual on student success and community strength. Link to the first edition: https://app.smore.com/n/yqd15		
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 • Implemented and continue to utilize annual Staffing Snapshot sheets to enhance transparency in the staffing process, providing principals and the S&I team with real-time data to support informed and collaborative staffing decisions across buildings	June 2026	

Report to Board of Education on District Goals

Date: March 10, 2026
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!

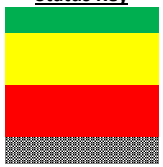
2025-2026

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 • Collaborating with the Communications & Marketing Team to design our spring/summer recruitment campaign, aligning it with next school year's staffing needs and the *We Are SASD* recognition efforts - This campaign will utilize social media, newspapers, billboards, and other platforms to continue promoting the district's branding and highlight our diverse schools and innovative programs	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: March 10, 2026
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: March 10, 2026
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 board • 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 • Refining timelines and budget • Communications with staff currently happening • Parent/Community communication prior to end of year	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: March 10, 2026
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

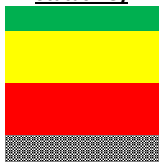
Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Implement action plan for the design and rebuild of Farnsworth and Urban Middle Schools	• Referendum borrowing • Building and site design and engineering • Project bidding and awarding of contracts • Construction	• Board approved borrowing 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 • 12-4-2025 Urban Phasing meetings started • $9.5m bonds dated 12-15-2025 • 2-3-2026 Electrical plans finalized • 2-20-2026 Bids released	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	June 2026	

			• 4-30-2025 Geothermal discussion with Bray, Quasius/Smith, and HGA • HGA feasibility contract signed for study • 8-11-25 custodial training on the Data Wrangler energy portal • 1-7-26 Reviewed solar designs for the middle school projects with Bray, Quasius/Smith and Arch Solar		

Report to Board of Education on District Goals

Date: March 10, 2026
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!

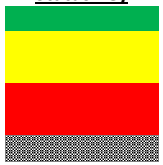
2025-2026

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 2FA for all staff presented at 11-24-2025 EMT meeting • 2-9-2026 Google 2FA required for all staff • 2-16-2026 95% of staff set up with Google 2FA	June 2026	

Report to Board of Education on District Goals

Date: March 10, 2026
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 • 2-26 RFID in use for 75% 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	

X. Misc. F.

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.

X. Misc. G.

Book	Policy Manual
Section	0000 Bylaws
Title	DEFINITIONS
Code	po0100*jjh
Status	First Reading
Adopted	October 22, 2013
Last Revised	February 27, 2024

0100 - **DEFINITIONS**

The bylaws of the Board of this District incorporate quotations from the laws and administrative code of the State of Wisconsin. Such quotations may be substantively altered only by appropriate legislative, judicial, or administrative action.

Whenever the following items are used in these bylaws, policies, and administrative guidelines they shall have the meaning set forth below:

Administrative Guideline

A statement, based on policy, usually written, which outlines and/or describes the means by which a policy should be implemented and which provides for the management cycle of planning, action, and assessment or evaluation.

Administrator

An employee who holds a position of leadership over a defined function or department of the District, is employed with an administrative contract, and/or who reports directly to the Superintendent.

In policy and administrative guidelines, capitalization of the term Administrator may imply delegation of responsibilities, as appropriate, to staff members.

Apps and Services

Apps and services are software (i.e., computer programs) that support the interaction of personal communication devices (as defined by Bylaw 0100, above) over a network or client-server applications in which the user interface runs in a web browser. Apps and services are used to communicate/transfer information/data that allow students to perform actions/tasks that assist them in attaining educational achievement goals/objectives, enable staff to monitor and assess their students' progress, and allow staff to perform other tasks related to their employment. Apps and services also are used to facilitate communication to, from and among and between, staff, students, parents, Board members, and/or other stakeholders and members of the community.

Board

The School Board, also commonly referred to as the Board of Education. Within these bylaws and policies, the terms Board and District may be used interchangeably, depending on the context of the policy.

Bylaw

Rule of the Board for its own governance.

Classified

An employee who provides support to the District's program and whose position does not require a professional certificate. This category includes special education paraprofessionals.

Clerk

The chief clerk of the Board of Education. (See Bylaw 0171.3 - Clerk)

District

The School District. Within these bylaws and policies, the terms Board and District may be used interchangeably, depending on the context of the policy.

District Administrator

The Administrative head of the School District sometimes locally referred to as Superintendent. In policy, capitalization of the term District Administrator implies delegation of responsibilities to appropriate staff members.

District Records Custodian

The School District will designate one (1) District Records Custodian (DRC) to be the legal custodian of records for the District. The DRC shall keep and preserve the public records of the District and is granted authority to render a decision and carry out duties related to those public records. The DRC is designated in Policy 8310 - Public Records.

Due Process

Procedural due process requires prior knowledge (a posted discipline code), notice of offense (accusation), and the opportunity to respond. Specific due process requirements are dependent upon the circumstances and may vary depending on such circumstances.

Full Board

Authorized number of voting members entitled by law to govern the District. The full Board is the total number of Board members authorized by law regardless of the number of current sitting members.

Information Resources

The Board defines information resources to include any data/information in electronic, audio-visual or physical form, or any hardware or software that makes possible the storage and use of data/information. This definition includes but is not limited to electronic mail, voice mail, social media, text messages, databases, CD-ROMs/DVDs, websites, motion picture film, recorded magnetic media, photographs, digitized information, or microfilm. This also includes any equipment, computer facilities, or online services used in accessing, storing, transmitting or retrieving electronic communications.

Law Enforcement Officer(s) or Agency(ies)

These terms include any local, State, or Federal law enforcement agency of competent jurisdiction and its officers acting within their legal authority.

Legal Custodian of Records

See "District Records Custodian".

Legal Notice

Legal notice means every notice required by law to be published in a newspaper or other publication. There are three (3) classes of notices: class 1 (requiring one (1) insertion); class 2 (requiring two (2) insertions); and class 3 (requiring three (3) insertions). When more than one (1) insertion is required, the notice must be published once each week for consecutive weeks, with the last notice published at least one (1) week before the act or event, unless otherwise specified by law. Sunday publication is permitted.

Local Public Office Holder or Official

Individuals holding those positions designated by the Board as local public offices in compliance with 19.32 (1 dm), 19.42 (7w) (f) and (g), Wis. Stats.

May

This word is used when an action by the Board or its designee is permitted but not required.

