SHEBOYGAN AREA
SCHOOL DISTRICT

NOTE: This meeting will be held in the Boardroom.

**Starting/ending times may vary*

Wednesday, September 9, 2026
Time: 5:30 p.m. – 5:55 p.m.*
CHAIR: Ms. Robbins
MEMBERS: Ms. Tasche, Vice Chair
Mr. Madden
Ms. Hibl

(A quorum of the Board may be present)

The Curriculum and Instruction Committee meeting will be held in the Board of Education meeting room, 3330 Stahl Road, Sheboygan, Wisconsin on **Wednesday, September 9, 2026, at 5:30 p.m.** The following items will be presented for consideration at that time:

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

REPORT TO THE CURRICULUM & INSTRUCTION COMMITTEE
AGENDA

2 Min. **1. DIPLOMAS – Ms. Rachel Ledezma** (Information/Action)

Administration at Central High School recommends that Sebastian Hall, class of 2027, receive their high school diploma. He met all the requirements to receive a diploma.

2 Min. **2. NORTH HIGH SCHOOL BAND TRIP – Ms. Rachel Ledezma** (Information/Action)

Administration recommends approval for Sheboygan North High School Band students to travel to Orlando, Florida, March 17-23, 2027, to perform and attend workshops, in accordance with Policy 2340.

7 Min. **3. K-5 LITERACY UPDATE – Ms. Rachel Ledezma/Mr. Jim Renzelman** (Information/Discussion)

Administration will provide a brief update of literacy programming for kindergarten through 5th grade.

7 Min. **4. SASD Crisis Manual – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends approval of the 2026-2027 SASD Crisis Manual.

1 Min. **5. INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 2131.01 – READING INSTRUCTIONAL GOALS AND KINDERGARTEN ASSESSMENT – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the introduction (first reading) of the following revised policy:
- Policy 2131.01 – Program; Reading Instructional Goals and Kindergarten Assessment

1 Min. **6. INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 2261.01 – PARENT AND FAMILY ENGAGEMENT IN TITLE I PROGRAMS – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the introduction (first reading) of the following revised policy:
- Policy 2261.01 – Program; Parent and Family Engagement in Title I Programs

1 Min. **7. INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 2431 – INTERSCHOLASTIC ATHLETICS – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the introduction (first reading) of the following revised policy:
• Policy 2431 – Program; Interscholastic Athletics

1 Min. **8. INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 5112 – ENTRANCE AGE – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the introduction (first reading) of the following revised policy:
• Policy 5112 – Students; Entrance Age

1 Min. **9. INTRODUCTION (FIRST READING) OF NEW BOARD OF EDUCATION POLICY 5135 – STUDENT IDENTIFICATION NUMBERS AND CARDS – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the introduction (first reading) of the following new policy:
• Policy 5135 – Students; Student Identification Numbers and Cards

1 Min. **10. INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 5411 – THIRD GRADE PROMOTION AND RETENTION: AT-RISK STUDENTS – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the introduction (first reading) of the following revised policy:
• Policy 5411 – Students; Third Grade Promotion and Retention: At-Risk Students

1 Min. **11. INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 5515 – STUDENT USE AND PARKING OF MOTOR VEHICLES – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the introduction (first reading) of the following revised policy:
• Policy 5515 – Students; Student Use and Parking of Motor Vehicles

1 Min. **12. INTRODUCTION (FIRST READING) TO DELETE BOARD OF EDUCATION POLICY 5895 – STUDENT EMPLOYMENT– Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the introduction (first reading) to delete the following policy:
• Policy 5895 – Students; Student Employment

1 Min. **13. INTRODUCTION (FIRST READING) OF REVISED/REPLACEMENT BOARD OF EDUCATION POLICY 7540.08 – ARTIFICIAL INTELLIGENCE – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the introduction (first reading) of the following revised/replacement policy:
• Policy 7540.08 – Property; Artificial Intelligence

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

1. Name of Group: North High Marching Band
2. Date of Application: August 25, 2026
3. Person Making Application: Royal Gingery
4. School: North High School

5. Proposed Event: Performance Trip to Florida
6. Destination: Orlando, FL
7. Dates of Travel: March 17-23, 2027
8. Purpose: Performance trip for bands and Workshops
9. # of students (estimate): 90
10. # of chaperones: 10

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

13. Estimated Costs

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

A. Total Cost of Trip

# of Students	90
Cost Per Student	2,150
Total for all Students	193,500

# of Chaperones	10
Cost Per Chaperone	1,850
Total for All Chaperones	18,500

Total Cost of Trip	212,000

B. Cost by Funding Source

Source			**Total**
Students	($ 1817	each	163,530
Chaperones	($ 1847	each	18,470
Student Group/Fundraising			30,000
Grants			0
Building Funds			0
District/Central Admin Funds			0
Other - specify here:			0
Total Cost of Trip			212,000

Continued on the next page

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

a.	What activities will the students be engaged in while on the trip? Students will perform in a parade at Walt Disney World Resort in Orlando, Florida. In addition to the performance, the students will participate in the Sound Design and The Art of Foley Workshop at Universal studios, where they will experience a "day in the life" of a studio musician. Students will record a musical soundtrack from a major animated film, record sound and foley effects while learning about how film is edited to create an overall soundtrack, and will record dialogue for the film, experiencing voice acting work and how a movie comes together in post production. The culmination of this experience will be a recording they bring back to Sheboygan and can share with friends and family.
b.	How will students demonstrate what they learned from this experience? (Please describe specific activities that will take place after the field trip.) In addition to the experiences themselves, the final product of their educational workshop will be shared at North during our Spring Concert and with our middle school programs.
c.	How will SASD staff members involved in the field trip use their experiences during this field trip to enhance their classroom activities? I will use the experiences here in guiding instruction of future students and developing the ensemble skills of the students using the CMP model. This experience will also be used as a recruitment/retention tool so that students understand the importance trips of this nature have on representing our school and community as a whole, as well as developing advanced ensemble skills and marching performance elements.
d.	Who will the chaperones be, and how were they selected? Royal Gingery will lead the trip. Additional chaperones will be selected from among the band parents/families. Parents will express their interest at the September meeting and will fill out the appropriate forms required by the district for background checks. Parents of seniors will be selected first, followed by junior parents, and then sophomore and freshman parents.

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

a. The school's extended travel rules and a detailed itinerary will be provided to each student and parent/guardian before the trip.	X	Yes	___	No
b. Parents/guardians will review and complete the following forms, returning them to the school, before the trip takes place:				
• Consent for Treatment of Student (fm 2340f2)	x	Yes	___	No
• Student Travel Notice and Consent form (fm2340gf4)	x	Yes	___	No
• The Parent/Legal Guardian Excursion Waiver form (applies only to trips outside the continental US) (fm2340gf2)	___	Yes	x	No
• Parental Consent to Travel outside the US	___	Yes	x	No

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

For Central Administration Use Only				
Signature	**Title**	**Recommended:**		**Comments**
		Yes	No	
Royal Gingery	Advisor	X		Via email
Nic Collins	Principal	X		Via email
Rachel C. Lodge	Asst Supt – S&I			
	Superintendent			
	Board of Education			

8/27/13
New Form Number 9/18/14
Updated 8/12/2024

SHEBOYGAN AREA
SCHOOL DISTRICT

K-5 Literacy Update
September 2026

2026 Board of Education Meeting

Overview

Curriculum Updates

Benchmark Advance & Adelante full implementation progress and celebrations.

Reading Readiness

Updates on Early Literacy screener, NextPath system, and mandatory professional development.

Next Steps

Transitioning to Year 2: learning walks, vertical grade-level discussions, and instructional strategies.

Benchmark Curriculum

Curriculum Update

Benchmark Advance & Adelante

Continued implementation and refinement following one year of piloting and one year of full implementation.

Timeline

2025 - 2026

Full Implementation after the 2024-2025 pilot year.

2026 - 2027

Year 2 of Implementing- building on our growth from Year 1.

Support Framework

Professional Development

Sessions provided in the Summer 2025 and three dedicated sessions during Professional Development time during the year.

Implementation Team

Pilot teachers actively collaborated and supported specific grade levels throughout the transition.

Learning Walks & Rounding

Principals, coaches, and coordinators visited classrooms to identify and target areas for ongoing support.

Benchmark Curriculum

Celebrations

Key highlights, positive outcomes, and major achievements from the Benchmark Curriculum implementation.

Student Engagement

Students enjoyed engaging in high-quality topics and diverse literature.

Teacher Appreciation

Teachers appreciated the comprehensive, well-structured resources provided.

Vertical Alignment

Clear targets from grade to grade ensure cohesive student progression.

- Essential Questions are similar and build complexity over time.
- Allows for a dedicated Summer School Curriculum.

Stronger Connections

Collaboration has built strong links across building levels and district teams.

- Active knowledge-sharing with other districts using Benchmark.

Benchmark Curriculum

Challenges

Key areas identified during the Benchmark Curriculum implementation process.

Act 20 Alignment

Learning an entirely new curriculum while concurrently meeting all legislative requirements of Act 20.

Resource Adjustment

Transitioning to new teaching materials, student workbooks, and core grade-level resources.

Implementation Time

Allocating sufficient training, planning, and collaborative time required for high-quality instruction.

Early Literacy (Act 20) Updates

Early Literacy

Key screening, monitoring, and database system updates under Act 20 regulations.

Early Literacy Reading Screener

All buildings have adapted to the needs of new screeners thanks to leadership of building teams.

NextPath Integration

Using NextPath (a student data management system) to develop, monitor and communicate about support being provided through Personal Reading Plans.

Assessment & Norms Stability

2025-2026 assessments and norms changed from the first year but will remain the same in 2026-2027.

Early Literacy (Act 20) Updates

Professional Development

Mandatory structured early literacy training completed by staff to fulfill Act 20 requirements.

Cox Campus Certification

Staff successfully completed Structured Early Literacy training through the Cox Campus program.

Program Requirements

The program consisted of 11 online modules, requiring approximately 32 hours of study plus a 2-hour certificate exam.

Timeline

Utilized dedicated PD days in 2024-2025 and 2025-2026, along with additional time in Summer 2025, to complete all requirements.

K-5 Literacy Next Steps

Next Steps

Key strategic action items and priorities for the next phase of K-5 Literacy implementation.

Learning Walks & Rounding

Continue Learning Walks and Rounding in Year 2 of Benchmark Implementation to identify areas for celebration and continued support.

Vertical Collaboration

Expand collaboration from grade-level to vertical grade-level discussions to build awareness of grade-to-grade expectations.

Structured Literacy Application

Apply Structured Literacy professional development systematically within both core instruction and targeted intervention.

Curriculum Leverage

Leverage the Benchmark curriculum materials effectively to support small group instruction and diverse intervention needs.

SHEBOYGAN AREA
SCHOOL DISTRICT

Questions?

Date: September 9, 2026
To: Sheboygan Area School District, Board of Education
Jake Konrath, Superintendent
From: Rachel Ledezma, Assistant Superintendent of Student & Instructional Services
Re: Notification of School Safety Plan

The Sheboygan Area School District (SASD) continually assesses, proactively plans, and implements best practices to maintain a safe and secure learning environment. The Wisconsin 2017 Act 143 standardizes accountability measures for school safety planning and drills. Each year before January 1st, every school district must file the following with the Office of School Safety:

1. A copy of its School Safety Plan, including the most recent date on which the school board reviewed and approved the school safety plan.
2. The most recent date on which the school district consulted with a local law enforcement agency to conduct required, on-site safety assessments (Required every 3 years).
3. The date of the most recent school training on school safety and the number of attendees.
4. The date of the required annual safety drill or drills held during the previous year, with certification that the school board reviewed a written evaluation of the drills.

Each year, the administration ensures that these four requirements are met. Thus far, two of the four required school safety measures have been completed.

Crisis Manual: The 2026-2027 Crisis Manual, which serves as our school district safety plan, has been updated for this school year. This plan was developed through collaborative efforts with administrators, pupil service staff, and in alignment with research-based information from professional organizations, first responders, best practices for school safety, and the Wisconsin and National Offices of School Safety. The Crisis Manual outlines our protocols and procedures for managing a variety of hazardous situations and acts of targeted violence. The plan also includes guidelines to address fire, gas leaks, and weather-related emergencies. The crisis manual serves as the framework for individual schools to customize their school safety plans to best meet the school's needs. This school district safety plan aligns with the requirements set forth by the Department of Justice-Office of School Safety and Act 143, Wisconsin's state law governing school safety.

Site Assessments: Site assessments at all of our school sites were last completed during the Summer of 2024. These assessments were conducted in partnership with local law enforcement officials and the building principals at each site. The site assessments were completed during the period of 7/24/2024 to 8/28/2024. The insights gained from these assessments will form our school safety continuous improvement efforts. These site assessments comply with the standards established by the Department of Justice - Office of School Safety and Act 143,

Wisconsin's state law governing school safety. Site assessments are required every three years and must be completed by 9/1/2027.

Safety Training & Drills: In addition, each school principal leads a school safety training during a presession meeting or at a staff meeting in the first weeks of school. Schools also conduct annual drills in the proper response to a targeted school violence event in accordance with the school safety plan for that school building. These targeted school violence drills will be completed by September 18, 2026. Principals must submit a brief written evaluation of the drill to the Assistant Superintendent of Student & Instructional Services within 30 days of completion. A drill completion and evaluation report will be shared with the Board via Board Connections for the September 23, 2026 Board Meeting. The Assistant Superintendent of Student & Instructional Services will then submit the drill evaluation report and other required information to the Department of Justice before January 1st.

During the 2024–2025 school year, we advanced our district's safety training practices. All administrative staff completed Standard Response Protocol (SRP) training to strengthen consistency and alignment in emergency response procedures. We also partnered with the City of Sheboygan, the Sheboygan Police Department, and the United Way to conduct a full Standard Reunification Method (SRM) exercise, ensuring readiness to safely reunite students with families following an offsite evacuation. In addition, a team of pupil services staff completed PREPARE training to enhance crisis response and recovery support. The District Safety Team met quarterly to review protocols and strengthen districtwide coordination.

