



Book	Policy Manual
Section	ASD - 35.1
Title	DEFINITIONS
Code	po0100
Status	
Adopted	June 9, 2008
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## 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 and policies, 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, capitalization of the term Administrator may imply delegation of responsibilities, as appropriate, to staff members.

### **Apps and Web Services**

Apps/web services are software (i.e., computer programs) that support the interaction of personal communication devices (as defined in Bylaw 0100, above) over a network, or client-server applications in which the user interface runs in a web browser. Apps/web 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 student's progress, and allow staff to perform other tasks related to their employment. Apps/web services also are used to facilitate communication to, from, and among, and between, staff, students, and parents.

### **Board**

The Board of Education, also commonly referred to as the School Board, shall take action that is within the comprehensive meaning of the terms "duties and powers" provided that such action is not prohibited by State or Federal law. (Chapter 118, Wis. Stats. and Chapter 120, Wis. Stats.)

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.

**Clerk**

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

**District**

The School District is the territorial unit for school administration. Districts are classified as common, union high, unified, and 1st class city school districts. A joint school district is one the territory of which is not wholly in one municipality. (Chapter 115, Wis. Stats.)

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 is sometimes locally referred to as Superintendent.

In policy, capitalization of the term Superintendent may imply delegation of responsibilities, as appropriate, to 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 Agencies**

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)(a)(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, or adoptive parents or the party designated by the courts as the legal guardian, custodian, or surrogate 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"), also referred to as "wireless communication devices," means a portable wireless device that has the capability to provide voice, messaging, or other data communication between two (2) or more parties and includes all of the following: ~~include~~ computers, laptops, tablets, e-readers, cellular/mobile phones, smartphones, smartwatches, wearable technology, gaming devices, 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**

In policy, capitalization of the term Principal may imply delegation of responsibilities, as appropriate, to staff members.

## **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 Superintendent.

## **Relative**

The mother, father, sister, brother, spouse, domestic partner, parent of spouse/domestic partner, child, step-child, grandparents, grandchild, dependent, or member of 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 operates pursuant to Subchapter I of Chapter 120, Wis. Stats.

### **Unified School Districts:**

These districts serve all grade levels, from kindergarten through high school, and operates 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), 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 - Student Records.

## **School Support Organizations (SSO)**

Any other nongovernmental organization or group of persons whose primary purpose is to support a District, school, school club, or academic, arts, athletic, or social activities related to a school, that collects or receives money, materials, property, or securities from students, parents, or members of the general public. (Examples: Booster Club, Foundation, Parent-Teacher Association (PTA), Parent-Teacher Organization (PTO), Parent-Teacher Support Association)

## **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 one 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.

## **Student**

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

## **Superintendent**

Sometimes the administrative head of the School District is referred to as Superintendent, but has the authority of the District Administrator/Superintendent by law. In policy, capitalization of the term Superintendent may imply delegation of responsibilities, as appropriate, to staff members.

### **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.

### **Technology Resources**

The Board defines technology resources to include computers, laptops, tablets, e-readers, cellular/mobile telephones, smartphones, web-enabled devices, video and/or audio recording equipment, SLR and DSLR cameras, projectors, software and operating systems that work on any device, copy machines, printers and scanners, information storage devices (including mobile/portable storage devices such as external hard drives, CDs/DVDs, USB thumb drives and memory chips), the computer network, Internet connection, and online educational services and apps.

### **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 by 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 10/24/11  
Revised 12/14/15  
Revised 4/25/16  
Revised 5/10/17  
Revised 12/13/17  
Revised 6/10/20  
Revised 8/11/21  
Revised 5/11/22  
Revised 6/8/22  
Revised 10/25/23  
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T.C. 11/26/24  
Revised 11/12/25  
Revised 4/8/26

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Book	Policy Manual
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#### 0142.7 - **ORIENTATION**

The Board believes that the preparation of each Board member for the performance of Board duties is essential to the effective functioning of the Board. The Board shall encourage each new Board member to understand the functions of the Board, acquire knowledge of matters related to the operation of the District, and learn Board procedures. Accordingly, the Board shall give to each new Board member no later than ~~his/her~~ **the new member's** first regular meeting as a Board member, for ~~his/her~~ use and possession during their term on the Board the following items:

- A. access to the Board policy manual
- B. a copy of each current employee handbook(s)
- C. the current budget statement and related fiscal materials
- D. **review of any pending District litigation**
- E. **review of Board responsibilities and committees**

Each new Board member shall be invited to meet with the Board President, the Superintendent, the Business Manager, the Director of Curriculum and Instruction, and/or the Director of Pupil Services to discuss Board functions, policies, and procedures.