Medical Advisor

The School District is required to appoint a medical advisor. The medical advisor shall be a licensed physician and will participate in the annual review of the District emergency nursing services plan. The School District may also have the medical advisor fulfill other roles. (PI 8.01(2, g)3

Meeting

Any gathering which is attended by or open to all of the members of the Board, held with the intent on the part of the members of the body present to discuss or act as a unit upon the specific public business of that body. 19.82(2), Wis. Stats.

Official Newspaper

A newspaper may be designated by the Board under 985.05, Wis. Stats. Other publication options are available to the Board pursuant to 120.11(4), Wis. Stats.

Parent

The natural, adoptive, or surrogate parents or the party designated by the courts as the legal guardian or custodian of a student including a foreign exchange student. Both parents will be considered to have equal rights unless a court of law decrees otherwise.

Personal Communication Devices

Personal communication devices ("PCDs") include computers, laptops, tablets, e-readers, cellular/mobile phones, smartphones, smartwatches, wearable technology, and/or other web-enabled devices of any type.

Policy

A general, written statement by the governing Board which defines its expectations or position on a particular matter and authorizes appropriate action that must or may be taken to establish and/or maintain those expectations.

President

The chief executive officer of the Board. (See Bylaw 0171.1 - President)

Principal

The educational leader and head administrator of one (1) or more District schools. In policy and administrative guidelines, implies authority to delegate responsibilities to appropriate members of his/her staff.

Professional Staff Member

District employees who are either certified teachers employed in a position for which certification is a requirement of employment or administrative employees who are responsible for oversight or supervision of a component or components of the District's operation, or serve as assistants to such persons, regardless of whether they hold an administrative contract or are required to have administrator certification, but excluding the District Administrator/Superintendent.

Relative

The mother, father, sister, brother, spouse, domestic partner, parent of spouse/domestic partner, child, step-child, grandparents, grandchild, dependent, or member of the immediate household.

School/District Classification

Per 115.01, Wis. Stats., Wisconsin school districts are classified as follows:

Common School Districts:

These districts are responsible for K-12 education, and are the most common type of district in Wisconsin, and operate pursuant to Subchapter I of Chapter 120, Wis. Stats.

Unified School Districts:

These districts serve all grade levels, from kindergarten through high School, and operate pursuant to Subchapter II of Chapter 120, Wis. Stats.

Union High Schools:

These districts focus on high school education and are often formed by a group of smaller common school districts. They operate pursuant to Subchapter I of Chapter 120, Wis. Stats.

School Nurse

A school nurse is a registered nurse who meets the requirements of 115.001(11), Wis. Stats. A school nurse has the authority to exclude students for signs of illness.

School Official

Except if otherwise defined in policy, a school official is a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel)~~;~~, or a person serving on the Board.

The term school official is inclusive of other parties, such as attorney, contractor, consultant, volunteer, or other party to whom the Board has outsourced a service otherwise performed by Board employees (e.g., a therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks (including volunteers) pursuant to the Family Educational Rights and Privacy (FERPA) definition - See Policy 8330 - Students Records.

Shall

This word is used when an action by the Board or its designee is required. (The word "will" or "must" signifies a required action.)

Social Media

Social media are online platforms where users engage with another and/or share information and ideas through text, video, or pictures. Social media consists of any form of online publication or presence that allows interactive communication, including, but not limited to, text messaging, instant messaging, websites, web logs ("blogs"), wikis, online forums (e.g., chat rooms), virtual worlds, and social networks. Examples of social media include, but are not limited to, Facebook, Facebook Messenger, Google Hangouts, Twitter, LinkedIn, YouTube, Flickr, Instagram, Pinterest, Skype, and Facetime. Social media does not include sending or receiving e-mail through the use of District-issued e-mail accounts. Apps and web services shall not be considered social media unless they are listed on the District's website as District-approved social media platforms/sites.

Student

A person who is officially enrolled in a school or program of the District.

Support Staff

Any employee who provides support to the District's program and whose position does not require a professional certificate. This category includes special education paraprofessionals, even though it is a requirement to hold a special education program aide license issued by the Wisconsin Department of Public Instruction (DPI) or another valid and current DPI license or permit.

Treasurer

The chief financial officer of the Board. (See Bylaw 0171.4 - Treasurer)

Vice-President

The Vice-President of the Board. (See Bylaw 0171.2 - Vice President)

Voting

A vote at a meeting of the Board. The law requires that Board members must be present in order to have their vote officially recorded in the Board minutes, and to be available for a roll call vote. A Board member's presence at a meeting includes their presence if attending by telephone or other manner of remote access, so long as such remote access is compliant with State law. No voting by Proxy may be recorded or counted in an official vote of the Board. Remote access during quasi-judicial functions (e.g. termination hearings, expulsions) may be permitted after consultation with legal counsel.

Citations to Wisconsin statutes are shown by the Section Number (e.g., 120.11, Wis. Stats.). Citations to the Wisconsin Administrative Code are prefaced P.I. (e.g., P.I. 11). Citations to the United States Code are noted as U.S.C., Federal Register are noted as F.R., and the Code of Federal Regulations as C.F.R.

Revised 10/27/15
Revised 8/22/17
Revised 1/23/18
Revised 3/24/20
Revised 7/27/21
Revised 3/22/22
Revised 9/27/22
Revised 8/22/23

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X. Misc. H.

Book	Policy Manual
Section	0000 Bylaws
Title	BOARD MEMBER BEHAVIOR, COMMUNICATIONS, AND CODE OF CONDUCT
Code	po0144.5*jjh
Status	Second Reading
Adopted	July 27, 2021
Last Revised	November 30, 2023

0144.5 - **BOARD MEMBER BEHAVIOR, COMMUNICATIONS, AND CODE OF CONDUCT**

The Board functions most effectively when individual Board members act ethically, professionally, and responsibly. School Board members serve as a member of the School District's governing body and do not have individual authority to represent a policy or enforce positions that are not supported by a majority of the Board, as evidenced by official action of the Board (See Bylaw 0143 - Authority of Individual Board Members).

Board members accept responsibility for the well-being and positive leadership of the School District, for protecting the interests of the School District as a legal entity, and for facilitating governance for the purpose of delivering the highest quality educational and related services to all of the District's students. Conduct by Board members that compromises the reputation or legal position of the District ~~should be avoided~~are prohibited.

Any authority delegated to the Board President in this policy is automatically vested in the Board Vice President in the event that either the Board President is unavailable or the Board President is the Board member accused of violating this policy.