During the 2025-2026 school year, to further support staff and students, updated signage and revised training materials were developed and rolled out as part of the beginning-of-year safety training across the district. The District Safety Team continued to meet quarterly to review protocols and strengthen districtwide coordination. On August 12, 2026, the District partnered with the Mercyhealth Trauma Preparedness Center and local emergency-response agencies to conduct a full-day Rescue Task Force school safety training at Horace Mann Middle School. The training brought together SASD staff, law enforcement/ Sheboygan Police Department (SPD), fire personnel/ Sheboygan Fire Department (SFD), emergency medical services, and hospital partners/ Aurora Hospital and St. Nicholas Hospital for coordinated instruction and realistic response scenarios. This collaborative exercise strengthened communication, clarified agency roles, and enhanced our collective preparedness to respond to critical incidents.

The Assistant Superintendent of Student & Instructional Services will be available at the upcoming S&I committee meeting on September 9, 2026, to share the crisis manual/ school safety plan. We remain committed to the safety and well-being of our school community.

SHEBOYGAN AREA
SCHOOL DISTRICT

Crisis Management and Communication Manual

2026-2027

Sheboygan Area School District
3330 Stahl Rd
Sheboygan, Wisconsin 53081-4427
920 459-3500

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Roles: District Safety Team

Incident Commander - Superintendent or their designated authority will be responsible for the entire operation. (Duties may include, but not limited to; assessment of the incident, provide appropriate responses, activate crisis plan/team)
Konrath - Ledezma - Boehlke - Hintz

Assistant Commander/Incident Liaison - Responsible for assisting the commander. Coordinating and communicating with all of the responding agencies. Responsible for documenting the event and analyzing what has transpired to aid in the debriefing conference.
Ledezma - Boehlke - Hintz - Broten

Principal Shadow - responsible for the duties of the affected Building Principal (as needed) to free Building Principal to assist with the incident.
Secondary: Associate/Assistant Principals
Elementary: Broten - Ledermann - Moore - Barttelt Schermetzler

Buildings & Grounds Operation Safety Officer - evaluates building operations and safety needs of the entire situation. Makes decisions to implement safety protocol.
Vollmer - Hensley

Public Information Liaison - releases any and all information to media, parents, and students.
Sondalle - Koepsell - Hintz

Student/Staff Support Liaison - manages student and staff care during the incident. Monitors and records all student and staff attendance related information. (Responsible for needs, wants and location of students and staff)
Ledermann - Biller - Boutelle - Brinkman - Dulmes - Lepak - Lindsay - MacDonald - Mueller - Polzin - Post - Rammer - Reineking - Schoenenberger-Gross - Smith - Stoehr

Admin Response Team Members - Activated by the Incident Commander or designee, team members will be called upon to support schools in a time of need. Activities may include searching/sweeping classrooms or lockers, assisting with securing areas within the building, supporting staff and students, and/or monitoring access to/from the building for students and staff.

Jeremy Schwarten
Austin Coss
Scott Mabie
Lori Gasper
Eric Spielman

Stacy Hayon
Mike Jaber
Pat O'Connor
Jim Renzelmann
Wayne Eschen

Jody Brooks
Grace Tesmer
Kelly Blum
Ryan Pawlisch

Introduction to the SASD Crisis Manual

The Sheboygan Area School District (SASD) prioritizes the safety of every student and staff member. To uphold this commitment, the district has developed a comprehensive School Safety Framework that guides our efforts in creating safe, supportive, and responsive school environments. This framework organizes all policies, practices, and procedures into five interconnected phases: Prevention, Mitigation, Preparedness, Response, and Recovery.

Each phase serves a critical function in ensuring the district is equipped to proactively address potential threats, respond effectively to emergencies, and support the long-term well-being of those impacted. The framework is supported by designated staff, architectural safeguards, behavior threat assessment practices, continuous training for staff and students and partnerships with law enforcement and other community agencies. As part of our response planning, SASD has adopted two nationally recognized emergency protocols:

- Standard Response Protocol (SRP) – Developed by The "I Love U Guys" Foundation, the SRP provides common language and clearly defined actions—*Hold, Secure, Lockdown, Evacuate,* and *Shelter*—that guide how we respond to a range of incidents inside and outside the school building.

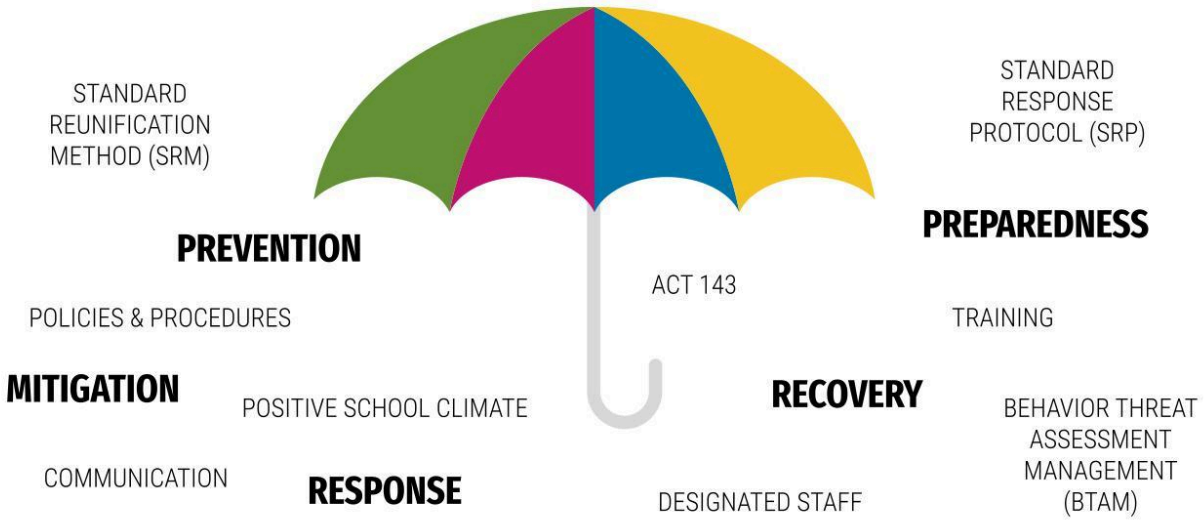
- Standard Reunification Method (SRM) – Also developed by The "I Love U Guys" Foundation, the SRM outlines a safe and efficient process for reunifying students with their families after an emergency or evacuation event.

These protocols are integrated into our school safety framework and are regularly practiced through drills and coordination with community safety partners.

This Crisis Manual is intended to serve as a guide for school-based teams and district leaders. It outlines clear roles, communication protocols, and actions to take in various emergency situations—ensuring all SASD schools are aligned, ready, and responsive.

Sheboygan Area School District- Safety Team

School Safety Framework



SASD School Safety Phases

PREVENTION

Prevention focuses on training, drills, and exercises ahead of an event to prepare through proactive planning. The risk of harm to people and property can be limited through a strong school safety plan.

RECOVERY

Recovery activities continue beyond the emergency period and focus on restoring normalcy.



MITIGATION

Mitigation is the effort to reduce harm to people and property by developing policies, procedures, and practices that will mitigate the effects of an emergency or crisis.

PREPAREDNESS

Preparedness is a continuous cycle of planning, implementing, and evaluating our school safety framework. Preparedness focuses our readiness to respond in an emergency.

RESPONSE

Response is the management of resources in reaction to an emergency event or crisis.
This phases utilizes the Incident Command System (ICS) in an all-hazards approach.

SASD School Safety Components

PREVENTION

- Designated Staff
- School Safety Plan/ Crisis Manual
- Positive School Climate
- Architectural Supports
- Access Control & Video Monitoring
- Communication

RECOVERY

- Postvention
  - Mental Health Support
  - Resource Connections
- Take appropriate disciplinary and criminal enforcement steps
- Communication



MITIGATION

- Policies & Procedures
- Reporting System
- Use Behavior Threat Assessment Management (BTAM) to determine the type and level of the threat
- Communication

PREPAREDNESS

- ACT 143
  - Tactical Blueprints
  - School Safety Plan/ Crisis Manual
  - Site Assessment
  - Staff & Student Training
  - Drills & Exercises
- Partnerships w/ First Responders
- Communication

RESPONSE

- Implement School Safety Plan/ Crisis Manual
- Use a “just right” response
- ALICE
- All Hazards Response Protocol
- Communication

IN AN EMERGENCY

TAKE ACTION



HOLD SECURE LOCKDOWN EVACUATE SHELTER

Standard Response Protocol – Public Address	
Medical Emergency	Hold in your Room or Area. Clear the halls.
Threat Outside	Secure! Get inside. Lock outside doors.
Threat Inside	Lockdown! Locks, Lights, Out of Sight!
Bomb	Evacuate to (location) Shelter for Bomb!
Earthquake	Shelter for Earthquake!
Fire Inside	Evacuate to the (location)
Hazmat	Shelter for Hazmat! Seal your Rooms
Weapon	Lockdown! Locks, Lights, Out of Sight!
Tornado	Evacuate to (location) Shelter for Tornado!

STANDARD™ RESPONSE PROTOCOL

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IN AN EMERGENCY
TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS
Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS
Close and lock door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS
Return to inside of building
Do business as usual

ADULTS
Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS
Move away from sight
Maintain silence
Do not open the door

ADULTS
Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS
Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS
Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS
Use appropriate safety strategy for the hazard

ADULTS
Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

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K12 2021 STANDARD RESPONSE PROTOCOL

Accidents at School

Definition
Any type of accident that causes injury to a student, a staff member, or a visitor on the playground or in the building.

Action
For minor accidents and injuries:

- ❏ Treat at the scene if possible or have the injured person taken to the health room or appropriate location for assistance.
- ❏ Procedures are outlined in the Sheboygan Area School District First Aid Flipchart.

For major accidents or injuries:

- ❏ Call the ambulance immediately 9-911. (Adult accompanies student)
- ❏ Call the parent/guardian and/or spouse immediately. (See Student/Employee Emergency Card)
- ❏ Send a copy of the Student/Employee Emergency Card with ambulance personnel.
- ❏ The Principal will then contact the Superintendent of Schools.
- ❏ The Principal will then contact the Assistant Superintendents.

Additional Preventive or Supportive Actions

- ❏ In the health room, post the names of building staff who have completed paramedic, American Red Cross First Aid, or other special lifesaving or life-sustaining training or expertise (such as CPR).
- ❏ Post a list of emergency telephone numbers for the building.
- ❏ Provide a Crisis Response Worksheet to staff in the event of an accident or injury on the playground or in the classroom.
- ❏ Provide information to teachers about all students in their classes who have special medical or physical needs. Such conditions might include allergies, fainting, seizures, diabetes, etc.

Accidents To/From School

Definition
A student or staff member has had an accident on the way to or from school.

Action
❏ If help is not on the way, call 9-911 (or 911 if outside of the district) immediately to alert the police, fire, or rescue departments.

❏ Attempt to confirm the identity of individuals involved in the accident.

❏ Notify the following:

- ❏ Superintendent's Office 920/459-3511
- ❏ School Principal
- ❏ Assistant Superintendents of Student and Instructional Dept. 920/459-4030 or 920/459-3781

❏ Contact parents, spouse, or individual named on the student/employee Emergency Card.

Additional Preventive or Supportive Actions

❏ If parents, spouse, or close relatives cannot be reached, call their supervisor at the place of employment.

❏ An administrator or school representative should go to the scene and keep open communication with the school secretary.

❏ If a student needs to be transported to a medical facility, assign a staff person to accompany the student.

Assault (Physical and Sexual)

In the event that there is an occurrence of a serious physical or sexual assault, the following items should be completed, as necessary:

- ❏ Principal confer/notify the SRO or Contact Police- Call 911
- ❏ Stay with the victim and render first aid as needed. (However, attempt to avoid washing away evidence.) Call a Counselor or Social Worker.
- ❏ Preserve the crime scene; close off the area of occurrence.
- ❏ Don't let the assault victim shower, wash, or change clothes to preserve possible evidence.
- ❏ Notify the Superintendent.
- ❏ If the student needs to be transported to a medical facility, assign an adult to accompany the student.
- ❏ No information should be released. Superintendent should be the only source of information to the public and press.
- ❏ If assault and/or sexual assault is reported after the fact, follow your Mandatory Reporter training.

Bomb Threat or Suspicious Item

Definition
A telephoned, written, or e-mail message threatening to place or explode a bomb on school property. A suspicious item is found in or on school grounds.

Voice message or robocall:

- ❏ Listen carefully to understand as much as you can.
- ❏ As soon as you can, before any interruptions, write down all words and statements that you're told. Complete the"Bomb Threat Call Report Form" (attached).
- ❏ Attempt to determine male or female, background noise, voice tone, and anything else that stands out to you.
- ❏ Do not erase voicemail or other electronic communication messages.
- ❏ Notify the principal or his/her designee as soon as possible.

Real-time/live-caller (if you have the caller on the line)

- ❏ Without interrupting, ask open-ended questions (tell me more about that/this, why will this happen, when, where, what will happen, what can I do to help, etc.)
- ❏ Keep the caller on the line as long as possible and try to get another person's attention. Information about the number called from and call duration are usually on your phone; do not delete any information about the call.
- ❏ Notify the principal or his/her designee as soon as possible.
- ❏ Complete the "Bomb Threat Call Report Form" (attached).

Written Threat

- ❏ Handle the document as little as possible
- ❏ Notify the principal or his/her designee as soon as possible
- ❏ Rewrite the threat exactly as is on another sheet of paper note the following: Date/time/location document was found Any situations or conditions surrounding the discovery/delivery. Full names of any personnel who saw the threat
- ❏ Secure the original threat; DO NOT alter the item in any way If small/removable, place in a bag or envelope If large/stationary, secure the location

E-mailed Threat

- ❏ E-mailed Threat Leave the message open on the computer

- ❏ Notify the Site Decision Maker(s) and authorities

- ❏ Print, photograph, or copy the message and subject line, note the date and time

Do NOT use portable phones, pagers, or other radio-activated equipment as they may trip explosive devices.