The Board shall encourage the attendance of each new Board member at orientation and training meetings.

Revised 12/14/15  
Revised 4/25/16  
**Revised 4/8/26**

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Title	BOARD MEMBER BEHAVIOR, COMMUNICATIONS, AND CODE OF CONDUCT
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#### 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 ~~are~~ **is** 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, 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, **or** controversial **matters**, 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~~. Superintendent in accordance with Policy 1100 - District Organization.
- M. Communicate to other Board members, in accordance with the Open Meeting Law, and the ~~District Administrator~~ Superintendent expressions of public reaction to Board policies and school programs (see Board Member Communication section below, Bylaw 0143.1 - Public Expression of Board Members, and Bylaw 0167.5 - Use of Electronic Mail).
- 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 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 parent, student, staff member or District resident person and must be submitted to the Board President or, if the Board President is the member accused of violating this policy, to the Vice President, who under such circumstances shall perform the duties of the Board President described in this policy. All Complaints shall bear the name and signature of the complainant and include a detailed description of the alleged misconduct, any evidence supporting the allegations, and the action/relief being requested.

The Board President may choose to consolidate complaints for consideration if more than one (1) individual files similar complaints, but reserves the right to refuse to consider any subsequent complaint on the same matter unless previously unknown material facts are raised.

The President or Vice President shall review the complaint and determine whether the officer can investigate the matter. The President may or if the President or Vice President needs to contact the School District's legal counsel for support in the investigation of the complaint and/or other matters related to the complaint. 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. However, the Board may consider the following:

- A. formal censure by resolution passed by a majority of the Board in an open session meeting of the Board;
- B. removal from Board committee assignments that is an 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 on Board member rights granted by policy, including requesting items for a Board meeting agenda;
- D. 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 to law enforcement if any alleged misconduct constitutes potentially unlawful conduct;
- F. other efforts to pursue compliance with and adherence to the policy as determined by the Board and not prohibited by law.

If a complainant or any other person contacts an individual Board member, other than the Board President, to discuss a complaint or investigation under this policy, the Board member shall inform the person that the Board member has no authority to act in an individual capacity and shall refer the person to this bylaw or the Board President for further assistance.

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T.C. 8/25/23  
Revised 11/12/25  
Revised 4/8/26

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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

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Section	ASD - 35.1
Title	BOARD - SUPERINTENDENT RELATIONSHIP
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#### 1210 - **BOARD - SUPERINTENDENT RELATIONSHIP**

The Board believes that, in general, it is the primary duty of the Board to establish policies and that of the Superintendent to administer such policies. Policy should not be originated or changed without the involvement of the Superintendent. The Superintendent should be given the latitude to determine the best method of implementing the policies of the Board.

The Superintendent, as the ~~chief~~ administrative ~~head officer~~ of the District, is the primary professional advisor to the Board. ~~As such, the Superintendent~~ ~~S/He~~ is responsible for the development, supervision, and operation of the school program and facilities.

The Superintendent and those administrators directed by the Superintendent shall attend meetings, when feasible. Administrative participation shall be by professional counsel, guidance, and recommendation - as distinct from deliberation, debate, and voting of Board members.

In the interests of promoting and maintaining a healthy and productive work environment, the Superintendent shall report to the Board President any information regarding Board member conduct in violation of Policy 3362.01/~~Policy 4362.01~~ - Threatening Behavior Toward Staff Members, ~~Policy 4362.01 - Threatening Behavior Toward Staff Members~~, or Bylaw 0144.5 - Board Member Behavior, ~~Communications~~, and Code of Conduct. If such a report involves the Board President, the Board Vice-President shall be notified.