General Expectations of All Board Members

A. Attend all scheduled Board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings.

B. Be familiar with and follow applicable local, State, and Federal laws and regulations.

C. Be familiar with and comply with Board policies, including policies governing Board member conduct and Board member ethics, rules of incompatibility of office, qualifications of the office, and conflicts of interest (see Bylaw 0144.3 - Conflict of Interest).

D. Conduct themselves with integrity, honesty, and in a manner that reflects positively on the Board and on the District.

E. Be accountable for guiding and supporting the policy decision-making process that impacts students, staff, and the community. The operation of the District is the responsibility of the administration.

F. Establish and maintain a high level of honesty, credibility, and truthfulness in all matters dealt with by the Board.

G. Treat others with respect and dignity at all times, ~~and~~ maintain decorum, and always communicate in a way that does not violate or illustrate disregard for Board policy concerning harassment or discrimination. This decency expectation applies in all communications, including while discussing sensitive, controversial, or matters involving disagreement.

H. At all times conduct themselves in the best interest of the School District, including avoiding implicating the District in unlawful activity or supporting or encouraging efforts to harm the reputation, legal standing, or to bring other material harm to the interests of the District or the Board.

I. Recognize that they should endeavor to make policy decisions only after full discussion at publicly held Board meetings.

J. Render all decisions based on the available facts and independent judgment.

K. Encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, staff, and all elements of the community.

L. Work with the other Board members to establish effective Board policies and to delegate authority for the administration of the District to the District Administrator.

M. Communicate to other Board members and the District Administrator expressions of public reaction to Board policies and school programs.

N. Inform themselves about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by the Wisconsin Association of School Boards, the Consortium of State School Board Associations, and the National School Boards Association.

O. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff.

P. Refrain from using their Board positions for personal partisan gain.

Q. Take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable law.

R. Remember always that their first and greatest concern must be for the educational welfare of the students attending the public schools.

S. No Board member shall act or fail to act as a member of the Board in violation of 946.12, Wis. Stats., regarding misconduct in public office.

T. Disclose any actual or perceived conflict of interest.

Board Member Communication

Board members are expected to refrain from engaging in communication on behalf of the Board or on behalf of the District unless authorized to do so by majority vote of the Board (See Bylaw 0143.1).

Any Board member who chooses to engage in individual communication on matters related to Board and/or District business is expected to clearly identify whether the Board member is communicating in the following capacity:

A. On behalf of the Board: normally, this is the function of the Board President or in the President's absence, the Vice President. The Board may by majority vote delegate this responsibility to another Board member in a specific circumstance. In every case, the Board Member communicating the Board's position shall do so as determined by the Board and avoiding individual interpretation or editorializing.

B. As an individual Board member, but not on behalf of the Board: a Board member who speaks, including online, in social media forums, or in any other public forum, on matters related to Board and/or District business, but not as an officially designated spokesperson of the Board. The Board member must specify that any statement is not sponsored by the District and is a personal viewpoint.

Board members who fail to adhere to this expectation, or who publicly communicate false or intentionally misleading information pertaining to Board action or District policy, will be asked to correct such communication in a way that is likely to reach the same audience as the false or misleading information. The Board President is authorized to communicate such requests to the pertinent Board member.

The Board President is authorized to issue public statements on behalf of the Board in the event a Board member expresses false or misleading information, or makes statements without properly identifying whether the member of the Board is speaking as an individual Board member. The President's communication should be limited to correcting the false or misleading statement, clarifying that the Board member was not speaking on behalf of the Board, and providing information relative to Board action if any on the subject matter.

Board Member Use of Electronic Communication Devices Prohibited

An individual Board member's use of electronic communication devices, such as cell phones or smartphones, during a Board meeting, both during open session and during closed session, may lead to the public's and/or other Board members' perception that a Board member is not paying attention to the subject matter at hand or that a Board member is receiving information relative to the subject matter at hand that other Board members and members of the public are not receiving, or is communicating with persons not at the meeting regarding the subject matter of the meeting, any of which is inimical to good government and transparency, and, in the case of a closed session, may also be contrary to the legal interests of the Board. Therefore, the Board's use of electronic communication devices (including cell phones and smartphones), other than for the purpose of accessing agenda materials that are on a Board member's tablet or laptop computer, is prohibited during Board meetings.

Exceptions may be made by the Board in case an emergency or other special circumstance warrants an exception.

Board Member Interaction with Staff

The general expectations of Board member decorum and civility apply to interactions with employees; however, because the Board is the employer of all District staff, this responsibility is appropriate for special reference. Each Board member is an individual with authority to bring matters to the Board and to influence matters related to staff. Therefore, it is imperative that Board members treat all employees with respect and as professionals. Board members are also required to comply with Board Policies governing employee anti-harassment, non-discrimination, and threatening behavior.

No Board member has inherent authority to require any staff member to respond to the Board member regarding a specific request for information, or to direct any staff member to perform or not perform any task, except as provided by Board policy or as directed by majority vote of the Board.

Board members access to and request for School District records and information is governed by Board Bylaw 0143.2 - Board Member Information Requests.

Board Member Records and Confidentiality

Board members are expected to maintain their own public records created on resources not controlled by and thus not maintained by the School District. Each Board member is an elected official responsible for preserving all public records the Board member creates, and to comply with requests to inspect such records. The District has no obligation nor responsibility to assist any Board member in fulfilling this responsibility with respect to records that are not maintained by the District.

Board members are encouraged to review Board policy defining and explaining public records, their maintenance, and public access (See Board Policy 8310 - Public Records).

Board members are expected to maintain and protect the privacy of District records, including student records, and communications received in closed session meetings of the Board. Board members must also protect and not disclose records consistent with, and governed by, the Family Education Rights and Privacy Act (FERPA).

Enforcement

Complaints alleging violations of the Board Member Code of Conduct may be brought by any person and can be submitted to the Board President or, if the Board President is the member accused of violating this policy, to the Vice President.

The President or Vice President shall review the complaint and determine whether the officer can investigate the matter or if the President or Vice President needs to contact the School District's legal counsel for support. Upon completion of the investigation, if the conclusion reached is that the Board member violated the policy, the investigator shall brief the Board and may recommend action to be taken.