Suspicious Item
A suspicious item is defined as any item (e.g., package, vehicle) identified as potentially containing explosives, an IED, or other hazardous material that requires bomb technician diagnostic skills and specialized equipment to further evaluate. Suspicious indicators are based upon the prevailing and/or communicated threat, placement and proximity of the item to people and valuable assets, and more tangible aspects to include, but not limited to; unexplainable wires or electronics, other visible bomb-like components, unusual sounds, vapors, mists, or odors

- ❏ If Suspicious Item is Found DO NOT touch, tamper with, or move the item.

- ❏ Immediately report the item to the Building Administrator and local law enforcement/first responders.

NOTE: the discovery of one device should not automatically mean the conclusion of a search; More devices may be present!

Considerations for the Building Administration:
- ❏ If the threat is made or a suspicious item is found, ensure the area is secured and cleared of personnel. Consult Threat Risk Assessment document found in Resources.

- ❏ Notify the Superintendent's Office. A decision will be made to implement one or more of the following: secure, lockdown, evacuation, and shelter. Depending upon the decision, administrative response teams may be activated.

    - ❏ Factors to review: evacuation location, weather, method of transportation, law enforcement recommendations, parent reunification plans, time of day, traffic, the general safety of students and staff. If a school-wide evacuation occurs, advise all evacuees to remove all personal items (i.e. purses, backpacks).

- ❏ Notify Appropriate School Personnel and Building Crisis Team

- ❏ Notify police and/or the school resource officer - as needed. Ensure emergency responders are briefed upon arrival.

- ❏ A decision to re-enter the building will be made after consultation with officials by the Superintendent.

- ❏ Follow District Crisis Media and Communication Plan

Building Destruction

Definition
All or part of a school building is destroyed.

Action

- ❏ Immediately following destruction, all injuries are treated and all students and staff are evacuated.

- ❏ The Superintendent, Principal, and Executive Management Team will plan the next steps including:

  - ❏ Extent of Damage

  - ❏ Gather needed information, such as school reopening date, location of the temporary school site, and timing for contacting the media. Employee Assistance Program for staff members and preparing a follow-up letter for parents.

  - ❏ Facility Services will coordinate the determination of the extent of damages.

- ❏ Initiate administrative/staff phone tree, if needed.

Additional Preventive or Supportive Actions

- ❏ If a school building is destroyed as the result of a crisis, you must consider the future once the safety and emotional well-being of students and staff have been taken care of.

- ❏ The Principal should meet with <u>all</u> staff and allow time for questions and answers. Reassure the staff.

- ❏ The Principal should meet with parents to give them facts, allowing time for questions and answers.

- ❏ Parents will want to help. Provide opportunities for them to do so. School counselors, psychologists, and social workers should meet with parents and suggest ways they can help their children cope with the situation.

- ❏ Resume routine as soon as possible.
  - ❏ Work with Nutrition Services to review cooking schedules.
  - ❏ Work with the Transportation Department to review bussing schedules.
  - ❏ Provide teachers with information for classroom discussion.
  - ❏ Identify, assess, and if necessary, send anxious students and staff to a counselor, social worker, school psychologist.
  - ❏ Have volunteers on buses for the first day or two, for students who have never ridden a bus.
  - ❏ Have a brief daily meeting with staff for debriefing and updating.
  - ❏ Provide continuous information to students and parents.

Bus/District Vehicle Incident

The bus/district vehicle incident guidelines within the district crisis manual are designed as a tool to assist drivers and staff members in dealing with an incident off the school premise. This will include extracurricular events, field trips, and daily transportation to/from school.

Considerations prior to an incident:

- ❏ The school bus will be stocked with a current first aid and clean up kit.
- ❏ If using a district vehicle, take along a basic first aid kit and clean up kit. See your school office or custodian for needed supplies.
- ❏ Staff must take a list of students in attendance. Lists should include a student's home telephone number, names of parent/guardian with contact numbers, home address, and any health conditions.
- ❏ Take along a list of district contact numbers (listed below) to have in the event of an emergency.
- ❏ School staff should have a list of chaperones and teachers who are in attendance on the trip, their home addresses, phone numbers, emergency contacts, and pertinent health information.

Considerations at the scene of an incident:

- ❏ If an emergency response from the police or ambulance is needed, call 911.
- ❏ Identify and prioritize the students' and staff's medical and physical needs.
- ❏ If possible, safely separate non-injured from injured.
- ❏ Retrieve all emergency information brought along for students and staff.
- ❏ Communicate student/staff medical needs, history, or medications, if known with 911 dispatch.
- ❏ Notify the school administration and staff at school as soon as safely possible.

- ❏ Keep a record of all students or staff who require medical transportation and where they are being transported.

- ❏ If possible, have staff accompany any student who is being medically transported.

- ❏ Encourage students to keep the incident private until all involved parties are notified by authorities. (Discourage social media, Facebook, Snapchat, etc.)

Considerations for the building administration:

- ❏ Gather medical and emergency contact records of students and staff involved.

- ❏ If able, communicate with emergency personnel to assess the facts, needs, and impact of those involved.

- ❏ Notify Superintendent at 459-3514.

- ❏ Consider parent or emergency contact notifications.

- ❏ Notify staff not involved.

- ❏ Refer media to the Superintendent's office for any and all statements for and to the media.

- ❏ Consider online notification system possibilities and needs.

- ❏ Consider the emotional impact on the students and staff not involved. Activate the District Crisis Response Team if needed.

- ❏ Consider the short- and long-term impact on the students, parents, and staff, and also the recovery needs of all.

CPI Protocol

If an escalated behavior incident arises, a CPI team may be utilized to assist. All staff should employ verbal de escalation skills, as needed when dealing with challenging student behaviors. However, only staff trained to utilize the verbal and physical de-escalation techniques as taught by Crisis Prevention Institute (CPI) should use seclusion and/ or restraint with a student. This ensures that student crisis situations are handled in a safe way for all involved.

Per 2019 Wisconsin Act 118, the use of seclusion or physical restraint is prohibited except in an emergency situation when: a student's behavior presents a **clear, present, and imminent risk** to the **physical safety** of the student or others, and it is the least restrictive intervention.

Building Requirements –

Each Building must have a CPI team to include:

- ❏ 5-6 staff members to support during escalated behavior incident
- ❏ Required team members: building administrators, school counselor, a special ed. Teacher. Other potential team members: EAs, reg. ed. teachers, social workers, etc.
- ❏ All staff (EAs and Teachers) in specialized teams, school psychologists, and PSTs will be CPI trained.

CPI Team Size Recommendations:

Grade Level	School Size	CPI Team Size Recommendation
Elementary	250 or less	3-5
Elementary	250 or more	5-7
Middle School	250 or less	3-5
Middle School	250 or more	5-7
High School	250 or less	3-5
High School	250 or more	5-7

CPI Team Responsibilities:

- ❏ Complete CPI training every two years
- ❏ Engage in periodic refresher training
- ❏ Participate post incident debriefs
- ❏ Complete required paperwork

Here are a few examples of when physical restraint may or may not be appropriate:

It may be appropriate to use physical restraint/seclusion when:	It may be inappropriate to use physical restraint/seclusion when:
● breaking up a physical fight ● Stopping a student from moving in with a weapon ● Stopping a student who is throwing furniture close to others who could be injured ● preventing a student from running onto a busy road	● making a verbal threat ● ripping paper off a bulletin board, ripping down posters, etc. ● refusing to move/ transition ● knocking items off of desks ● Throwing items in a direction away from people

Qualifying Incidents:

- An incident is defined as an occurrence in which a covered individual or a law enforcement officer uses seclusion or physical restraint on a student.
  - It is considered one incident if immediately following the use of seclusion or restraint, the student's behavior presents a **clear, present, and imminent physical safety risk**, and the covered individual or law enforcement officer resumes the use of seclusion or physical restraint.
- Schools are required to include incidents of seclusion or physical restraint by **law enforcement officers** in schools when documenting incidents, notifying parents, and developing and providing a written report.

Meeting Requirements:

- After each incident of seclusion or physical restraint the principal or designee must meet with the covered individuals to debrief the events preceding, during, and following the incident and how to prevent the need for seclusion or physical restraint in the future. CPI Debrief
- The conversation must include factors that may have contributed to escalation and alternatives to the use of seclusion or physical restraint.
- After the **second incident** of seclusion and restraint in a school year for a

student with a disability, the student's IEP team **must meet** within **10** school days of the incident to review the IEP.
    - The IEP must include appropriate positive behavior interventions and supports based on the Functional Behavioral Assessment (FBA) of the behavior(s) of concern. Consider adding or review/revising a Behavior Intervention Plan (BIP).

Notification & Reporting:

As of March 1, 2021. all Seclusion/Restraints are to be reported using this google form Seclusion and Restraint Form.

- Principal or designee must notify the student's parent of the incident as soon as possible or within one business day of the incident.
- A written report must be completed by principal or designee, which must include all names and titles of individuals present.
- The principal or designee is required to retain the report and within three business days of the incident provide the report to the students parent by:
    - First Class Mail
    - Electronic Transmission
    - Hand delivered

Additional Resources:
CPI Debrief
Additionally, seclusion and restraint data is collected and shared with the Board and Wisconsin DPI.
Wisconsin DPI Link: https://dpi.wi.gov/sped/topics/seclusion-restraint
Act 118 Revisions to Seclusion & Restraint Slideshow

Seclusion Room Protocol

Appropriate Use

- In accordance with Act 118, the seclusion room should be used as a last resort when the student's behavior is a **clear, present, and imminent risk** to the **physical safety** of the **student or others**.
- The seclusion room should **never** be used **for disciplinary reasons**.
- The seclusion room should **only** be **used by trained staff**.

During Use

- The student should be **supervised at all times**. Staff should be able to **clearly hear and see** the student at all times.
- The seclusion room should **not** be **locked** and **all windows** should be **free of any obstructions**.
- While the student is demonstrating risk behavior, **limit all verbalizations** and **directives** should come **from a primary/single staff member**.
- When the student shows signs of regaining control give the student a directive such as:

  "When you are calm and ready to come out, please sit against the wall"
  "When you sit against the wall, I will open the door."
- When the student complies with the directive or the student's behavior is no longer a "clear, present, and imminent risk," release the student from the seclusion room.
- If the student resumes risk behaviors, limit verbalizations until the student is regaining control.

After Use

- When the student exits the seclusion room be sure to tend to the student's needs (emotional, physical, etc.).
- When student demonstrates tension reduction, re-establish therapeutic rapport. At the appropriate time, debrief the incident with the student and any pertinent staff following the CPI COPING model.

Follow Up

- In accordance of Act 118, follow the appropriate debrief, notification, and reporting procedures.

Updates: July 2021

Chemical/Hazardous Material Spills - External

Definition
A toxic material that is accidentally spilled as part of the manufacturing process or in transportation, and
which may be hazardous and require precautions, including evacuation.

The main threat is toxic fumes. Be aware of the possibility of explosive materials.

It can also mean chemicals/hazardous materials which come in contact with students or staff.

Action
- ❏ KEEP STUDENTS INSIDE.

- ❏ Call 9-911.

- ❏ Notify the following:
  - ❏ Superintendent of Schools
  - ❏ Assistant Superintendents of Schools
  - ❏ Coordinator of Facility Services

Additional Preventive or Supportive Actions
- ❏ Maintain material safety data sheets – custodian to maintain.

- ❏ Toxic fumes inside a building will require evacuation.

If you're outside when an incident occurs:
- ❏ Students and staff should move indoors as soon as possible if safe to do so.

- ❏ Move upstream, uphill, and upwind; hazardous materials can be transported quickly by air and water.

- ❏ Don't touch or step in spilled material.

Chemical/Hazardous Material Spills - Internal

Definition
A toxic material that is accidentally spilled as part of the manufacturing process or in transportation, and which may be hazardous and require precautions, including evacuation.

The main threat is toxic fumes. Be aware of the possibility of explosive materials.

It can also mean chemicals/hazardous materials which come in contact with students or staff.

Action

- ❏ Evaluate the level of hazardous exposure.
- ❏ Evacuate building.
- ❏ Call 9-911.
- ❏ Emergency response will determine procedures.
- ❏ Notify the following:
  - ❏ Superintendent of Schools
  - ❏ Assistant Superintendents of Schools
  - ❏ Coordinator of Facility Services

Additional Preventive or Supportive Actions

- ❏ Maintain material safety data sheets – custodian to maintain.
- ❏ Toxic fumes inside a building will require evacuation.
- ❏ Close all windows and doors. Seal gaps under doorways and windows with wet towels and duct tape or a similar thick tape.
- ❏ Close as many internal doors as possible.
- ❏ Turn off all ventilation systems.
- ❏ Remain in protected, interior areas of the building where toxic vapors are reduced, and keep a radio with you if possible.
- ❏ If you suspect that gas or vapors have entered the building, take shallow breaths through a cloth or towel.
- ❏ If known, report what chemical(s) have spilled. Refer to Safety Data Sheet for emergency procedures. Immediately report any chemical accident.

- ❏ If you know the chemical spilled, refer to the Safety Data Sheet for emergency procedures.

Child Abuse or Neglect Reporting Procedures

Mandated Reporting of Suspected Child Maltreatment

Any school personnel having reasonable cause to suspect that a child seen in the course of professional duties has been abused and/or neglected shall immediately report the situation to the Sheboygan County Child Protective Services. Remember, notifying school personnel does not fulfill your legal requirement for mandatory reporting.
*If made aware, School Administrators are able to report suspected child maltreatment without first hand knowledge.

If a child is in **immediate danger**, reports should be made at once by telephoning one of the following:

- ❏ Sheboygan Police Department 920-459-3333
- ❏ Sheboygan County Sheriff's Department 920-459-3111

ALL SCHOOL PERSONNEL ARE EXPECTED AND LEGALLY RESPONSIBLE TO REPORT ALL SUSPECTED CHILD MALTREATMENT.