The Board is responsible for determining the success of the Superintendent in meeting the goals established by the Board through annual evaluations of the Superintendent's performance. The Board, in formulating its position with regard to the performance of the Superintendent, shall rely, whenever possible, on the objective outcomes of its evaluations rather than on subjective opinions. ~~As the administrative head of the District, the Superintendent may delegate duties and responsibilities, including those contained in Board policy, to appropriate members of the staff. Those staff performing such duties and responsibilities shall be held accountable by the Superintendent for their performance as employees of the District.~~

~~Individual Board members who receive communication regarding matters within the purview of the administration including, but not limited to, personnel concerns or student/parent concerns, shall immediately refer concerns to the Superintendent, or if the concern relates to the Superintendent, to the Board President.~~

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Revised 4/8/26

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Book	Policy Manual
Section	ASD - 35.1
Title	DEVELOPMENT OF ADMINISTRATIVE PROCEDURES
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Adopted	June 9, 2008

1230.01 - **DEVELOPMENT OF ADMINISTRATIVE PROCEDURES** ~~GUIDELINES~~

The Board ~~of Education~~ delegates to the Superintendent the function of designing and implementing the ~~guidelines~~ **procedures**, required actions, and detailed arrangements under which the District will operate. These administrative ~~guidelines~~ **procedures** shall not be inconsistent with the policies adopted by the Board.

The Board itself will formulate and adopt administrative ~~guidelines~~ **procedures** and rules only when required by law, and when the Superintendent recommends Board adoption.

The Superintendent may also issue such administrative and student handbooks as ~~s/he~~ **the Superintendent** may consider necessary for the effective administration of the schools and distribute them to employees and students and/or their parents.

**The Superintendent may consult with appropriate District leadership and stakeholders, when appropriate, during the development of administrative procedures.**

As long as the provisions of these administrative ~~procedures~~ **guidelines** and handbooks are not inconsistent with Board policies, or with Federal/State law, they will be considered to be an extension of the policy manual and binding upon all employees and students.

~~A copy of the District's administrative guidelines manual and a copy of each handbook shall be made a part of the Board's reference materials maintained in the District office.~~

The Superintendent shall maintain a current organizational chart to which immediate reference can be made by the Board or any employee of the Board.

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Legal 118.24, Wis. Stats.

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Section	ASD - 35.1
Title	READING INSTRUCTIONAL GOALS AND KINDERGARTEN ASSESSMENT
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#### 2131.01 - **READING INSTRUCTIONAL GOALS AND KINDERGARTEN ASSESSMENT**

The Board of Education shall approve a program of reading goals for students for grades four year-old kindergarten and five year-old kindergarten to **twelve (12)**.

To promote student's reading skills, the Board requires the Superintendent to employ a certified reading specialist who will be responsible to develop and coordinate a comprehensive reading curriculum for students in grades four year-old kindergarten and five year-old kindergarten to **twelve (12)**. The Superintendent may fulfill this obligation by contracting with another District or with the Cooperative Educational Service Agency for the services of a certified reading specialist.

The goals shall be based on an assessment of existing reading needs of students. Subsequently, the students shall be assessed based on the reading goals.

#### **Assessments of Reading Readiness**

An appropriate, valid, and reliable assessment of literacy fundamentals selected by the **Department of Public Instruction (DPI) Board**, shall be administered annually to each student enrolled in four (4) year-old kindergarten **and through** second grade. ~~The Board shall require that the assessment selected evaluates whether a student possesses phonemic awareness and letter sound knowledge.~~

The results of a student's assessment shall be reported to the student's parent.

A student whose assessment indicates that **she/he/the student** is at risk of reading difficulty shall be provided with interventions or remedial reading services.

Interventions or remedial reading services shall be provided for a student in five year-old kindergarten to grade **three (3)**<sup>4</sup> if **the student is identified as at-risk based on the assessment tool.** ~~any of the following occurs:~~

#### **Interventions**

**Within the period of time specified by law, the Superintendent shall, for each student identified as at-risk, do the following:**

- A. **Create a personal reading plan for the student that includes at least all of the following:**
  1. **The student's specific early literacy skill deficiencies, as identified by the applicable assessment.**
  2. **Goals and benchmarks for the student's progress toward grade-level literacy skills.**
  3. **How the student's progress will be monitored.**