Board members are elected officials and therefore cannot be disciplined, prevented from participating in Board meetings, or removed from office by the Board. The Board may consider the following:

A. ~~Formal~~formal censure by resolution passed by a majority of the Board in an open session meeting of the Board~~.~~;

B. ~~Removal~~removal from Board committee assignments for the remainder of the year and until the following organizational meeting of the Board, at which time the President is authorized to continue to withhold committee assignment. Approval of this sanction is an adopted exception to Bylaw 0155 - Committees~~.~~;

C. ~~Restriction~~restriction on Board member rights granted by policy, including requesting items for a Board meeting agenda~~.~~;

D. ~~Referral~~referral to proceed with efforts to remove the Board member from office for cause, which means inefficiency, neglect of duty, official misconduct, or malfeasance in office~~.~~;

E. ~~Referral~~referral to law enforcement if any alleged misconduct constitutes potentially unlawful conduct~~.~~;

F. O~~ther~~other efforts to pursue compliance with and adherence to the policy as determined by the Board and not prohibited by law.

Revised 4/26/22
T.C. 4/11/23
T.C. 11/30/23

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Legal

17.13, Wis. Stats.

946.12, Wis. Stats.

The Consortium of State School Board Associations

The National Association of School Boards

The Wisconsin Association of School Boards

Book	Policy Manual
Section	0000 Bylaws
Title	CONSENT AGENDA
Code	po0166.1*jjh
Status	First Reading
Adopted	October 22, 2013

0166.1 - **CONSENT AGENDA**

The Board ~~of Education~~ may use a consent agenda to keep routine matters within a reasonable time frame.

The following routine business items may be included in a single resolution for consideration by the Board.

A. minutes of prior Board meetings;

B. reports of Board committee meetings;

C. bills for payment;

D. acceptance of bids;

E. ~~hiring~~employment of personnel;

F. resolutions that require annual adoption, such as bank signatories, Wisconsin High School Athletic Association membership, etc.;

G. resignations and leaves;

H. gifts, grants, and donations;

I. revisions to handbooks (e.g., student, staff, athletic/activities code);

J. revisions or deletions of existing bylaws/policies

K. other routine items as presented by the District Administrator.

A member of the Board may request any item to be removed from the consent resolution and defer it for a specific action and more discussion. No vote of the Board will be required to remove an item from the consent agenda. A single member's request shall cause it to be relocated as an action item eligible for discussion. Any item on the consent agenda may be removed and discussed as a nonaction item or be deferred for further study and discussion at a subsequent Board meeting if the District Administrator or any Board member thinks the item requires further discussion.

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X. Misc. J.

Book	Policy Manual
Section	2000 Program
Title	SUMMER OR INTERIM SCHOOL ATTENDANCE
Code	po2440.01*jjh
Status	Second 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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Book	Policy Manual
Section	8000 Operations
Title	INFORMATION SECURITY
Code	po8305jrm*
Status	Second Reading

8305 - **INFORMATION SECURITY**

The District collects, classifies, and retains data/information from and about students, staff, vendors/contractors, and other individuals, about programs and initiatives undertaken by the school system, and about and related to the business of the District. This information may be in hard copy or digital format, and may be stored in the District or offsite with a third party provider.

Data/information collected by the District shall be classified as Confidential, Controlled, or Published. Data/information will be considered Controlled until identified otherwise.

Protecting District Information Resources (as defined in Bylaw 0100 - Definitions) is of paramount importance. Information security requires everyone's active participation to keep the District's data/information secure. This includes Board members, staff members/employees, students, parents, contractors/vendors, and visitors who use District Technology Resources (as defined by Bylaw 0100 - Definitions) and Information/Resources.

Individuals who are granted access to data/information collected and retained by the District must follow established procedures so that the information is protected and preserved. Board members, administrators, and all District staff members, as well as contractors, vendors, and their employees, granted access to data/information retained by the District are required to certify annually that they shall comply with the established information security protocols pertaining to District data/information. Further, all individuals granted access to Confidential Data/Information retained by the District must certify annually that they will comply with the information security protocols pertaining to Confidential Data/Information.

All Board members, staff members/employees, students, contractors/vendors, and visitors who have access to Board-owned or managed data/information must maintain the security of that data/information and the District Technology Resources on which it is stored.

The District Administrator is authorized to develop procedures that would be implemented in the event of an unauthorized release or breach of data/information. These procedures shall comply with the District's legal requirements if such a breach of personally-identifiable information occurs. (See Policy 8320.01 - Unauthorized Acquisition of Staff Proposal Information and/or Policy 8330.01 - Unauthorized Acquisition of Student Personal Information.)

Public discussion of any component of an Information Systems assessment or audit will not be held if, at the District Administrator's discretion, doing so would jeopardize cybersecurity, or the confidentiality, integrity, or availability of employee or student information, or any other security related considerations requires confidentiality.

If an individual has any questions concerning whether this policy and/or its related administrative guidelines apply to the individual or how this policy and/or related administrative guidelines apply to the individual, then the individual should contact the District's Coordinator of Information Technology.

Neola 2024

X. Misc. L.

Book	Policy Manual
Section	8000 Operations
Title	FOOD SERVICES
Code	po8500*jrm
Status	Second Reading
Adopted	October 22, 2013
Last Revised	August 26, 2025

8500 - **FOOD SERVICES**

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

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

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

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

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

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

No foods or beverages, other than those associated with the District's food service, are to be sold during food service hours. The District's food service program shall serve only food items and beverages determined by the Food Service Department to be in compliance with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines. Foods and beverages unassociated with the food-service program may be vended in accordance with the rules and regulations set forth in Board Policy 8540 - Vending Machines.

Modifications Based on Compliant Medical Documentation

An adult student or student's parent requesting special dietary accommodations for a student with a disability that restricts

the diet must provide the Medical Statement for Special Dietary Needs signed by a State-authorized medical authority, which is a medical professional authorized in the State of Wisconsin to write prescriptions. The request must contain the following information and must be submitted on DPI Form PI--6314, Medical Statement for Special Dietary Needs:

A. an explanation of how the student's physical or mental impairment restricts the diet;

B. the food(s)/type(s) of foods to be avoided;

C. the food(s)/type(s) of foods to be substituted;

D. additional pertinent information, if any, that will assist in accommodating the student's needs.

If a Medical Statement for Special Dietary Needs is incomplete, unclear, or lacks sufficient detail, the Coordinator of Nutritional Services shall request that the student or parent/guardian request that the medical authority supplement the response so that a safe meal can be provided. In situations where a medical statement or Individual Education Plan (IEP) is not immediately available, is incomplete, or requires additional clarification, the meal modification should still be made if there is enough information to provide a safe meal.