- ❏ Any staff having reasonable suspicion should report those facts to the Sheboygan County Child Protective Services. The identifying educator should make an oral report by calling 920-459-3207.

- ❏ Reports to SCCPS need to be made as soon as possible.

- ❏ Have current student information records available when reporting. Have the Suspected Child Abuse Report available when making the report.

When making the oral report, you may be asked the following:

- ❏ Name and date of birth of child suspected of being abused or neglected.
- ❏ Name of school and grade.
- ❏ Name, address, telephone number of child's caretaker. Place of employment if known.
- ❏ Facts and circumstances forming the suspicion.
- ❏ Present whereabouts of child.
- ❏ Any factors contributing to high risk.
- ❏ Siblings in home/ages/school attending.
- ❏ Other adults in the home.
- ❏ Relative, close friend, or emergency contact.

If needing to leave a message with SCCPS attempt to call back until SCCPS contacts you or you speak with someone. Document your attempts to contact SCCPS on the Suspected Child Abuse Report.

Definitions of Suspected Child Maltreatment

Report the facts of the suspected abuse or neglect when you have reasonable cause to suspect that it has occurred. A primary school responsibility is to report the facts of the suspected child maltreatment. Responsibility to investigate reports of suspected child maltreatment lies with the Sheboygan County Child Protective Services. Abuse and neglect are defined by state law, apply across all cultures and socioeconomic groups, and include the following:

Physical Abuse – Physical injury is inflicted on the child by other than accidental means. Physical injury to the child includes, but is not limited to, lacerations, bone fractures, burns, internal injuries, severe or frequent bruising, or great bodily harm (WI Stats. 48.02(1)(a) and (14g)).

Neglect – Failure, refusal or inability on the part of the parent, guardian, legal custodian or other person exercising temporary or permanent control over the child, for reasons other than poverty, to provide necessary care, food, clothing, medical or dental care or shelter so as to seriously endanger the physical health of the child (WI Stats. 48.981(1)(d)).

Sexual Abuse – Sexual intercourse or sexual contact with a child (WI Stats. 480.02(1)(b)). Exposing a child to harmful material (WI Stats. 948.11). Soliciting a child for prostitution (WI Stats. 948.08). Sexual exploitation of a child (WI Stats. 948.05). Knowledge of sexual intercourse or sexual contact occurring between minors is not considered privileged information to be withheld from the notification process. This is to be reported regardless of the ages of the minors involved. Sheboygan County Child Protective Services will review the information and determine a course of action on a case-by-case basis.

Emotional Damage – Emotional damage for which the child's parent, guardian, or legal custodian has neglected, refused or been unable, for reasons other than poverty, to obtain the necessary treatment or to take steps to improve the symptoms (WI Stats. 48.02(1)(gm)). "Emotional damage" means harm to the child's psychological or intellectual functioning. "Emotional damage" shall be evidenced by one or more of the following characteristics exhibited to a severe degree: anxiety, depression, withdrawal, outward aggressive behavior, or a substantial and observable change in behavior, emotional response or cognition that is not within the normal range for the child's age and stage of development (WI Stats. 48.02(5j)).

Threatened Harm – Any school personnel having reasonable cause to believe that a child seen in the course of professional duties has been threatened with abuse or neglect and that abuse or neglect of the child will occur (WI 48.981(2)).

Sex Trafficking of a Child - Involves another person benefiting from forcing, defauding, or coercing a child into commercial sex act with another person (s.948.051 Wis Stat.)

Sexual Exploitation of a Child - Involves forcing, defrauding, or coercing a child to engage in sexually explicit way for the purposes of recording, displaying, and/or distributing the recording (s.948.05 Wis. Stat.)

Reference: Wisconsin Child Sex Trafficking and Exploitation Indicator and Response Guide

Things to Consider:

- ❏ Make reports as soon as possible. (Example - if a staff member is currently teaching a class, request to have your class covered so they are free to make the report.)

- ❏ Consult key personnel, including the building administrator, school counselor. Respect confidentiality of the child by not sharing details with others beyond these key school personnel and Sheboygan County Health and Human Services Department.

- ❏ Every instance of suspected child abuse or neglect of the same named child must be reported.

- ❏ After completion of Suspected Child Abuse or Neglect form keep one copy for personal records and send one copy to the Director of Pupil Services.

Suspected Child Abuse Report

Updated 6/2021

Communications in a Time of Crisis

The most important - and first - consideration in any crisis is the health, safety and welfare of students and staff. However, crises, by their very nature, generate both media and public interest. Be prepared for such attention.

In the event of a crisis, the Superintendent should be notified immediately. In consultation with the Executive Management Team, Principal, and/or other Administrators, he will determine the immediate communication needs. The primary goal of communication during a crisis will be to keep people informed while trying to: maintain the privacy of students and staff; minimize the disruption to the educational process; avoid compromising any investigation or emergency procedures. The Superintendent (or a designee) shall:

- ❏ As soon as possible, VERIFY THE FACTS.

- ❏ COMMUNICATE THE FACTS as known to the Superintendent, and other administrators as necessary. Supt. Office will notify the EMT and School Board. Based on the situation, the Superintendent (or designee) will implement a notification procedure to delay or close school.

- ❏ DESIGNATE A SPOKESPERSON. The Superintendent is the designated spokesperson. No other school officials should make statements to the media unless coordinated through the Superintendent's Office.

- ❏ RESTRICT PUBLIC AND MEDIA ACCESS TO THE BUILDING. Weighing the public's right to know against an individual's right to privacy and the obligation we have to provide a nondisruptive educational environment is sometimes difficult. The Superintendent, in consultation with school and law enforcement officials as appropriate, will determine access limitations and the best location(s) for media.

- ❏ PREPARE INITIAL STATEMENTS. In most crisis situations, the media will be aware of the incident immediately and will be on the scene shortly thereafter. An initial statement, providing the basic facts, can help control conjecture. This statement can be emails to reporters or a verbal statement can be given outside the school or building.

    - ❏ Keep Staff Members informed.

    - ❏ Counsel staff members and students that, while they have a right to talk to the media, they also have a right to refuse to comment. Media inquiries should be referred to the superintendent's office.

    - ❏ DESIGNATE INDIVIDUAL(S) TO ANSWER PHONES and provide these individuals with a factual statement of what has happened and what is being done.

- ❏ PREPARE FACT SHEETS for distribution to staff members and others as appropriate, including media.

- ❏ PREPARE COMMUNICATIONS TO BE SENT HOME to ensure that parents understand what has occurred and what is being done. (insert link to sample letter file) This letter is often shared with media to accompany a written statement.

- ❏ A copy of the communication/letter should be emailed or faxed to the Superintendent's Office.

- ❏ KEEP STAFF MEMBERS, STUDENTS AND PARENTS up-to-date using school messenger, email, fact sheets, letters or the website as appropriate.

- ❏ PLAN A PRESS CONFERENCE if necessary and desirable. Prepare statements for those who will need to speak at the press conference.

- ❏ KEEP A LOG of what has occurred and files of all communications.

- ❏ MONITOR MEDIA to assess the handling of the situation. Correct misinformation immediately through the use of web, emails, follow ups with media, etc.

Death of Student or Staff Member

Action:

- ❏ As soon as any staff member hears about the death of a student or staff member, he/she shall contact the principal **IMMEDIATELY**. If the principal is unavailable an associate principal shall be contacted. If there is no associate principal, please contact the Superintendent of Schools.

- ❏ The principal will contact one district administrator starting first with the Superintendent of Schools, Assistant Superintendent of Student and Instructional Services, and Director of Special Education and Pupil Services.

- ❏ The principal will work with members of the Executive Management Team (EMT) to confirm the death and obtain information from the police / sheriff's department or coroner.

- ❏ The principal will then contact the Building School-Based Crisis Response Team members to arrange a planning meeting to be held as soon as possible. School-Based Crisis Response Team Members include: Director of Special Education and Pupil Services, Principal(s), School Psychologist, School Social Worker, School Counselor, and others as deemed necessary.

- ❏ The principal will contact the parent / caregiver / parent representative to offer condolences and obtain guidance as to what will be shared with staff and students and how much the family would like to be updated on the school's plan.

- ❏ The principal initiates a chain call to all faculty to inform them of the death of a student or staff member and to attend a special faculty meeting prior to the start of the student school day or before the end of the school day, depending on the confirmed death.

*** The Assistant Superintendent of Human Resources will contact the district Employee Assistance Program (EAP) coordinator who will access counselors via the EAP for staff members.***

***After a Suicide: a Toolkit for Schools, 2nd Edition* is a useful resource for planning in these situations.*

Building Crisis Response Team Meeting Agenda *(Can be adapted based on building needs)*

- ❏ Inform team members of all facts known.

- ❏ Discuss and decide as a team the level of crisis (Predictability, Intensity, Consequences, Duration). Teams can use the Triage and Intervention Planning Form to assist with evaluating the nature of the event.

- ❏ Decide what facts to share with **staff and students** and when and how this will be communicated. Only confirmed facts by the police and family should be shared.

- ❏ Begin work on a Fact Sheet with information for staff, especially secretaries, to share with parents who contact them.

- ❏ Confirm that a Parent Letter is being created by administration and the district Coordinator of Communications to be provided to families. Consider translation of letters in various languages as time permits.

- ❏ Prepare a statement of facts, supports, next steps to be communicated to staff, students, and families.
  - Sample Death Notification Statement for **Students**
    - Option 1: When the Death Has Been Ruled a Suicide
    - Option 2: When the Cause of Death Is Unconfirmed
    - Option 3: When the Family Has Requested the Cause of Death Not Be Disclosed
  - Sample Death Notification Statements for **Parents**
    - Option 1: When the Death Has Been Ruled a Suicide
    - Option 2: When the Cause of Death Is Unconfirmed
    - Option 3: When the Family has Requested the Cause of Death Not Be Disclosed

- ❏ Decide when / how to read statements to students. Never use mass announcements or assemblies to inform students. For additional assistance with informing students see attached examples.
  - Statement for: Unknown Cause of Death of Student
  - Statement for: Known Cause of Death of Student
  - Statement for: Death by Suicide of Student
  - Statement for: Death of a Staff Member

- ❏ Consider hiring a floating substitute teacher.

- ❏ Identify siblings / where they attend and inform building administrators of these schools.

- ❏ Identify the student's previous schools to inform staff who may have worked closely with the student.

- ❏ Identify close friends who may be significantly impacted by this news by contacting their teacher / School Counselor. Plan to inform these students separately if possible.

Google Doc Crisis Response Team Intervention Log If you prefer to take notes please make sure if you use the Google Doc to take notes to put notes into the Google Sheet Log Google Sheet Crisis Response Team Intervention Log

- ❏ Identify areas in the school building where students can come during the day to receive support from pupil service providers. The library has been utilized as a central meeting place in some situations. However, smaller environments are more effective in dealing with smaller groups of students.

- ❏ Identify a Team member who will follow the student's schedule or remain in the student's classroom for the day.

- ❏ Decide whether to call in additional School Psychologists, School Social Workers, School Counselors, or Mental Health Professionals.

- ❏ Identify a crisis team member who will purchase healthy food / beverages and a central location for food to be available to staff members throughout the day.

- ❏ Discuss the removal of the individual's belongings. **This needs to occur outside of the school day.** Coordinate with family members.

Staff Meeting Agenda *(Can be adapted based on building needs)*

- ❏ Inform the staff of all known facts.

- ❏ Provide the staff with a written statement that they will share with their students at agreed upon time.

- ❏ Inform staff of their option to have assistance with informing their students.

- ❏ Provide staff with suggestions for supporting students. For example, Developmental Understanding of Death

- ❏ Let staff know that additional information will be provided to each of them with more information as it becomes known to assist with answering questions from parents.

- ❏ Inform staff of support services available in the building (individual, small or large group support).

- ❏ Inform staff that a letter is being prepared to send home with students to inform parents of the facts known.

- ❏ Inform staff that counselors from the Employee Assistance Program will be available to them for confidential support.

❏ Encourage staff to immediately share names of students who may be significantly impacted by the news so that they may be informed in a small group setting.

❏ Inform staff of siblings / close relatives that have already been identified. Ask staff to share names of any others that may have been overlooked.

❏ Offer opportunities for questions.

❏ Inform staff of mandatory after school meeting / debriefing.

After School Meeting Agenda *(can be adapted based on building needs)*

❏ Ask for staff input on how the day progressed.

❏ Identify students in need of follow up contact by pupil service providers.

❏ Inform staff of the availability of EAP services for their needs.

❏ Discuss needs for the following school day.

❏ Share any information known about funeral arrangements.
Advice on Funeral Attendance - Coalition to Support Grieving Students

❏ Encourage staff to engage in wellness activities for the evening, and avoid stressful endeavors as they too are strongly impacted by the sudden death.

❏ Remind staff to direct any media calls to the building principal or superintendent.

Staff Follow-up Information

❏ Discuss the funeral and identify students who attended and who may still be struggling.

❏ Review grief support and/or suicide warning signs with faculty.

❏ Remind faculty of EAP services and access telephone numbers for these services.

❏ Share when and what community resources are available to staff and students.

❏ Identify Point of Contact to answer questions / address ongoing concerns.

Emergency Alternate Locations

Info Redacted On Public Document For Safety Reasons

Emergency Alternate Locations

Info Redacted On Public Document For Safety Reasons

Fire or Explosion

Definition
A fire or explosion in a school building presents an immediate threat to students and staff.

Action
- ❑ Sound the fire alarm. Initiate fire drill procedures.
- ❑ Call 9-911.
- ❑ Have the custodian shut off all gas and fuel lines, if safe to do so.
- ❑ Check the building to ensure that everyone has evacuated.
- ❑ Notify the following:
  - ❑ Coordinator of Facilities Services.
  - ❑ Superintendent regarding the closing of the school.
  - ❑ Assistant Superintendents of Schools regarding closing of the school.