4. A description of the interventions and any additional instructional services that will be provided to the student to address the student's early literacy skill deficiencies.
  5. The programming using science-based early reading instruction, as defined in s. 118.015 (1c) (b), that the student's teacher will use to provide reading instruction to the student, addressing the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.
  6. Strategies the student's parent is encouraged to use to help the student achieve grade-level literacy skills.
  7. Any additional services available and appropriate to accelerate the student's early literacy skill development.
- B. Provide the interventions described in the student's personal reading plan to the student, as soon as practicable.
  - C. Monitor the student's progress at least weekly using the method described in the student's personal reading plan to determine whether the student demonstrates an inadequate rate of progress.
  - D. Provide a copy of the student's personal reading plan to the student's parent and obtain a copy of the student's personal reading plan signed by the student's parent.
  - E. After providing the interventions described in the student's personal reading plan to the student for ten (10) weeks, notify the student's parent of the student's progress, as determined under the student's personal reading plan.
- A. ~~The student fails to meet the reading objectives specified in the reading curriculum plan maintained by the Board.~~
  - B. ~~The student fails to score above the State minimum performance standard on the reading test and:~~
    1. ~~a teacher in the School District and the student's parent agree the student's test performance accurately reflects the student's ability; or~~
    2. ~~a teacher in the School District determines, based on other objective evidence of the student's test performance, that it accurately reflects the student's reading ability;~~
    3. ~~the student's reading assessment under 118.016, Wis. Stats. indicates that the student is at risk of reading difficulty. If this subdivision applies, the interventions or services provided the student shall be scientifically based and shall address all areas in which the student is deficient in a manner consistent with the State standards in reading and language arts.~~

Revised 3/10/14

Revised 4/8/26

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Wis. Stats. 115.77, 118.015, 118.016, 121.02 (1) (c), 121.02 (1) (d)

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Book	Policy Manual
Section	ASD - 35.1
Title	PARENT AND FAMILY ENGAGEMENT IN TITLE I PROGRAMS
Code	po2261.01
Status	
Adopted	June 9, 2008
Last Revised	November 8, 2023

#### 2261.01 - PARENT AND FAMILY ENGAGEMENT IN TITLE I PROGRAMS

In accordance with the requirements of Federal law, programs supported by Title I funds must be planned and implemented in meaningful consultation with parents and family members of the students being served.

Each year, the Superintendent shall work with parents and family members of children served in Title I Programs in order to jointly develop and agree upon a proposed written parent and family engagement plan (referred to as "policy" in Federal law) to establish expectations for the involvement of such parents and family members in the education of their children. The content and effectiveness of the proposed plan (policy) shall be reviewed and approved annually by the Board District and distributed to parents and family members of children receiving Title I services. The In accordance with Federal law, the proposed plan (policy) must establish the District's expectations and objectives for meaningful parent and family involvement, and describe how the School District will:

- A. involve parents and family members in the development of the School District's Title I plans and any State-mandated comprehensive support and improvement plans;
- B. provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family member involvement activities to improve student achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. coordinate and integrate parent and family member engagement strategies, to the extent feasible and appropriate, with other Federal, State, and local laws and programs;
- D. with meaningful involvement of parents and family members, annually evaluate the content and effectiveness of the parent and family member engagement policy in improving the academic quality of schools, including:
  1. identifying barriers to greater parent participation (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
  2. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  3. strategies to support successful school and family interactions;
- E. use the findings of the above-referenced evaluation to:

1. design evidence-based strategies for more effective parental involvement; and,
  2. revise the parent and family member engagement policy, if necessary;
- F. involve parents in the activities of the District's Title I schools, which may include establishing a parent advisory board that may be charged with developing, revising and reviewing the parent and family member engagement policy;
- G. provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency and/or disabilities, and parents and family members of migratory children), including providing information and school reports in a format, and to the extent practicable, in a language, such parents can understand;
- H. conduct meetings with parents including provisions for flexible scheduling and assistance to parents to better assure their attendance at meetings;
- I. develop agendas for parent meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;
- J. provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- K. involve parents in the planning, review, and improvement of the Title I program;
- L. communicate information concerning school performance profiles and their child's individual performance to parents;
- M. assist parents in helping their children in achieving the objectives of the program ~~by such means as ensuring regular attendance, monitoring television watching, providing adequate time and the proper environment for homework, guiding nutritional and health practices, and the like;~~
- N. provide timely responses to parental questions, concerns, and recommendations;
- O. coordinate and provide technical assistance and other support necessary to assist Title I schools to develop effective parent participation activities to improve academic achievement;
- P. conduct other activities as appropriate to the Title I plan and State and Federal requirements.