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

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

The individual making an initial request for such substitutions must inform the Coordinator of Nutritional Services that the student has a disability that restricts the student's diet. The School District will honor the request upon receipt of the required documentation from a state-authorized medical authority. In situations where a medical statement or IEP is not immediately available, is incomplete, or requires additional clarification, USDA regulations require that the meal modification still be made if there is enough information to provide a safe meal. If the Coordinator of Nutritional Services is unable to grant a requested accommodation following receipt of the medical authority's statement, the student or parent shall be provided with an explanation of the basis for the decision. Compliant requests shall be immediately implemented.

Disability Accommodation Grievance Procedure

The following procedure is intended to provide prompt and equitable resolution to any concern or disagreement regarding the food service program's administration of meal modifications made or requested on the basis of a student's disability. None of the procedures described in this policy section shall prevent a student or parent from pursuing a complaint with any State or Federal agency, including the USDA, using the procedures described at the end of this policy.

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

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

Modifications Based on Noncompliant Medical Requests

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

A. the medical or dietary need that restricts the student's diet; and

B. the food(s) to be omitted from the student's diet and the food(s) or choice of foods that may be substituted.

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

Nondiscrimination Statement

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

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

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

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Revised 2/22/22
T.C. 8/2/22
Revised 10/22/24

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Legal

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

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

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

Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.

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

42 U.S.C. 1758

15.137, Wis. Stats.

93.49, Wis. Stats.

115.34 - 115.345, Wis. Stats.

120.10(16), Wis. Stats.

120.13(10), Wis. Stats.

7 C.F.R. Part 15b

7 C.F.R. Part 210

7 C.F.R. Part 215

7 C.F.R. Part 220

7 C.F.R. Part 225

7 C.F.R. Part 226

7 C.F.R. Part 227

7 C.F.R. Part 235

7 C.F.R. Part 240

7 C.F.R. Part 245

42 U.S.C. Chapter 13

X. Misc. M.

Book	Policy Manual
Section	8000 Operations
Title	WELLNESS
Code	po8510*jrm
Status	Second Reading
Adopted	June 24, 2014
Last Revised	August 26, 2025

8510 - **WELLNESS**

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

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

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

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

A. With regard to nutrition education:

1. Nutrition education shall be included in the sequential, comprehensive Health curriculum in accordance with the curriculum standards and benchmarks established by the State.

2. Nutrition education shall be integrated into other subject areas of the curriculum, when appropriate, to complement, but not replace, the standards and benchmarks for health education.

3. Nutrition education shall extend beyond the school by engaging and involving families and the community.

4. Nutrition education shall reinforce lifelong balance by emphasizing the link between nutrient intake (eating) and exercise in ways that are age-appropriate.

5. The District shall provide information to parents that is designed to encourage them to reinforce at home the standards and benchmarks being taught in the classroom.

B. With regard to physical activity:

1. **Physical Education**

a. A sequential, comprehensive physical education program shall be provided for students in K-12 in accordance with the standards and benchmarks established by the State.

b. The physical education curriculum shall provide sequential instruction related to the knowledge, attitudes, and skills necessary to participate in lifelong, health-enhancing physical activity.

c. The sequential, comprehensive physical education curriculum shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate knowledge, attitudes, and skills necessary to engage in lifelong, health-enhancing physical activity.

d. Planned instruction in physical education shall meet the needs of all students, including those who are not athletically gifted.

e. Planned instruction in physical education shall promote participation in physical activity outside the regular school day.

2. **Physical Activity**

a. Physical activity and movement shall be integrated, when possible, across the curricula and throughout the school day.

b. The school shall provide information to families to encourage and assist them in their efforts to incorporate physical activity into their children's daily lives.

c. In addition to planned physical education, the school shall provide age-appropriate physical activities (e.g., recess during the school day, intramurals and clubs before and after school, and interscholastic sports) that meet the needs of all students, including males, females, students with disabilities, and students with special healthcare needs.

C. With regard to other school-based activities:

1. Encourage teachers to consider non-food items as an incentive or reward for students. Should teachers decide to use food items as an incentive or reward, they are encouraged to adhere to the Smart Snacks in School Standards developed by the USDA. https://fns-prod.azureedge.us/sites/default/files/resource-files/smartsnacks.pdf

2. Encourage schools to prepare and distribute to staff and parents a list of snack items that comply with the Smart Snacks in School Standards developed by the USDA.

3. An organized wellness program shall be available to all staff.

4. The schools may provide opportunities for staff, parents, and other community members to model healthy eating habits by dining with students in the school dining areas.

5. Students are discouraged from sharing their food or beverages with one another during meal times, given concerns about allergies and other restrictions on some students' diets.

Furthermore, with the objectives of enhancing student health and well-being, the following guidelines are established:

A. In accordance with Policy 8500 - Food Service, the food service program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages, as well as to the fiscal management of the program.

B. As set forth in Policy 8531 - Free and Reduced Price Meals, the guidelines for reimbursable school meals are not less restrictive than the guidelines issued by the U.S. Department of Agriculture (USDA).

C. All foods sold to students on campus from midnight to one-half hour after the scheduled school day shall comply with the Smart Snacks in School Standards established by the USDA, including foods available to students from vending machines or fundraisers.

D. Marketing and advertising in the schools are limited to foods and beverages that meet the Smart Snacks in School nutrition standards.

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

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

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

Nondiscrimination Statement

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

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

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online at https://www.usda.gov/sites/defalt/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
   3400 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.go

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T.C. 4/11/23
Revised 12/10/24

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

X. Misc. N.

Book	Policy Manual
Section	8000 Operations
Title	FREE AND REDUCED-PRICE MEALS
Code	po8531*jrm
Status	Second Reading
Adopted	October 22, 2013
Last Revised	December 9, 2025

8531 - **FREE AND REDUCED-PRICE MEALS**

The Board recognizes the importance of good nutrition to each student's educational performance.

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 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~~an identified 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~~through a grace year.

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.~~

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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.

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Revised 10/24/17
Revised 1/3/18
T.C. 4/11/23
Revised 10/22/24
Revised 9/23/25

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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

X. Misc. O.

Book	Policy Manual
Section	8000 Operations
Title	VENDING MACHINES
Code	po8540*jrm
Status	Second Reading
Adopted	October 22, 2013
Last Revised	September 23, 2025

8540 - **VENDING MACHINES**

The Board recognizes that vending machines can produce revenues which are useful to augment programs and services to students and staff. It will, therefore, authorize their use in District facilities providing that the following conditions are satisfied:

A. the installation, servicing, stocking, and maintenance of each machine is contracted for with a reputable supplier of vending machines and their products;

B. the District's share of the revenues is managed by the District in accordance with relevant Board policies and administrative guidelines;

C. no products are vended which would conflict with or contradict information or procedures contained in the District's educational programs on health and nutrition;

D. no food or beverages are to be sold or distributed which will compete with the District's food-service program;

The District Administrator shall develop and implement administrative guidelines which will ensure these conditions are adhered to on a continuing basis.