Additional Preventive or Supportive Actions
- ❑ Turn off the lights and close all doors and windows.
- ❑ If school must be closed, have a plan for what to do with students whose parents did not hear the news.
- ❑ Move away from the building. It may also be necessary to go to your school's Emergency Alternate Location: _____
- ❑ Teachers must remain with their classes and make sure all students are accounted for based on their class roster. In the event a student is unaccounted for, notify emergency personnel immediately.
- ❑ Establish a hotline to provide accurate information to parents.

Supportive Measures
- ❑ Conduct a monthly fire drill, including times when students are at recess and/or lunch.
- ❑ Review the school's fire drill procedures with the staff:
  - ❑ Evacuate the building according to the instructions posted in each classroom.

Gas Leaks

Definition
One or more people report smelling the odor of gas in the school. The odor of natural gas may indicate a leak in the building, which may cause an explosion. Natural gas is mixed with Mercaptan to give it odor.

Action

Evacuate the building immediately, following the fire evacuation plan. Move students a safe distance away from the building. It may be necessary to relocate students to your school's Emergency Alternate Location: _____.

- ❏ Contact the head custodian to turn off the main gas valve and main electrical line.
- ❏ Call 9-911.
- ❏ Notify the following:
    - ❏ Wisconsin Public Service Company - 9-1-800/450-7260 or 9-1-877-444-0888
    - ❏ School Principal _____
    - ❏ Superintendent of Schools
    - ❏ Coordinator of Facilities Services
    - ❏ Assistant Superintendents of Schools
- ❏ Keep students out of the building until the problem has been corrected or an all clear is given.

Additional Preventive or Supportive Actions

- ❏ Teachers of science and technical education labs should take precautionary measures before leaving their rooms.
    - ❏ If gas shut off is located in the room, turn it off.
    - ❏ Do not operate any electrical switches.
- ❏ Appoint other school personnel to learn how to turn off main gas valve and main electrical line.
- ❏ Staff appointed at this school are:

Intruder/Threat of Violence

In the event of an immediate threat to the safety of the school community ALICE protocols will be utilized in response as follows:

ALICE

1. A - ALERT

2. L - LOCKDOWN

3. I - INFORM

4. C - COUNTER

5. E - EVACUATE

Alert - Always the first step. After recognizing there is a violent intruder or indicators such as gunshots, screaming, loud noises or observed gun or weapon in hand. Utilize phone, school PA system, and word of mouth. After an alert, ALICE allows options. There is no specific order. Use acquired information to make solid decisions.

Lockdown - Utilize when it is recognized an escape is not an option “right now”. Used to buy time. When in a lockdown state, barricade the door, spread out within the room (do not huddle), look for alternate routes to evacuate, do not open the door for anyone, dial 911 when the opportunity presents itself.

Inform - This step is a continuation of alert. The goal is to pass on information in real time using all available resources.

Counter - Utilize to create opportunities for survival. The goal is to take back control. This is NOT a negotiation. To counter is a personal choice. Use as a last resort. Use anything to interrupt the focus/mindset of the intruder.

Evacuate - Know the layout of your building and the nearest exit. You have the authority to exit the building. Know how to operate and break windows if necessary. Evacuate to appropriate rally point and take count of students.

Threat Risk Assessment

(From: FBI Classification of threat risk levels)

Low Level of Threat: **A threat that poses a minimal risk to the victim and public safety**.

- ❏ Threat is vague and indirect.
- ❏ Information contained within the threat is inconsistent, implausible or lacks detail.
- ❏ Threat lacks realism.
- ❏ Content of the threat suggests the person is unlikely to carry it out.
- ❏ Threats are made by young children (under 9 or10) and there is laughter in the background.
- ❏ The caller is definitely known and has called numerous times.

***Medium Level of Threat*: A threat that could be carried out, although it may not appear entirely realistic**.

- ❏ Threat is more direct and more concrete than a low-level threat.
- ❏ Wording in the threat suggests that the threatener has given some thought to how the act will be carried out.
- ❏ There may be a general indication of a possible place and time (though these signs still fall well short of a detailed plan).
- ❏ There is no strong indication that the threatener has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility—an allusion to a book or movie that shows the planning of a violent act, or a vague, general statement about the availability of weapons.
- ❏ There may be a specific statement seeking to convey that the threat is not empty: “I’m serious!” or “I really mean this!”

***High Level of Threat*: A threat that appears to pose an imminent and serious danger to the safety of others.**

- ❏ Threat is direct, specific and plausible. For example, “This is John Smith, I’m fed up with Mr. Jones yelling at me. There’s a bomb under his desk.”
- ❏ Threat suggests concrete steps have been taken toward carrying it out, for example, statements indicating that the threatner has acquired or practiced with a weapon or has had the intended victim under surveillance.

Kidnapping

Definition
A student is removed from the school by another person without the parent's permission and knowledge and without the permission of school personnel. The school district requires proof through a court order restricting parental rights of noncustodial parents.

Action
Among preventive activities which may help avoid kidnapping situations are:

- ❑ Make sure that school office personnel have a list of students who are not to be released to anyone except a particular parent or guardian.

- ❑ Before releasing a child to anyone except the parent or guardian on the list, have the school secretary check with the custodial parent for approval. The time and date of phone approval should be noted.

- ❑ When a parent telephones a request that a child be released from school, confirm the identity of the caller (by a return call to the parent) before the child is permitted to leave the school. If there is any doubt, write the message and phone number down, and make a return call after cross-checking the phone number with those in the child's folder or emergency cards.

- ❑ Ask a person picking up the child for a photo ID if unknown to school personnel.

Additional Preventive or Supportive Actions

- ❑ Check the school records to determine if there may be a legal custody issue.

- ❑ Call the parent or guardian.

- ❑ Call 9-911. Be able to state where and when the student was last seen, give a description of the student's clothing and the names of close friends.

- ❑ Notify appropriate personnel:

    - ❑ Superintendent of Schools

    - ❑ School Principal _____

    - ❑ Assistant Superintendents of Schools

Lightning

Definition
Lightning is a serious hazard during thunderstorms and tornadoes. Take special precautions if threatened by lightning.

Action

- ❏ All classes outside should go in the nearest building immediately.
- ❏ If caught outside during a severe thunderstorm, get inside a large building or a car. If this is not possible, DO NOT stand underneath a natural lightning rod, such as a tall, isolated tree in an open area.
- ❏ Avoid projecting above the surrounding landscape, such as standing on a hilltop, in an open field, on the beach, or a small boat.
- ❏ Avoid using the telephone except in emergencies (use cell phone).
- ❏ Avoid isolated sheds or other small structures in open areas.

Medical Crisis

A medical crisis is an event that is extraordinary and therefore, cannot be predicted. Schools must be prepared to respond to a medical crisis in an organized and timely manner so that students and staff can continue to function effectively without additional trauma, stress, anxiety or the development of a secondary crisis. School crises must be managed in a way that ensures the safety of all those involved.

In the event of a medical emergency, time can often be of the essence. A medical response team provides the most rapid response and subsequent assessment and treatment of the victim, while causing the least amount of disruption or concern possible for the entire school community.

Building Requirements –
Each Building must have a medical response team to include:

- ❏ 6-10 volunteer staff members
- ❏ Annual medication training
- ❏ CPR/AED/FA Certification
- ❏ Annual Medical Response Drills

Updated 6/2021

Medical Emergency Protocol

Initial Response Procedures

- ❏ Evaluate the accident scene.
- ❏ If the scene is safe, proceed to the victim and assess the severity of the injury.
- ❏ Call the office immediately to request the Medical Response Team.
  - ❏ Give ***EXACT*** location
  - ❏ Student name
  - ❏ State the emergency
- ❏ Stabilize the victim and administer first aid/CPR if trained to do so. If not trained, await Medical Response Team members.
- ❏ Assist emergency personnel by clearing away bystanders and/or supervising students.
- ❏ Work with Administrators to file accident/incident reports; send a copy to the District Office.

Medical Response Team Procedures

- ❏ Assess the severity of the injury.
- ❏ Ensure that 911 has been called if appropriate. When calling 911, give them the door number for the closest location to enter the building.
- ❏ Stabilize the victim and give first aid until medical personnel arrive.
- ❏ Assist emergency personnel by supervising areas.
- ❏ Assist with bystanders/students if necessary.
- ❏ Notify parent/s or legal guardians listed on the emergency card.
- ❏ Notify the Superintendent's Office @ 459-3511 or 459-3512.
- ❏ File incident report; send copy to District Office.
- ❏ In some cases, the administrator may find it appropriate to send a brief letter home to inform parents of the actions that were taken to protect their children.

Updated 6/2021

Medical Hold Protocol

Definition - A “medical hold” is used when hallways or common areas need to be free of students for medical reasons. This type of hold does allow staff and students to continue with productive activities in a limited fashion, but they must remain in the classroom.

All Call

Announcement over the public address system, *“All staff, we are initiating a Medical Hold. The Medical Response Team reports to room _____ at this time. Medical Response Team report to room ____. All staff and students remain in your classrooms at this time.”*

All Clear

Announcement over the public address system*, “Thanks for your assistance, the Medical Hold has ended. I repeat, the Medical Hold has ended. Please resume normal activities.”*

Staff NOT directly involved in Medical Response Incident

- ❏ Take attendance and account for ALL students in your area. Do NOT let anyone leave for ANY reason.
- ❏ Keep your classroom door locked at all times so that you do not have to lock it during an emergency.
- ❏ If classes are in transition, enter the nearest classroom and take cover.
- ❏ Do not call the office unless with absolute vital information so we do not tie up the phone lines.
- ❏ Students should NOT leave the classroom for any reason.
- ❏ Wait for the official All Clear.

Updated 6/2021

Missing or Kidnapped Child

If a child is taken illegally or is missing, the building staff should:

- ❑ Notify Police - Call 911
- ❑ Gather student records, including parent or guardian contact and sibling information. Photos
- ❑ Consult with Police
- ❑ If witnessed, gather facts about the abduction and a description of the abductor from witnesses. Document last sighting of student, clothing description, friends, etc. Check surveillance
- ❑ Notify the Superintendent. Discuss parent notification

After care for your building community:

- ❑ Consider impact on student(s), staff and district:
  - ❑ Meet with staff, if possible.
  - ❑ Visit classrooms, if requested.
  - ❑ Prepare a statement for the media. Ask police what information can be released.
  - ❑ Prepare a fact sheet for those answering phone inquiries.
  - ❑ All media contact should go to the Superintendent.
- ❑ Consider plans for building recovery.

Nuclear Warning

Person in charge should keep a portable radio tuned to the Emergency Broadcast Station.

Action

- ❑ Central Office administration will contact each school in the event of a nuclear threat.
- ❑ Listen to the local radio station (WBFM - FM93.7 or WHBL - 1330AM) for additional information.
- ❑ Take immediate proactive action. **Remember shielding is required.** Move to the center of the building (lowest level, if there is more than one story) away from outside walls or any opening to the outside.

Nuclear Warning Procedures

The Sheboygan Emergency Government Office may declare a nuclear warning due to an emergency at the nuclear power plant at Point Beach, or due to a problem involving the transportation of radioactive materials. When a nuclear warning is given, the principal or designee should tune to the local Emergency Broadcast Station and follow directions.

- ❑ Keep students and staff within the building unless directed by emergency staff to evacuate or move to different locations.

- ❑ Communication with Emergency Government, Law Enforcement, and the Superintendent will be vital.

- ❑ Designate staff to respond as needed to the following possibilities: Student/staff physical and emotional needs, parental needs, evacuation and/or shelter plans, reunification plans.

- ❑ Release students and staff as directed by Police, Fire, emergency government, or Superintendent.

- ❑ We may also be asked at our schools to be a community shelter for other district schools and/or community members. Designating staff to coordinate these efforts may be needed.

Post Crisis Response Team

Purpose:
Psychological First Aid for Schools (PFA-S) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the immediate aftermath of an emergency. PFA-S is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping. The principles and techniques of PFA-S meet five basic standards. They are:

- ❏ Consistent with research evidence on risk and resilience following trauma
- ❏ Respectful of and consistent with the school administration of the academic setting, school culture, and the behavior (code of conduct) of students
- ❏ Applicable and practical in field settings
- ❏ Appropriate for developmental levels across the lifespan
- ❏ Delivered in a culturally-informed and flexible manner

PFA-S assumes that students and staff members may experience a broad range of early reactions (e.g., physical, cognitive, psychological, behavioral, spiritual) following an emergency. Some of these reactions can cause distress that interferes with adaptive coping, but support from informed, compassionate, and caring professionals can help students and staff members recover from these reactions. PFA-S has the potential to mitigate the development of severe mental health problems or long-term difficulties in recovery by identifying individuals who may need additional services and linking them to such services as needed. (from the National Child Traumatic Stress Network)

Procedures:
Following an event the building Administrator (or assigned designee) contacts the Director of Pupil Services. Events which may trigger the need for psychological first aid support:

- ❏ Death of a Student
- ❏ Fire/Explosion
- ❏ Lockdown/Intruder
- ❏ Suicide
- ❏ Medical crisis
- ❏ Community Violence
- ❏ Kidnapping
- ❏ Bomb Threat
- ❏ Violence
- ❏ Abuse/Neglect
- ❏ Bioterrorism
- ❏ Nuclear Warning
- ❏ Building Destruction

- ❏ The Director of Pupil Services will gather distinguishing features of the event. The Director of Pupil Services or their designee will then convene a team of 2 to 3 Pupil Services staff (staff may include: School Counselor, School Social Worker, School Psychologist & School Nurse-must include if potential for immediate or chronic medical needs is evident).

- ❏ All staff communication regarding the death should be filtered through the building administration team to ensure that all notifications have been made and there is an accurate account of the events to protect the interests and privacy of the family.

- ❏ The action steps below are to help guide the crisis response team in the process of notifying and intervening with staff and students.

- ❏ Pupil services should be aware of the protocols highlighted in Psychological First Aid for Schools: Field Operations Guide from the National Child Traumatic Stress Network and National Center for PTSD

Updated 6/2021

Power Failure or Downed Lines

Definition

An accident or other malfunction causes a power failure or power lines are down.