The Board will reserve the requisite percent of its allocation of Federal Title I funds to carry out the above-described activities. Parents and family members of children receiving Title I services shall be involved in the decisions regarding how the reserved funds are allotted for parent and family member involvement activities. Reserved funds shall be used to carry out activities and strategies consistent with the Board's parent and family member engagement policy (Policy 2261.01), including at least one (1) of the following:

- A. Supporting schools and nonprofit organizations in providing professional development for the District and school personnel regarding parent and family member engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- B. Supporting programs that reach parents and family members at home, in the community, and at school.
- C. Disseminating information on best practices focused on parent and family member engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- D. Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family member engagement.
- E. Engaging in any other activities and strategies that the Board determines are appropriate and consistent with its parent and family member engagement policy.

The Superintendent must also assure that each Title I participating school develops a specific written plan, with parental involvement and agreement, which includes provisions regarding the following:

- A. Each principal must convene an annual meeting at a convenient time to which all parents of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a parent and family member engagement policy.
- B. Meetings with parents of children receiving Title I services must be scheduled at flexible times with assistance such as child care, transportation, home visits, or similar aid offered to parents to encourage their involvement.
- C. Parents must be involved in an organized, ongoing and timely way in the development, review, and improvement of parent involvement activities, including the planning, review, and improvement of the school parent and family member engagement policy, and the joint development of the schoolwide program plan, if appropriate.
- D. Parents of participating students must be provided with:
  - 1. timely information about the Title I program and the school's parent and family member engagement policy;
  - 2. description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels expected;
  - 3. regular meetings, upon request, for parents to make suggestions, and to participate as appropriate, in decisions relating to the education of their children, and receive responses regarding the parents' suggestions about their student's education as soon as practicably possible.
- E. If the written plan is not satisfactory to the parents of participating children, the school must submit any parents' comments when it presents the plan to the Superintendent.
- F. As a component of the school-level parent and family member engagement policy, the principal for each school shall coordinate the development of a school-parent compact jointly with parents of children served under Title I which outlines how the school staff, the parents, and the student will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the State's high standards. The compact must:
  - 1. describe the school's responsibility to provide a high-quality curriculum and instruction in a supportive, effective learning environment;
  - 2. describe the ways in which each parent is responsible for supporting their child's learning environment such as monitoring attendance, homework, extra-curricular activities, and excessive television watching; volunteering in the classroom; and participating, as appropriate, in decisions relating to the education of their children and their positive use of extra-curricular time;
  - 3. address the importance of parent/teacher communication on an ongoing basis through at least annual parent-teacher conferences to discuss the child's achievement and the compact; frequent progress reports to the parents on their child's progress; reasonable access to the staff and to observe and participate in classroom activities and regular two (2)-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
- G. Parents of children receiving Title I services must be notified about their school's parent and family member engagement policy in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. These policies must also be made available to the community.
- H. School-level parent and family member engagement policies must be updated periodically to meet the changing needs of parents and the schools.

In order to involve parents in the education of their children and to support a partnership among the school, parents and the community for improving student academic achievement, the Superintendent and building principals must include provisions in the School District and school-level parent and family member engagement policies regarding:

- A. assisting parents of children served under Title I in understanding such topics as the State's academic standards, State and local academic assessments Title I, and how to monitor their child's progress and how to work with educators to improve their child's achievement;
- B. providing materials and training to help parents work with their children to improve achievement, such as literacy training and using technology (including education about the harms of copyright privacy);





Book	Policy Manual
Section	ASD - 35.1
Title	INTERSCHOLASTIC ATHLETICS
Code	po2431
Status	
Adopted	June 9, 2008
Last Revised	November 12, 2025

#### 2431 - **INTERSCHOLASTIC ATHLETICS**

The Board recognizes the value to the District and to the community of a program of interscholastic athletics for as many students as feasible and in accordance with Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity. The Board believes that it is the purpose of an interscholastic program to provide the benefits of an athletic experience to as large a number of students as feasible within the District.

The program of interscholastic athletics should provide students the opportunity to exercise and test their athletic abilities in a context greater and more varied than that which can be offered by a school or the School District alone.

The program should foster the growth of school loyalty with the student body as a whole and stimulate community interest in athletics.

Game activities and practice sessions should provide many opportunities to teach the values of competition and good sportsmanship.

Since the primary purpose of the athletic program is to enhance the education of participating students as indicated in this policy, the Board places top priority on maximum student participation and the values of good sportsmanship, team play, and fair competition, rather than on winning, particularly at sub-varsity levels. The Superintendent is to develop guidelines for coaches to follow which will ensure that as many students as possible have the opportunity to play so they have the opportunity to benefit from the learning experience.