Nondiscrimination Statement

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

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

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Legal 42 U.S.C. 1779

X. Misc. P.

Book	Policy Manual
Section	8000 Operations
Title	COMPETITIVE FOOD SALES
Code	po8550*jrm
Status	Second Reading
Adopted	September 23, 2025

8550 - **COMPETITIVE FOOD SALES**

The food-service program will comply with the provisions set forth in Federal law regarding sale of competitive food ~~and foods of minimal nutritional value~~.

The food-service program shall be the sole provider of food and beverage items sold in all schools until thirty (30) minutes following the last lunch period, at which time student clubs and organizations and/or District support organizations may request approval to sell foods and beverage items in accordance with the Board's policies. Accordingly, all food items and beverages for sale to students for consumption on campus from vending machines, from school stores, or as fundraisers by student clubs and organizations and/or District support organizations shall comply with the current USDA Dietary Guidelines for Americans and Smart Snack Rules, and shall only be available between thirty (30) minutes following the last school lunch period and thirty (30) minutes after the close of the regular school day.

Nondiscrimination Statement

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   (833) 256-1665 or (202) 690-7442; or

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

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Legal Title 7 C.F.R. 210.11

X. Misc. Q.

Book	Policy Manual
Section	3000 Professional Staff
Title	EMPLOYEE LEAVES
Code	po3431*jrm
Status	Second Reading
Adopted	October 22, 2013
Last Revised	July 22, 2025

3431 - **EMPLOYEE LEAVES**

The Board recognizes that there may be instances in which employees can not report to work and recognizes that in certain circumstances it is appropriate to provide compensation or job protection during those absences. The leave provided for in this policy is provided in conjunction with other Board leave policies, including Policy 3161 Unrequested Leaves of Absence/Fitness for Duty, Policy 3430.01 Family & Medical Leaves of Absence ("FMLA"), and Policy 3430 Personal Leaves of Absence.

A. **Paid Time Off**

Staff members are eligible for paid time off as specified in the Employee Handbook.

B. **Bereavement Leave**

Staff members are eligible for bereavement leave as specified in the Employee Handbook.

C. **Military Leave**

Staff members will be afforded protected leave from employment to perform their obligations to the United States Armed Forces, whether for reserve duty or a call to active duty, and potential deployment. Leave shall be provided in accordance with the law.

D. **Leave for Jury Duty**

Staff members who are called to jury duty shall be excused as specified in the Employee Handbook.

E. **Volunteer Firefighter, Emergency Medical Technician, First Responder, or Ambulance Driver**

A staff member who is a volunteer firefighter, emergency medical technician, first responder, or ambulance driver for a volunteer fire department or fire company, a public agency, or a nonprofit corporation may be late for or absent from work without pay if the lateness or absence is due to the staff member responding to an emergency that begins before the staff member is required to report to work and if the staff member complies with all of the following requirements:

1. By no later than thirty (30) days after becoming a member of a volunteer fire department or fire company or becoming affiliated with an ambulance service provider, submits to the District a written statement signed by the chief of the volunteer fire department or fire company or by the person in charge of the ambulance service provider notifying the District that the staff member is a volunteer firefighter, emergency medical technician, first responder, or ambulance driver for a volunteer fire department or fire company, a public agency, or a nonprofit corporation;

2. When dispatched to an emergency, makes every effort to notify the District that the staff member may be late for or absent from work due to the staff member responding to the emergency or, if prior notification cannot be made due to the extreme circumstances of the emergency or the inability of the staff member to contact the District, submits to the District a written statement from the chief of the volunteer fire department or fire company or from the person in charge of the ambulance service provider explaining why

prior notification could not be made; and

3. When late for or absent from work due to responding to an emergency, provides, on the request of the District, a written statement from the chief of the volunteer fire department or fire company or from the person in charge of the ambulance service provider certifying that the staff member was responding to an emergency at the time of the lateness or absence and indicating the date and time of the response to the emergency.

When the status of a staff member as a member of a volunteer fire department or fire company or as an affiliate of an ambulance service provider changes, including termination of that status, the staff member shall notify the District of that change in status.

E. **Organ Donor Leave**

A staff member may take up to six (6) weeks of leave in a twelve (12) month period as necessary for the employee to undergo bone marrow or organ donation procedure and to recover from the procedure. The employee may be required to provide written medical certification that s/he will serve as a donor and the amount of leave time necessary.

Leave taken for this purpose is unpaid, however, an employee is eligible to substitute available accrued paid leave for all or some of the leave taken under this policy. An employee must provide as much advance notice as possible so as not to unduly disrupt the District's operations. The employee will be returned to the same position upon return or if that position is no longer available an equivalent position and shall not lose any benefits during leave, including the right to continue health insurance coverage as provided for in the District's FMLA policy, Policy 3430.01.

F. **Leave for Voting**

A staff member who is eligible to vote may take up to three (3) consecutive hours of unpaid leave to vote while the polls are open on Election Day. The staff member must submit a leave request to the District Administrator prior to Election Day. The District Administrator must approve the leave, but may identify a specific three (3) hour period during the staff member's work hours that the staff member is permitted to utilize for voting.

Leave for voting is provided on an unpaid basis. However, the District Administrator may approve the leave with pay or allow the employee to substitute paid leave for the unpaid Election Day leave. Staff members may not be penalized for using voting leave.

G. **Election Official Leave**

The District Administrator shall approve a one (1) day unpaid leave of absence for any staff member who is appointed to serve as an election official, provided the staff member has given the District at least seven (7) days notice of the leave. In accordance with State law, the District may request confirmation from the municipal clerk of the staff member's appointment as an election official.

Leave to serve as an election official is provided on an unpaid basis. If available, a staff member may substitute paid leave such as personal leave. Staff members may not be penalized for using leave to serve as an election official.

H. **Leave to Testify**

Any employee who is issued a subpoena to testify in a legal proceeding shall be provided the following:

1. If the proceeding relates to matters under Chapters 48 or 938 ~~of the Wisconsin Statutes~~, Wis. Stats., the employee may not be discharged from employment for absences due to testifying, provided that the employee immediately notifies the District Administrator of receipt of the subpoena~~;~~.

2. If the proceeding is unrelated to matters arising within the employee's course of employment, the employee will need to use the District process for requesting use of paid time off or leave without pay.