Action

If power lines are down in the vicinity of the school:

- ❑ Keep students and others away from downed lines.
- ❑ Call 9-911.
- ❑ Notify
  - ❑ **Alliant Energy** (9-1-800/862-6261) or
  - ❑ **WE Energies (Cleveland)** (9-1-800/662-4797) of the problem.
- ❑ Notify the custodian _____.
- ❑ Notify the building administrator _____.
- ❑ Consult with the Superintendent regarding closing of school. (459-3511 or 459-3512)
- ❑ If classes are canceled, school personnel will be responsible for notifying parents.
- ❑ If downed power lines are in contact with a vehicle, do not attempt to exit the vehicle.

If the school loses electrical power for no apparent reason:

- ❑ Secure all entrances/exits.
- ❑ Contact Facilities Services at 459-3572
- ❑ Call Alliant Energy (9-1-800/862-6261) or WE Energies. (9-1-800/662-4797) to tell them of the problem and to determine how long the outage may last. The district's maintenance unit may be able to help determine this information.
- ❑ If the outage is likely to last for several hours, the school may need to close for safety reasons. If this appears to be the case, consult the Superintendent's Office.

Suicide: Attempt In School

Definition:
A self-destructive act which could result in death.

Action:
Emergency Services Required:

- ❑ Obtain immediate medical attention by calling emergency services (9-911) if needed.

- ❑ Block off area from all students.

- ❑ Notify the building administrators.

- ❑ The building administrator with assistance from the pupil service provider shall contact parents/caregivers to inform them of the facts known.

- ❑ Building administrator or designee shall:
  - ❑ Assign an adult to accompany a student in the ambulance – preferably an individual familiar with the student.

  - ❑ Send a copy of Student Emergency paperwork with ambulance personnel when feasible.
    - ❑ Notify the Superintendent of Schools
    - ❑ Notify the Assistant Superintendent of Student and Instructional Services

  - ❑ Keep a written log of facts.

- ❑ Pupil services provider will contact the receiving facility within 24 hours to determine if a release of information has been signed by parents /students over the age of 18.

- ❑ If the release is in place allowing communication between school personnel and parents/treating professionals, transitional programming shall be offered to parents/students to meet that student's needs upon re-entering the educational environment.

- ❑ If parents desire transitional programming, information regarding the student's needs will be compiled by a pupil services provider. A planning meeting will be scheduled with appropriate parties to develop a plan for the student's re-entry into the educational environment.

Emergency Services Not Required

- ❑ Obtain First Aid if necessary.

- ❑ Refer to and follow "Suicide Ideation / Threat" guidelines in Crisis Manual.

Updated 6/2021

Suicide: Ideation / Threat

Definition:
Having thoughts about killing oneself. Saying or doing something that reveals a self-destructive desire.

Action:

- ❏ Use ACT:
  - ❏ Acknowledge: the symptoms that concern you and that they are serious.
  - ❏ Care: Let the student know you care about them and want to help.
  - ❏ Tell: a pupil service provider about your concerns.

- ❏ Escort the student immediately to a pupil service provider (school counselor, school social worker, school psychologist). **Do not leave the student unattended**.

- ❏ If a building pupil service provider is not available escort the student to a quiet area in the building with supervision. The Principal should then contact the Pupil Services Coordinator at ext. 3561 so that a provider from another building can respond to the student's needs.

- ❏ Pupil service provider will evaluate the potential for suicide or self-harm. The Suicide Assessment Intervention (SAI) is a tool that can be utilized to guide the assessment.

- ❏ Pupil service providers will consult with another Pupil Service professional to share findings and plan of action.

High Risk:

- ❏ If it is determined that the student is an imminent danger to himself / herself or others, parents will be contacted by telephone or in person and informed of the student's status. If unable to reach parents or parents are unresponsive contact the Mobile Crisis Unit.

- ❏ Pupil Service providers shall contact the Mobile Crisis Unit at 459-3151 and keep the student supervised until arrival of parents and/or Mobile Crisis Unit.

- ❏ Building level administrators may be informed of student status.

- ❏ Pupil service providers will follow up with the family, a receiving facility within 24 hours and/or the Mobile Crisis unit to determine if a release of information has been signed by parents / student over the age of 18.

- ❏ If the release is in place allowing communication between school personnel and parents/treating professionals, transitional planning shall be offered to parents/student to meet that student's emotional health needs upon re-entering the educational environment. Transitional planning is individualized and is dependent upon the student's needs and building level.

- ❏ If parents desire transitional planning, information regarding the student's needs will be compiled by a pupil service provider. A planning meeting will be scheduled with the

appropriate parties, as well as those parties requested by parents, to develop the plan for the student's re-entry to the educational environment.

Low Risk:

- ❑ If it is determined that the student is not an immediate danger to himself / herself or others, parents shall be contacted and informed of the results of the assessment/SAI. If appropriate, a crisis plan / contract shall be developed and a referral may be made to outside resources.

- ❑ Pupil service provider will determine if additional student contact is necessary in the weeks following the assessment.

Updated 6/2021

Tornadoes

Definition
A rotating, funnel-shaped cloud which strikes the ground with winds that may exceed 200 miles per hour.

Tornado watch: *Conditions are favorable for a tornado or severe weather.*
Tornado warning: *A tornado has been sighted in the area.*

- ❏ When severe weather is forecast, the school secretary shall monitor weather bulletins on the Citizens' Band radio.

- ❏ If a warning is issued, signal a tornado drill to students and staff via the PA system.

Action

Before a tornado strikes:

- ❏ Understand the terms used to describe tornado threats.

- ❏ If a revolving, funnel-shaped cloud is spotted or reported by students and/or staff, call 9-911 immediately.

- ❏ Know the location of shelter areas in your school/building.

- ❏ Conduct tornado drills at school, and urge parents to conduct them at home, so that everyone knows in advance where to go and what to do if a tornado warning is issued.

During a tornado:

- ❏ When a tornado is sighted, stay away from all windows, doors, and outside walls. Protect your head from falling objects or flying debris. Take cover immediately.

- ❏ If you're in school when a tornado strikes, go to pre-designated areas. Interior hallways on the lowest floors are usually safest. Stay away from windows and open spaces. Assume duck and cover position.

- ❏ If you're on a larger bus, sit on the floor and hold onto the seat. If a substantial structure is immediately available, get out and go to that structure. If you're riding on a small bus and there is no shelter nearby, get out and lie flat in the nearest ditch, ravine, or culvert. Use your hands to shield your head.

- ❏ Do not try to flee or "run" from a tornado in a school bus or other vehicle.

After a tornado strikes:

- ❏ Ensure the structural integrity of the building before anyone enters the building. Be sure that walls, ceiling and roof are stable and that the structure rests firmly on the foundation.

- ❏ Look out for broken glass and downed power lines.

Water Supply Failure

Definition
Loss of functioning water in the facility or visible water leakage from ground or into the building.

Action

- ❑ Notify the following:
- ❑ Building Custodian
- ❑ Building Administrator
- ❑ Coordinator of Facilities Services 920-459-3571 or Cell 920-946-1129
- ❑ Superintendents of Schools regarding closing of school 920-459-3511 or 920-459-3512
- ❑ Nutrition Services 920-459-3568
- ❑ Depending on the location and severity of the water main break, the Coordinator of Facility Services will determine if the water main repair can be delayed until school is out of session.

Weather Emergencies

Should potentially dangerous weather situations occur, always consult with the Superintendent and local law enforcement. The following are guidelines for response action planning to possible weather situations.

Snow, ice, extreme cold or other dangerous winter weather.

- ❏ Review with all staff regularly the building response plans for all weather emergencies. Included in plans should be a plan for reunification of students and parents.
- ❏ Monitor local weather utilizing the best available method which may include, but is not limited to, computers with internet, radios, TV, emergency notification radios, or mobile device.
- ❏ If potentially dangerous weather threatens, activate an emergency action plan specific to your building.
- ❏ Superintendent will make the decision on canceling all or part of the school day.
- ❏ Due regard for personal safety of ALL students, visitors, and staff should always be considered priority.
- ❏ Consider parent notification and/or reunification plans for any potentially dangerous winter weather.

Tornado, heavy rain, high wind, hail or other dangerous weather:

- ❏ Review with all staff regularly the building response plans for all weather emergencies. Included in plans should be a plan for reunification of students and parents.
- ❏ Monitor local weather utilizing the best available method which may include, but is not limited to; computers with internet, radios, TV, emergency notification radios, or mobile device.
- ❏ If potentially dangerous weather threatens, activate an emergency action plan specific to your building.
- ❏ Due regard for personal safety of ALL students, visitors, and staff should always be considered priority.
- ❏ If any person is injured at or near school campus, call 911 for emergency response.
- ❏ If a building is damaged causing concern for safety of persons in the building, call 911.
- ❏ Prior to moving students, and at such time as it is safe to do so, designate staff to evaluate interior, exterior of building and surrounding neighborhoods for potential hazards.

- ❏ Evaluate for possible shelter in place if damage is severe.
- ❏ Only release students from school when it is absolutely cleared by local law enforcement and/or the Superintendent after a weather event has occurred.

- ❏ Prior to any school trip that will cause students or staff to travel away from the building, current and future weather forecasts should be considered for potential safety issues.

Resources

Sheboygan Area School District Adult Emergency Card

Name	DOB
Address	
Home Phone	Cell Phone
Spouse Name	Phone
Employer	Usual Work Hours
Employer Phone	Extension

Emergency Contacts

Name	Phone
Relationship	
Name	Phone
Relationship	

Personal Information

Physician	Phone
Dentist	Phone
Hospital	Phone
Allergies	
Medical Conditions	
Medications	
Blood Type (if known)	

Vehicle Information

Make & Model of Car
License Plate #

The information on this card is for your benefit in the event of an emergency and is considered confidential.

ANNUAL SAFETY PREPAREDNESS CHECKLIST

School :	**Administrator Name:**

Once you have completed, please check box and, where indicated, enter date(s).

⏭ **Fire Drills**

- One fire drill per month (unless admin deems that students may be endangered by inclement weather) to be recorded on form required by DPI
- One blocked exit-remind staff

Date	Date	Date	Date	Date
Date	Date	Date	Date	Date

⏭ **Two Tornado Drills**

Date	Date

⏭ **Complete two Safety Drills (using Safety Plan protocols)**

Date	Date

*Note: per WI Act 309, these two drills can be substituted for any of the above required drills.

⏭ **Two Updated portable "Go Box" - one stored in office, plus one other location**

- (1)Lists of all students, including students with special needs and descriptions of needs (i.e., medical issues, prescription medicines, dietary needs) and marked confidential; (2) contact list of school personnel; (3) school safety plan; (4) copies of student release form (from safety plan); (5) a whistle; (6) hats or bright vests for visibility and response team identification; (7) a battery-operated flashlight and batteries or glow sticks; and (8) a first-aid kit.
- Can be placed in plastic tub or backpack and should be clearly labeled as "Emergency Go Box"

⏭ **Medical Response Team**

⏭ **Complete one table top exercise with staff using the Safety Plan**

Date:

⏭ **Canine search of building at High School/Middles School using Safety Plan**

Date:

⏭ **Review Safety Plan with all staff**

- Ensure the Safety Plan folder is in each room
- Ensure that each folder contains updated rosters
- Ensure that tornado and fire signs are in each room

⏭ **Review crisis information with Crisis Team members** (found in Safety Plan)

⏭ **Update school phone tree and distribute to staff**

⏭ **Review locked door policy with custodial staff**

Update door database to reflect current staff assignments-confirm with district office.

⏭ **Ensure custodian checks AED battery as well as expiration date on EAD pads.**

⏭ **Ensure that all staff have an ID badge and wear it (complete periodic checks)**

⏭ **Ensure that all staff have completed and have on file in the office an Adult Emergency Card. update annually.**

Submit completed form to district office no later than one week after the last day of school. Revised 9/12/16

Bomb Threat Report Form

(Place this form under your telephone)

A telephoned or written message threatening to place or explode a bomb on school property. The primary goal is to protect human life. It is most important to listen carefully to what the caller is saying.

Questions to Ask:

1. When is the bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your address?
9. What is your name?

Caller's Voice

Calm _____
Angry _____
Excited _____
Slow _____
Rapid _____
Soft _____
Loud _____
Laughter_____
Crying _____
Normal _____
Distinct _____
Slurred _____
Nasal _____
Stutter _____
Lisp _____
Raspy _____
Deep _____
Clearing Throat_____
Deep Breathing_____
Cracked Voice_____
Disguised_____
Accent_____
Familiar _____

Background Sounds

Street Noises _____
Crockery_____
Voices _____
PA System_____
Music _____
House Noises_____
Motor _____
Office Machinery _____
Factory Machinery_____
Animal Noises _____
Clear _____
Static _____
Local _____
Long Distance_____
Phone Booth_____
Other _____

Threat Language

Well Spoken_____
Foul _____
Irrational _____
Incoherent _____
Taped Message

Exact Wording of the Threat:	
Sex of caller:	Race:
Age:	Length of call:
Number at which call was received:	Time: Date:
Remarks:	
Report Call Immediately To (Name of Principal/Supervisor):	
Name of person completing form: :	Time: Date:

Suicide Assessment Intervention (SAI)

*update 8/2023

CONFIDENTIAL

Date: / /

Time: AM/PM

Students Name:

DOB: / /

Gender:

Grade:

Parent/Guardian Name:

Parent Phone Number: ( ) -

Address:

Student Phone Number: ( ) -

SAI Completed by:

Staff Phone Number: ( ) -

School:

Location: virtual ___ in person ___

CALL 911 IF THERE IS A DIRECT OR IMMINENT SUICIDE THREAT

(Specific Referral Concerns: Please refrain from using names of individuals besides the student of concern)

FOR VIRTUAL ASSESSMENT BEGIN WITH VIRTUAL CHECKLIST

Section 1: ADMINISTER C-SSRS : CURRENT RISK LEVEL _____

- Moderate/High risk **continue** to ***SECTION 2*** further assessment
- Low Risk **move to action planning** in ***SECTION*** 3 develop student safety plan/resources

Section 2:Assessment of suicidal thoughts and plans (SLAP)

S = Specific details of the plan:

Method:

Previous attempts:

Place:

Outcome:

Time:

Treatment:

L = Lethality of plan (describe; high to low?)