The Board further adopts those eligibility **criteria that meet or exceed the Wisconsin Interscholastic Athletic Association (WIAA) standards.** ~~set by the Constitution of the Wisconsin Interscholastic Athletic Association (WIAA) and shall review such standards annually to ascertain that they continue to be in conformity with the objectives of this Board.~~

The Superintendent is authorized to establish a set of behavior expectations for participants as well as the implementation of appropriate disciplinary procedures against those who violate these expectations. The Superintendent provides the following safeguards:

- A. Prior to enrolling in the sport, each participant shall submit to a thorough physical examination by a District-approved physician and/or parents shall report any past or current health problems along with a physician's statement that any such problems have or are being treated and pose no threat to the student's participation.
- B. Any student who is found to have a health condition which may be life-threatening to self or others shall not be allowed to participate until the situation has been analyzed by a medical review panel that has determined the conditions under which the student may participate.

- C. Any student who incurs an injury requiring a physician's care is to have written approval by a physician prior to the student's return to participation.

In order to minimize health and safety risks to student-athletes and maintain ethical standards, school personnel, coaches, athletic trainers, and lay coaches should never dispense, supply, recommend, or permit the use of any drug, medication, or food supplement solely for performance-enhancing purposes.

To support the efforts to strengthen sportsmanship, ethics, and integrity, the Board commits itself to:

- A. adopt policies (upon recommendation of the administration) which reflect the District's educational objectives and promote the ideals of good sportsmanship, ethics, and integrity;
- B. attend and enjoy school athletic activities, serving as a positive role model and expecting the same from parents, fans, participants, coaches, and other school personnel;
- C. support and reward participants, coaches, school administrators, and fans who display good sportsmanship.

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T.C. 11/12/25

Revised 4/8/26

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120.12(23), Wis. Stats.

P.I. 9.03(1)(h), Wis. Adm. Code

**Last Modified by Jennifer Bower on February 25, 2026**



Book Policy Manual  
Section ASD - 35.1  
Title STUDENT IDENTIFICATION NUMBERS AND CARDS  
Code po5135  
Status

**New Policy - Vol. 35, No. 1**

**5135 - STUDENT IDENTIFICATION NUMBERS AND CARDS**

Each student enrolled in the District shall be provided a unique identification number. The identification number shall not be identical to or incorporate the student's Social Security number.

The Board authorizes the Superintendent to issue identification cards to students.

If identification cards are issued, each identification card shall include the telephone number for the National Suicide Prevention Lifeline or one of its affiliate crisis centers or, if the National Suicide Prevention Lifeline ceases operations, another national network of local crisis centers that provides free and confidential emotional support to individuals in suicidal crisis or emotional distress twenty-four (24) hours a day and seven (7) days a week.

Identification cards may also include the following information, if available:

- A. a statement that the text-based emotional support service of the Crisis Text Line may be accessed by texting HOPELINE to 741741 or, if applicable, by specifying any successor method;
- B. instructions for contacting a text-based state or national organization, other than the National Suicide Prevention Lifeline or a successor organization, that provides free support to individuals in crisis twenty-four (24) hours a day and seven (7) days a week;
- C. the telephone number for a local suicide prevention hotline.

The Superintendent shall take appropriate steps to comply with this statutory requirement whenever student identification cards are issued by the District.

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Legal 118.169, Wis. Stats.

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Book	Policy Manual
Section	ASD - 35.1
Title	STUDENT USE AND PARKING OF MOTOR VEHICLES
Code	po5515
Status	
Adopted	June 9, 2008
Last Revised	December 14, 2015

#### ~~5514.01~~ 5515 - STUDENT USE AND PARKING OF MOTOR VEHICLES

~~The Board of Education regards the use of motor vehicles for travel to and from school by students as an assumption of responsibility on the part of those students—a responsibility in the care of property, in the observation of safety rules, and in the display of courtesy and consideration toward others.~~

The Board will permit the operation and parking use of motor vehicles on District property by students, in accordance with the rules of this District, provided that such students are licensed drivers and have been granted permission by the Principal to park drive a motor vehicle on school grounds.

Students may only bring onto District property vehicles that are owned by the student or vehicles for which the student has express permission to operate. Bringing other vehicles onto District property shall be considered a violation of school rules and this policy; school officials may contact law enforcement, as appropriate, when vehicles are brought onto District property without legal authorization.

At no time may a student enter a vehicle without the owner's consent, or the driver's consent if the owner has granted the driver express permission to operate the vehicle. School officials may contact law enforcement for unauthorized entry of a vehicle.