3. Any employee subpoenaed to testify in a matter that involves a crime committed against the employer or against the employee in the course of employment (including an act committed by a juvenile that would be a crime if committed by an adult), or any proceeding involving matters arising within the employee's course of employment shall be provided paid time off to do so such that no loss of wages or benefits occurs as a result

of compliance with the subpoena. Any employee who is issued a subpoena for matters described in this section shall immediately notify the District Administrator of receipt of the subpoena.

Revised 2/23/16
T.C. 11/30/23
Revised 8/27/24

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Legal 6.76, 7.33, 103.88, Wis. Stats.

X. Misc. R.

Book	Policy Manual
Section	4000 Support Staff
Title	EMPLOYEE LEAVES
Code	po4431*jrm
Status	Second Reading
Adopted	October 22, 2013
Last Revised	July 22, 2025

4431 - **EMPLOYEE LEAVES**

The Board recognizes that there may be instances in which employees can not report to work and recognizes that in certain circumstances it is appropriate to provide compensation or job protection during those absences. The leave provided for in this policy is provided in conjunction with other Board leave policies, including Policy 4161 Unrequested Leaves of Absence/Fitness for Duty, Policy 4430.01 Family & Medical Leaves of Absence ("FMLA"), and Policy 4430 Leaves of Absence.

A. **Sick Leave**

Staff members are eligible for sick leave as specified in the Employee Handbook.

B. **Personal Leave**

Staff members are eligible for personal leave as specified in the Employee Handbook.

C. **Bereavement Leave**

Staff members are eligible for bereavement leave as specified in the Employee Handbook.

D. **Military Leave**

Staff members will be afforded protected leave from employment to perform their obligations to the United States Armed Forces, whether for reserve duty or a call to active duty, and potential deployment. Leave shall be provided in accordance with the law.

E. **Leave for Jury Duty**

Staff members who are called to jury duty shall be excused as specified in the Employee Handbook.

F. **Volunteer Firefighter, Emergency Medical Technician, First Responder, or Ambulance Driver**

A staff member who is a volunteer firefighter, emergency medical technician, first responder, or ambulance driver for a volunteer fire department or fire company, a public agency, or a nonprofit corporation may be late for or absent from work without pay if the lateness or absence is due to the staff member responding to an emergency that begins before the staff member is required to report to work and if the staff member complies with all of the following requirements:

1. By no later than thirty (30) days after becoming a member of a volunteer fire department or fire company or becoming affiliated with an ambulance service provider, submits to the District a written statement signed by the chief of the volunteer fire department or fire company or by the person in charge of the ambulance service provider notifying the District that the staff member is a volunteer firefighter, emergency medical technician, first responder, or ambulance driver for a volunteer fire department or fire company, a public agency, or a nonprofit corporation;

2. When dispatched to an emergency, makes every effort to notify the District that the staff member may be late for or absent from work due to the staff member responding to the emergency or, if prior notification

cannot be made due to the extreme circumstances of the emergency or the inability of the staff member to contact the District, submits to the District a written statement from the chief of the volunteer fire department or fire company or from the person in charge of the ambulance service provider explaining why prior notification could not be made; and

3. When late for or absent from work due to responding to an emergency, provides, on the request of the District, a written statement from the chief of the volunteer fire department or fire company or from the person in charge of the ambulance service provider certifying that the staff member was responding to an emergency at the time of the lateness or absence and indicating the date and time of the response to the emergency.

When the status of a staff member as a member of a volunteer fire department or fire company or as an affiliate of an ambulance service provider changes, including termination of that status, the staff member shall notify the District of that change in status.

E. **Organ Donor Leave**

A staff member may take up to six (6) weeks of leave in a twelve (12) month period as necessary for the employee to undergo bone marrow or organ donation procedure and to recover from the procedure. The employee may be required to provide written medical certification that s/he will serve as a donor and the amount of leave time necessary.

Leave taken for this purpose is unpaid, however, an employee is eligible to substitute available accrued paid leave for all or some of the leave taken under this policy. An employee must provide as much advance notice as possible so as not to disrupt the District's operations. The employee will be returned to the same position upon return, or if that position is no longer available an equivalent position and shall not lose any benefits during leave, including the right to continue health insurance coverage as provided for in the District's FMLA policy, Policy 4430.01.

F. **Leave for Voting**

A staff member who is eligible to vote may take up to three (3) consecutive hours of unpaid leave to vote while the polls are open on Election Day. The staff member must submit a leave request to the District Administrator prior to Election Day. The District Administrator must approve the leave but may identify a specific three (3) hour period during the staff member's work hours that the staff member is permitted to utilize for voting.

Leave for voting is provided on an unpaid basis. However, the District Administrator may approve the leave with pay or allow the employee to substitute paid leave for the unpaid Election Day leave. Staff members may not be penalized for using voting leave.

G. **Election Official Leave**

The District Administrator shall approve a one (1) day unpaid leave of absence for any staff member who is appointed to serve as an election official, provided the staff member has given the District at least seven (7) days notice of leave. In accordance with State law, the District may request confirmation from the municipal clerk of the staff member's appointment as an election official.

Leave to serve as an election official is provided on an unpaid basis. If available, a staff member may substitute paid leave such as personal leave. Staff members may not be penalized for using leave to serve as an election official.

H. **Leave to Testify**

Any employee who is issued a subpoena to testify in a legal proceeding shall be provided the following:

1. If the proceeding relates to matters under Chapters 48 or 938 ~~of the Wisconsin Statutes~~, Wis. Stats., the employee may not be discharged from employment for absences due to testifying, provided that the employee immediately notifies the District Administrator of receipt of the subpoena~~;~~.

2. If the proceeding is unrelated to matters arising within the employee's course of employment, the employee will need to use the District process for requesting use of paid time off or leave without pay.

3. Any employee subpoenaed to testify in a matter that involves a crime committed against the employer or against the employee in the course of employment (including an act committed by a juvenile that would be a crime if committed by an adult), or any proceeding involving matters arising within the employee's coursse of

employment shall be provided paid time off to do so such that no loss of wages or benefits occurs as a result of compliance with the subpoena. Any employee who is issued a subpoena for matters described in this section shall immediately notify the District Administrator of receipt of the subpoena.

Revised 2/23/16
T.C. 11/30/23
Revised 8/27/24

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Legal 6.76, 7.33, 103.88, Wis. Stats.