A = Availability of the method (describe how they have resource or materials—guns, pills, etc.):

P = Proximity of help (possibility of rescues/reversibility of method):

Check present psychological stressors (ask who, what, when questions)

☐ Loss of significant other (death/divorce/breakup)
☐ Serious illness, injury or health issues (self/others)
☐ Peer relationships (boy/girlfriend, other)
☐ Alienation (peers/friends/parents)
☐ School problems (academic social)
☐ Legal problems (self/other)
☐ Other

Past psychological stressors (ask who, what, when questions)

☐ death or loss of significant other (death/divorce/breakup)
☐ health or legal issues
☐ history of past emotional problems
☐ other

Affect and mood (observations in interview)

How do you usually feel? (Use 1-10 scale: 1=super, 10=very poor) **see last page for visual**

How do you feel right now?

What feeling words best describe you on a regular day?

Extent of feeling right now

Extent of feelings of hopelessness

Previous crises resolutions (Cite any examples)

Symptoms (observations and from interview)

☐ sleep patterns (dreams, nightmares, hypersomnia, insomnia (early, middle, late)
☐ appetite changes
☐ weight loss or gain
☐ withdrawal from friends, peers and others
☐ withdrawal from pleasurable activities
☐ concentration and attention problems
☐ increased substance usage (ATOD)
☐ reckless, accident-prone
☐ deterioration in appearance
☐ change in school performance, attitude or attendance
☐ morbid thoughts of death and dying
☐ somatic complaints (lethargy/headaches)
☐ sexual promiscuity
☐ future goal/wishes
☐ thoughts of hurting others (consider referral for threat assessment, check with administrator)

Additional Information (may be gathered from student or other information sources)

Warning Signs
☐ Talks about wanting to die or kill self
☐ Looks for ways to kill self
☐ Reports feeling hopeless or having no purpose
☐ Reports feeling trapped/in unbearable pain
☐ Talks about being a burden
☐ Increasing use of alcohol or drugs
☐ Acts anxious, agitated or reckless
☐ Sleeps too little or too much
☐ Withdraws or reports feeling isolated
☐ Shows rage or talks about seeking revenge
☐ Displays extreme mood swings
Other_____

Risk Factors
☐ Mental illness
☐ Substance use disorder
☐ Hopelessness
☐ Impulsive and/or aggressive tendencies
☐ Trauma or abuse history
☐ Major physical or chronic illness
☐ Previous suicide attempt
☐ Family history of suicide
☐ Recent loss of relationship
☐ Access to lethal means
☐ Local suicide cluster
☐ Lack of social support and sense of isolation
☐ Asking for help is associated with stigma
☐ Lack of healthcare, especially mental health and substance abuse treatment
☐ Exposure to suicide death in real life or via the media or internet
☐ Nonsuicidal self-injury
☐ Cultural/religious belief that suicide is an acceptable solution to coping challenges

Protective Factors
☐ cohesive/stable family connection
☐ positive relationship with peers
☐ identifies trusted adult
☐ connectedness to school setting
☐ identifies positive coping and problem solving skills
☐ access to mental health services
☐ knows when to seek adult help
☐ religious involvement

☐ lack of access to lethal weapons or me

Additional Medical or Disability Related Factors
☐ Does the student have an identified educational (IDEA) disability or health impairment (Section 504) that impacts the student's communication, or thinking from a cognitive or emotional basis? If so, describe.

☐ Does the student need assistance to communicate? Does the student's behaviors impact their ability to communicate? Note special factors or disability or health / medication/ medical treatment related needs.

Section 3 ACTION PLANNING: Select Interventions, Develop Student Safety Plan, Collaboration

Resources available to the student in his/her own estimation.

parents/relatives: teachers/counselors:

Clergy: peers/friends/other

Low RIsk (current thoughts of suicide, but no suicide plan, acknowledge helping resources).

Step 1: Develop a Safety Plan:

Copies of Safety Plan provided to:

☐ Student ☐ Parent/Guardian ☐ Pupil Service Provider

Step 2: Possible Primary Caregiver Action Plan (caregiver protection actions: including any referrals made)

- ☐ Increased supervision
- ☐ Constant student supervision
- ☐ Means restriction
- ☐ Provided 24/7 resource numbers
- ☐ Immediate treatment referral (ex. CAT)
- ☐ Mobilized prosocial support system
- ☐ Consultation with mobile crisis (920) 459-3151
- ☐ Transported to services

Moderate Risk (prior attempt, thoughts of and plan for behavior or no resources, but not time frame for behavior)

Step 1: Possible Action Steps Include:

- ☐ Call 911, wellness check if necessary
- ☐ Parent or staff transport to emergency room
- ☐ Consultation with mobile crisis (920) 459-3151
- ☐ Mobilization prosocial support system
- ☐ Identified caring adults
- ☐ Provide treatment referral (ex. CAT)
- ☐ Provided 24/7 resource numbers
- ☐ Specify Safety Plan

Step 2: Primary Caregiver Action Plan (caregiver protection actions: plan including any referrals made)

- ☐ Increased supervision
- ☐ Constant student supervision
- ☐ Means restriction
- ☐ Provided 24/7 resource numbers
- ☐ Immediate treatment referral (ex. CAT)
- ☐ Mobilized prosocial support system
- ☐ Consultation with mobile crisis (920) 459-3151
- ☐ Transported to services

High Risk (thoughts of suicide, plan for behavior, time frame for behavior specified, an no helping resources)

Step 1: Possible Action Steps Include:

- ☐ Call 911, wellness check if necessary
- ☐ Parent or staff transport to emergency room
- ☐ Consultation with mobile crisis (920) 459-3151
- ☐ Identified caring adults
- ☐ Provide treatment referral (ex. CAT)
- ☐ Provided 24/7 resource numbers
- ☐

☐ Mobilization prosocial support system Specify Safety Plan

Step 2: Primary Caregiver Action Plan (caregiver protection actions: plan including any referrals made)

☐ Increased supervision
☐ Constant student supervision
☐ Means restriction
☐ Provided 24/7 resource numbers
☐ Immediate treatment referral (ex. CAT)
☐ Mobilized prosocial support system
☐ Consultation with mobile crisis (920) 459-3151
☐ Transported to services

Collaboration - Share identified actions with school and community crisis intervention resources.

Possible Steps include:

Notify school contact/s (ex. Pupil services provider, principal, teacher as appropriate):

Notify police/911 (date/time/person who took call):

Mobile Crisis (date/time/person who took call or did assessment):

CPS Referral (920) 459-3207 (date/time/person who took call):

Private agency *(date/time/person who took call):*

- *Consent to share/release information ROI*

Pupil Services Review & Parental Sign Off

Reviewed by second Pupil Services provided:

Date: / / Time Ended: am/pm

Assessor Signature: _____

Parent/Guardian/Student Review:

Date: / / Name:

Parent/Guardian Signature: _____

Low risk may utilize verbal communication: time of phone call_____

Follow Up

☐ Yes
☐ No

Possible Additional Forms: SASD School Re-Entry Form

Virtual Checklist (find private space, use headphones (staff & student))

Step 1: Determine Location and Contact Information for the Student at Risk

- ☐ Student's exact location:
  - ☐ Street address:
  - ☐ Room currently in:
- ☐ Student's Contact information
  - ☐ Cell phone number:
  - ☐ Alternate phone number:
  - ☐ Email address:
  - ☐ Other:
- ☐ Reason for referral clarified with student:
- ☐ Assent to conduct a risk assessment obtained.
- ☐ Action taken if a student does not provide assent (consider requesting a wellness check).

Step 2: Determine Location and Contact Information for Primary Caregivers

- ☐ Caregiver's current physical location
- ☐ Caregiver''s Contact information
  - ☐ Cell phone number:
  - ☐ Alternate phone number:
  - ☐ Email address:
  - ☐ Other:

Step 3: Contract Primary Caregiver and Obtain Informed Consent

- ☐ If indicated, parent communication with emergency response services (911) is facilitated.
- ☐ Permission to conduct a risk assessment obtained.
- ☐ Permission to conduct a risk assessment NOT given
  - ☐ Possible Actions taken:
    - ☐ Call CPS
    - ☐ Request Wellness check
    - ☐ Other
- ☐ Intervention produces when primary caregivers not available to give consent:
- ☐ Reason for referral shared.
- ☐ Emergency contact information verified/obtained.
- ☐ Immediate recommendation for student care and supervision offered.

Resources

Immediate Suicide Risk, Call 911

Important Phone numbers:

Sheboygan County CPS: 920-459-3207
Sheboygan County Mobile Crisis: (920) 459-3151

Mental Health Resources

- Elementary School
- Middle School
- High School

Additional Forms

- *Suspected Child Abuse*
- SASD School Re-Entry Form
- *ROI*

Safety Plan Resources:

- Safety Plan
- Virtual Hope Box
- Suicide Safe App
- Got Your Back App
- Safety Plan App
- My3

Hotlines:

National Suicide Prevention Lifeline (English, Spanish, Hmong & over 200 Additional Languages)

- Call, text or chat 988. The National Suicide Prevention Lifeline is a national network of local crisis centers that provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Crisis Text Line

- Text MHA to 741741 and you'll be connected to trained Crisis Counselors. Crisis text line provides free, text-based support 24/7

The Trevor Project

- Call 1-866-488-7386 to text START to 678678. A national 24-hour, toll free confidential suicide hotline for LGBTQ youth.

Siri

- Ask Siri for suicide resources and get connect immediately. Siri recognized this crisis and will respond to inquired about suicide with a helpful response providing information about the National Sucidie Prevention Lifeline hotline, with a quick button to tap on to connect the hotline number firstly (1-800-273-8255). The crisis hotline is open 24 hours a day, 7 days a week.

Community Mental Health Resources- Adult

If in immediate risk of suicide, call 911

National Suicide Prevention Lifeline

Call 1-800-273-8255. The National Suicide Prevention Lifeline is a national network of local crisis centers that provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Siri

Ask Siri for suicide resources and get connected to help immediately. Siri recognizes this crisis, and will respond to inquiries about suicide with a helpful response providing information about the National Suicide Prevention Lifeline hotline, with a quick button to tap on to contact the hotline number directly (1-800-273-8255). The crisis hotline is open 24 hours a day, 7 days a week.

Mental Health America- online therapist tool
https://mhasheboygan.org/therapist-directory

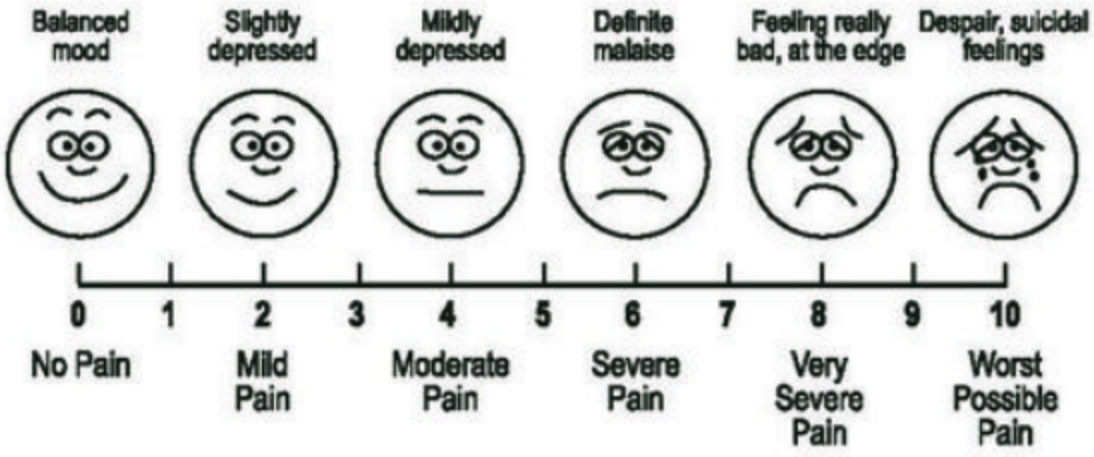
24/7 over the phone or mobile Crisis: 920-459-3151

Aurora Memorial Medical Center (enter through emergency room)
(920) 451-5000
2629 N 7th Street, Sheboygan, WI 53083
https://bit.ly/ShebCoAuroraMedical

St. Nicholas Hospital
(920) 459-8300
3100 Superior Avenue, Sheboygan, WI 53083
https://www.stnicholashospital.org/

Crisis Text Line: 741741
https://www.crisistextline.org/text-us/

Depression Rating Scale



Sheboygan Area School District

VOL. 35, NO. 1 - NOVEMBER 2025

po2131.01 - First Reading

Vol. 35, No. 1 - November 2025 Revised READING INSTRUCTIONAL GOALS AND KINDERGARTEN ASSESSMENT

2131.01 - **READING INSTRUCTIONAL GOALS AND KINDERGARTEN ASSESSMENT**

The Board of Education shall approve a program of reading goals for students for grades four (4) year-old kindergarten and five (5) year-old kindergarten to twelve (12).

To promote students' ~~student's~~ reading skills, the Board requires the District Administrator to employ a certified reading specialist who will be responsible to develop and coordinate a comprehensive reading curriculum for students in grades four (4) year-old kindergarten and five (5) year-old kindergarten to twelve (12).

The goals shall be based on an assessment of the 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 through third ~~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 or guardian.

A student whose assessment indicates that the student ~~s/he~~ 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 ~~four (4) year-old kindergarten and~~ five (5) year-old kindergarten to grade three (3) ~~four (4)~~ 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 District Administrator shall, for each student identified as at-risk, do the following:

1. 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.
2. Provide the interventions described in the student's personal reading plan to the student, as soon as practicable.
3. 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.
4. 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.