School officials may search a vehicle located on District property in accordance with Board Policy 5771 - Search and Seizure. **[END OF OPTION]**

The Board will not be responsible for motor vehicles which that are lost, stolen, or damaged on district property.

~~No student who does not possess a valid motorcycle safety education certificate will be allowed to ride or park a motorcycle on school property.~~

The Superintendent shall establish standards for the granting of parking permits which shall contain the warning that infraction of the rules may result in the revocation of the permit.

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Last Modified by Jennifer Bower on March 2, 2026



Book	Policy Manual
Section	ASD - 35.1
Title	STUDENT EMPLOYMENT
Code	po5895
Status	
Adopted	June 9, 2008
Last Revised	August 11, 2021

#### **5895 — STUDENT EMPLOYMENT**

The Board believes that attendance at school, full effort in completing school assignments, and participation in school-related activities should be a student's primary focus. The Board also recognizes the value and in some instances the necessity of students' pursuit of employment opportunities. The Board supports these student efforts provided that they do not interfere with or adversely impact a students' ability to fully participate in the educational programming offered to the student.

Unless exempted by law or by temporary order due to emergency circumstances, no student under the age of sixteen (16) may be employed without a permit issued by the State and may not work in excess of prescribed hours per day or week, or later than a particular time.

If a student works while attending school, s/he should receive counseling and assistance in seeking appropriate job opportunities and in correlating work schedules with school studies and activities, particularly where such work requires dismissal from school during instructional time periods. Any school staff who becomes aware of a student working in excess of permitted hours or later than permitted times, shall notify the building administration who shall contact the student's parents.

#### **Permit Officer**

Consistent with the authority provided to the Board by the State of Wisconsin Department of Workforce Development, the District will serve as a permit officer for the purpose of issuing permits for the employment of minors. The Board designates the Administrative Associate High School Secretary to serve as the permit officer.

The Permit Officer shall manage the issuance of student work permits consistent with the requirements of state law, specifically, to issue work permits to minors who provide appropriate supporting documentation establishing the requirements for the issuance of a permit. The Permit Officer shall maintain all records associated with the permit issuance process.

Revised 8/11/21

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Legal 103.70 et seq., Wis. Stats.  
Wis. Admin. Code DWD 270

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Book	Policy Manual
Section	ASD - 35.1
Title	PURCHASING
Code	po6320
Status	
Adopted	June 9, 2008
Last Revised	June 24, 2013

#### 6320 - **PURCHASING**

It is the policy of the Board of Education that the Superintendent seek at least three (3) price quotations on purchases of more than \$10,000 for a single item, except in cases of a single vendor, emergency, or when the materials purchased are of such a nature that price negotiations would not result in a savings to the District.

The Board reserves the right to reject any and all bids.

Contracts can be awarded by the Superintendent without Board approval for any single item or group of identical items costing less than \$10,000. All other contracts, if not included in the approved budget or an amendment or revision to the budget, require Board approval prior to purchase.

In order to promote efficiency and economy in the operation of the District, the Board requires that the Director of Business Services periodically estimate requirements for standard items or classes of items and make quantity purchases on a bid basis to procure the lowest cost consistent with good quality.

Before the Principal places a purchase order, ~~she~~ the Principal shall check whether: (a) the proposed purchase is subject to bid; (b) ~~whether~~ sufficient funds exist in the budget; and (c) the goods or services might be available elsewhere in the District. All purchase orders shall be individually numbered.

In the interests of economy, fairness, and efficiency in its business dealings, the Board requires that:

- A. items commonly used in the various schools or units thereof, be standardized whenever consistency with educational goals can be maintained;
- B. opportunity be provided to as many responsible suppliers as possible to do business with the School District;
- C. where the requisitioner has recommended a supplier, the ~~the~~ Director of Business Services may make suggestion alternatives to the requisitioner if, in ~~his/her~~ the Director of Business Services' judgment, better service, delivery, economy, or utility can be achieved by using a different supplier;
- D. upon the placement of a purchase order, the accounting system shall commit the expenditure against a specific line item to guard against the creation of liabilities in excess of appropriations.

Employees may be held personally responsible for anything purchased without a properly signed purchase order to authorization.

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120.12(24), 66.0133, Wis. Stats.

2 C.F.R. Section 200.213; 200.318 - 200.326

48 C.F.R. Section 9.4

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