X. Misc. S.

Book	Policy Manual
Section	4000 Support Staff
Title	NOTICE OF REASONABLE ASSURANCE OF EMPLOYMENT
Code	po4124*jrm
Status	Second Reading
Adopted	October 22, 2013
Last Revised	December 9, 2025

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

Prior to the conclusion of each school year, support staff employed in instructional year positions shall be notified, in writing, of reasonable assurance of continued employment for the subsequent school year 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.~~
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 performed for the District during any week of unemployment that occurs between two (2) successive academic years or terms. This applies if the employee performed such services in the first year or term and has reasonable assurance of performing them in the second.

Issuance of a notice of reasonable assurances to any employee as described in this policy shall not constitute a guarantee of employment in any successive academic term.

Revised 2/23/16

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

X. Misc. T.

Book	Policy Manual
Section	4000 Support Staff
Title	STUDENT SUPERVISION AND WELFARE
Code	po4213*jrm
Status	Second Reading
Adopted	October 22, 2013
Last Revised	July 17, 2024

4213 - **STUDENT SUPERVISION AND WELFARE**

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

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

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

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

A. A support staff member shall report immediately any accident or safety hazard about which they are informed or detect to their supervisor as well as to other authorities or District staff members as may be required by established policies and procedures.

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

C. Support staff should not volunteer to take on responsibilities they are not reasonably qualified or able to perform. Voluntarily assuming such duties carries the same level of accountability as formally assigned responsibilities.

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

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

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

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

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

H. A student shall not be required to perform work or services that may be detrimental to their health.

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

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

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

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

Revised 5/27/14
Revised 7/28/20
Revised 7/26/22
Revised 2/28/23
T.C. 7/17/24

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Legal 48.981, 948, 948.095, Wis. Stats.

X. Misc. U.

Book	Policy Manual
Section	8000 Operations
Title	VOLUNTEERS
Code	po8120*jrm
Status	Second Reading
Adopted	February 23, 2016
Last Revised	December 9, 2025

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.

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).

A volunteer who transports students in a private vehicle for school-sponsored activities or trips must abide by the guidelines in Policy 8660 - Transportation by Private Vehicle for District-Sponsored Activities or Trips.

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 be responsible for informing each volunteer of the District's appreciation for the volunteer's time and efforts in assisting the operation of the schools.

Policy 9800.01 - Veterans as Classroom Volunteers outlines veteran volunteers' requirements for recognition from the District and the Wisconsin Department of Veterans Affairs.

T.C. 12/21/21
Revised 2/27/24

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Legal 120.20, Wis. Stats.

Human Growth & Development Citizens' Advisory Committee
Sheboygan Area School District
Monday, February 23, 2026; 4:00pm

The meeting of the Human Growth and Development Citizens' Advisory Committee of the Sheboygan Area School District will be held on Monday, February 23, at 4:00pm. The items below will be presented for consideration at that time. This meeting will be held in room 224 at Sheboygan North High School, 2926 N. 10th St. For those who are unfamiliar with North's layout, please plan to meet in the Main Office at 4:00 to be escorted to room 224. The office is located through door 2, off the large parking lot on N 10th St. In addition, the committee is offering video access to the meeting via the following:

Meeting ID
https://meet.google.com/pvy-ptmb-oqo

Voting Members:
Tracy Allee - SASD Parent (2028)
Jeff Leismer - SASD Parent (2027)
Beth Lipman - SASD Parent (2026)
Allison Oliphant - SASD Parent (2028)
Jen Cruz - SASD Parent (2027)
Anna Seeboth - HS Student (2026)
Vacant- HS Student (2027)
Lauren Wingender - Health Care (2028)
Vacant - Health Care (2027)
Rev. Julie A. Mavity Maddalena - Clergy (2026)
Rev. Jeremy Hylen - Clergy (2028)
Christina Singh - Community Member (2027)
Megan Smillie - Community Member (2026)

Ex-Officio Members
MS Teacher -
Amy Teunissen - HS Teacher
Allie Tasche - SASD Board Member
Eric Spielman - SASD Coordinator

I. Call to Order - Beth
- 4:06pm

II. Approval of the Agenda (Action) -Beth
- Motion (Lauren) / Second (Jen); 8 (Yes); 0 (No)

III. Roll Call (Informal) - Beth/Adam

- Present (Tracy, Jeff, Beth, Allison, Jen, Lauren, Julie, Jeremy, Christina, Amy, Allie, Eric, Adam)
- Not Present (Anna, Megan)

IV. Approval of Minutes (Discussion / Action) - Beth

- HG&D Meeting Notes 2/9/26
- Motion (Jen) / Second (Tracy); 8 (Yes); 0 (No)

V. Review of Previous Slides and Kehoe Information (Discussion) - Beth/Amy/Tracy

- SASD - Personal Safety
    - The committee went over the information that Detective Kehoe sent over, had a great discussion and decided what content to use and took out various links, but decided they can still be given to teachers and parents as great resources. Amy has detailed notes on what is to be formatted and added to the slides.
        - Following the email sent by Kehoe, we removed the first link listed.
        - The 2nd link we will add definitions.
        - The 3rd link is a video that would better suite high school students and parents.
        - The 4th link is Safe Harbor information.
        - We will pull information from the PDF's.
    - Administrators at all 3 middle schools will be in charge of setting up the dates of an in-person presentation from the Task Force.
    - 6th grade, need to add a slide about AI generated photos and harassment.
    - 7th grade, need to add a slide to Define Sexual Harassment.
    - 7th grade, add 3 slides on Human Trafficking (definition, what can happen, how to get out).
    - 8th grade, summarize and add AI section, "See something, say something".
    - 8th grade, add the definition of blackmail and add the real-life stories of sextortion.

VI. Review of Identity Slides- Beth/Amy

- SASD - Identity Slides
    - Definitions need to be added.
    - Formatting to be completed so the definitions line up with the headers.
    - Explain the roles of males and females.
    - Remove videos and replace with an activity.

VII. High School Revisions (Discussion/Action) - Beth/Amy

- Proposed HS Revisions
    - Amy will send out the 9th grade slides for the committee to review the updates.
    - Amy stated we are still in need of ;
        - Abortion laws
        - Safe Haven laws
        - Adoption laws all of which should be in an easy-to-read form

VIII. Next Steps (Information) - Beth

- The committee will review all the slides for 6th, 7th and 8th grade and make revisions as needed.

- The committee will review the revisions that Amy had made to the 9th grade slides and present the changes to the SASD School Board.

IX. Adjournment (Action)-Beth

- Motion (Jen) / Second (Tracy); 9 (Yes); 0 (No)