5. After providing the interventions described in the student's personal reading plan to the student within 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 School 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; and/or~~

    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 to 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 11/26/13
Revised 3/24/15

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

VOL. 35, NO. 1 - NOVEMBER 2025

po2261.01 - First Reading

Vol. 35, No. 1 - November 2025 Revised PARENT AND FAMILY ENGAGEMENT IN TITLE I PROGRAMS

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 District Administrator 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 District ~~Board~~ and distributed to parents and family members of children receiving Title I services. In accordance with Federal law, the ~~T he~~ 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 ~~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 District Administrator 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 District Administrator.

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-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 District Administrator 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);

C. educating teachers, specialized instructional support personnel, school leaders (including principals), and other staff, with the assistance of parents, about the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and the school;

D. to the extent feasible and appropriate, coordination and integration of parent involvement programs and activities with other Federal, State and local programs (including public preschool programs), and conducting other activities that encourage and support parents more fully participating in the education of their children (e.g., parent resource centers);

E. providing information related to school and parent programs, meetings, and other activities to parents of participating children in a format, and, to the extent practicable, in a language the parents can understand;

F. providing such reasonable support for parent involvement activities as parents may request.

In order to build the School District's capacity for parent involvement, the District Administrator and building principals may also:

A. involve parents in the development of training for teachers and administrators and other educators to improve the effectiveness of such training;

B. provide necessary literacy training from Title I funds if the District has exhausted all other reasonably available sources of funding for such training;

C. pay reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meetings and training sessions, including transportation and child care costs;

D. train parents to enhance the involvement of other parents;

E. arrange school meetings at a variety of times, or conduct in-house conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

F. adopt and implement model approaches to improving parental involvement in Title I programs;

G. establish a District-wide parent advisory council to provide advice on all matters related to parental involvement programs;

H. develop appropriate roles for community-based organizations and businesses in parental involvement activities.

Revised 12/12/17
Revised 8/24/21

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Legal
20 U.S.C. 6318
34 C.F.R. Part 200 et seq.

VOL. 35, NO. 1 - NOVEMBER 2025

po2431 - First Reading

Vol. 35, No. 1 - November 2025 Revised INTERSCHOLASTIC ATHLETICS

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.

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 District Administrator 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 standards criteria that meet or exceed the Wisconsin Interscholastic Athletic Association (WIAA) standards . The Board further adopts the Name, Image, Likeness (NIL) compensation standards set by the ~~Constitution of the Wisconsin Interscholastic Athletic Association (~~ WIAA ~~)~~ , and directs the District Administrator to provide interscholastic athletics for students in accordance with the WIAA Constitution, Bylaws, and Rules of Eligibility . ~~and shall review such standards annually to ascertain that they continue to be in conformity with the objectives of this Board .~~

The District Administrator is authorized to establish a set of behavior expectations, an athletic code, an activities code for participants as well as the implementation of appropriate disciplinary procedures against those who violate these expectations. The District provides the following safeguards:

A. Prior to enrolling in the sport, each participant shall submit to a thorough physical examination by a physician and 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 incurs an injury requiring a physician's care is to have written approval by a physician prior to the student's return to participation.

C. Any student suspected of having a head injury or concussion shall be provided with safety protocols specified in Policy 5340 - Student Accidents/Illness/Concussion.

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.

Revised 12/12/17
Revised 2/22/22
T.C. 9/22/25

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Legal
120.12(23), Wis. Stats.
P.I. 9.03(1)(h), Wis. Adm. Code

VOL. 35, NO. 1 - NOVEMBER 2025

po5112 - First Reading

Vol. 35, No. 1 - November 2025 Revised ENTRANCE AGE

5112 - **ENTRANCE AGE**

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

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

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

B. **Four (4) Year Old Kindergarten**
No child may be admitted to four (4) year old kindergarten in the District unless the child is four (4) years old on or before September 1st in the year the child proposes to enter school. There shall be no early admission to four (4) year old kindergarten in the District.

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

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

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

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

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

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

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

D. **First Grade**

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

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

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

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

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

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

E. **Appeal of Denial of Waiver**

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

F. **Initial Entry**

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

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

G. **Verification of Residence**

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

H. **Verification of Age**

Verification of a child's age shall be required at the time the child enrolls ( )See Administrative Guideline 5112A - Admission to Kindergarten.

I. **Early Admission**

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

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

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

Revised 12/10/19
Revised 2/22/22

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Wis. Stats 118.14, 118.15, 120.12(25)

VOL. 35, NO. 1 - NOVEMBER 2025

po5135 - First Reading

Vol. 35, No. 1 - November 2025 New STUDENT IDENTIFICATION NUMBERS AND CARDS

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

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118.169, Wis. Stats.

Sheboygan Area School District

VOL. 35, NO. 1 - NOVEMBER 2025

po5411 - First Reading

Vol. 35, No. 1 - November 2025 Revised THIRD GRADE PROMOTION AND RETENTION: AT-RISK STUDENTS

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

Introduction

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

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

Definitions

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

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

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

Promotion of Third Grade Students with Personal Reading Plans

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

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

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

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

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

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

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

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

H. The potential long-term adverse risks and/or benefits of retention.

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

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

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

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

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

fourth grade.

Promoting Students with Incomplete Personal Reading Plans

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

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

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

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

Exceptions to Post-Promotion Requirements

The following are good cause exceptions. Any student who meets one (1) or more of the following good cause exceptions may be exempt from the promotion policy, the intensive summer reading program, and/or the intensive reading intervention requirements:

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

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

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

D. The student has an IEP or Section 504 plan under the Rehabilitation Act of 1973 that indicates that the student has received intensive intervention in reading for more than two (2) years if the student continues to demonstrate a deficiency in reading and was previously retained in 5K, grades one (1), two (2), or three (3);

E. The student has received intensive reading interventions for two (2) or more school years, continues to demonstrate a deficiency in reading, and was previously retained in 5K, grades one (1), two (2), or three (3) for a total of two (2) years.

Mid-Year Enrollment/Transfers

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

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

Parental Notification

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appeal Process

Any person appealing a decision regarding promotion to grade four (4) under this policy shall submit a written appeal to the Assistant Superintendent of Student and Instructional Services within five (5) business days of notification. The person must state, in writing, the portion of this policy they believe was administered in error, including the reasons supporting that belief and the proposed remedy for the alleged error.

The Assistant Superintendent of Student and Instructional Services will meet with the parties involved and will issue a written decision within ten (10) business days. The decision of the Assistant Superintendent of Student and Instructional Services is final.

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118.33(5m)(a), Wis. Stats.
118.016(4)(5), Wis. Stats.

SHEBOYGAN AREA SCHOOL DISTRICT Sheboygan Area School District

VOL. 35, NO. 1 - NOVEMBER 2025

po5515 - First Reading

Vol. 35, No. 1 - November 2025 Revised STUDENT USE AND PARKING OF MOTOR VEHICLES

5515 - **STUDENT USE AND PARKING OF MOTOR VEHICLES**

~~The Board 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.

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 and Administrative Guideline 5771 - Search and Seizure.

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

The District Administrator 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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VOL. 35, NO. 1 - NOVEMBER 2025

po5895 - First Reading

Vol. 35, No. 1 - November 2025 Rescind STUDENT EMPLOYMENT

~~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 students 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.~~

~~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 Permit Officer(s) 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(s) shall maintain all records associated with the permit issuance process.~~

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

VOL. 35, NO. 1 - NOVEMBER 2025

po7540.08 - First Reading

Vol. 35, No. 1 - November 2025 Replacement ARTIFICIAL INTELLIGENCE (AI)

Replacement Policy - Vol. 35, No. 1

7540.08 - **ARTIFICIAL INTELLIGENCE (AI)**

The Board acknowledges the positive impact and transformative potential of Artificial Intelligence (AI) in education and operations, emphasizing a balanced, people-centered approach. It supports the responsible and innovative use of AI in classrooms and professional settings, with the understanding that AI should enhance human interaction and instruction, not replace it, and all AI-driven decisions require human review. The District Administrator is authorized to support the use of artificial intelligence technology when its use is consistent with the District's mission, goals, and operational integrity. The District Administrator is responsible for overseeing and ensuring compliance of this policy.

Definitions

For purposes of this policy, the following definitions apply:

Artificial Intelligence (AI)

AI refers to systems or tools capable of performing tasks that typically require human intelligence including, but not limited to, decision-making, problem-solving, and language understanding. AI is computer code that can resemble human intelligence to complete a given task (e.g., problem-solving, planning, etc.). It involves developing algorithms and systems that can perceive, reason, learn, and make decisions based on data made available to the AI tool.

Generative AI

A subset of AI that uses large language models (LLMs) and other advanced algorithms to create content, such as text, images, audio, or video, in response to user input.

Generative AI works by analyzing large datasets to learn patterns and features, which it then uses to generate new, original content. It uses complex algorithms, often based on neural networks, to make predictions based on the input data it has processed; thereby enabling it to create a wide range of outputs, from text and images to music and code, that mimic the style or characteristics of the data on which it was trained.

At its core, generative AI predicts the flows of language. Trained on massive amounts of text taken from publicly available internet sources to recognize the relationships that most commonly exist between individual units of meaning (including full or partial words, phrases, and sentences), LLMs can, with great frequency, generate replies to users' prompts that are contextually appropriate, linguistically facile, and factually correct.

Natural Language Processing (NLP)

A field of artificial intelligence that focuses on enabling computers to understand, interpret, and respond to human language in a meaningful way. Examples of NLP include, but are not limited to, Grammarly, GPT-Based APIs, Google Cloud Natural Language AI, Microsoft Azure Text Analytics, IBM Watson NLP, Amazon Comprehend, etc.

Large Language Model (LLM)

A sophisticated AI system trained on extensive text data to process and produce language; recognize patterns, grammar, and nuances. It can perform tasks like text generation, question answering, and language translation.

Algorithm

A set of rules or instructions guiding AI operations and decision-making.

Personally Identifiable Data/Personal Data

Refers to any information that can directly or indirectly identify an individual including, but not limited to, names, addresses, student records, and health information.

Proprietary Information/Data

Refers to a broad category of non-public, sensitive, or confidential data belonging to the District, its staff, or its operations. This information is considered the District's. This information is generally protected from unauthorized disclosure or use.

Open AI ("Open-Source AI")

Definition: AI models where the developers openly share the model's architecture, underlying code, and often the "weights" (the learned parameters of the model), and sometimes the training data. Open AI models accessed publicly present a high risk of data release, as data input is often used for AI tool training and can be publicly available. Open AI models may require the District to implement and manage its own wrapper or filtering layer. As a result, it is not recommended that Open AI tools/applications are used in districts due to the high potential of violating Federal and State laws. Open-Source AI also produces less reliable content, because it is accessing a pool of data that is not universally verified as accurate.

Closed AI ("Closed-Source/Proprietary AI")

Definition: AI models where the developers obscure or protect the model's architecture, underlying code, training data, and weights. Users interact with the model via a restricted service. Closed AI may offer better, contractually-guaranteed data security (e.g., "enterprise" versions), but its "black box" nature still requires a formal audit and contract. Closed AI developers typically manage these filters internally. Closed-Source or Proprietary AI produces more reliable results because it is accessing data sources that are controlled and can be verified as accurate.

Any use of artificial intelligence technology in the District's educational program or operations must be in accordance with State and Federal law as well as Board policies including, but not limited to, the following: Policy 5505 – Academic Honesty; Policy 5500 – Student Code of Classroom Conduct; Policy 5500.01 – Conduct in Virtual Classroom; Policy 5517 – Student Anti-Harassment; Policy 5517.01 – Bullying; Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs and Activities; Policy 8330 – Student Records; Policy 2240 – Controversial Issues in the Classroom; Policy 7540.03 – Student Technology Acceptable Use and Safety; and Policy 7540.04 – Staff Technology Acceptable Use and Safety.

General Principles

A. **Transparency**

Users of AI tools must disclose when and how these tools have been employed in the creation of academic or professional work.

B. **Ethical Use**

District employees who use AI technologies must do so in ways consistent with institutional values, privacy standards, Family Educational Rights and Privacy Act (FERPA), Individual with Disabilities Education Act (IDEA), copyright laws, and ethical principles, honesty, trustworthiness, and personal dignity of both employees and students.

C. **Content Responsibility**

District employees who use AI technologies are responsible for the content created by that AI tool.

Evaluation and Approval

Before adopting any AI tool or system, the District will conduct a comprehensive risk assessment — evaluating data sources (including use of student Personally Identifiable Information), decision-making impacts on students, potential bias or disparate impact, and vendor compliance with privacy, security, and data retention laws — and ensure all contracts include clear legal, ethical, and technical safeguards aligned with FERPA, IDEA, COPPA, PPRA, Wisconsin statutes, and

District policies. AI systems must be reviewed to ensure they are nondiscriminatory, fully accessible, and do not compromise the rights or individualized support of students, particularly those protected under federal and state civil rights laws.

AI Tool Selection

The District approves the use of Closed AI tools only, that have been carefully reviewed, evaluated and approved by the Instructional Technology Coordinator for students and staff use.

Transparency

The District is committed to transparency and accountability in AI use by informing teachers, students, and parents when AI influences decisions, clearly explaining how it works and what data it uses, assigning oversight to the Instructional Technology Coordinator, and conducting regular audits to evaluate accuracy, fairness, and impact on equity and student rights. The District will maintain a public AI Tool Inventory that lists every approved AI tool and includes a summary of its data-handling and privacy features.

Vendor Vetting & Contracts

All AI tools used by the district must undergo a formal risk assessment by the IT/Legal department to review their Terms of Service and data handling practices to ensure compliance with all Federal and State privacy laws. The District prohibits the input by any user of any student information, staff information, or confidential district data into any AI tool that does not have a formal, vetted contract guaranteeing data privacy and non-use for training.

Employee Use of AI

Employees may integrate AI tools into their instruction at their discretion and should clearly define the parameters for AI usage in the classroom by students using District-approved AI applications/tools.

When using AI to create instructional materials, assessments, or feedback, employees shall maintain transparency by disclosing the role of AI in these processes. Employees must review and verify the accuracy and appropriateness of any AI-generated content.

Employees shall not input sensitive, confidential, personally identifiable, or proprietary information about students, colleagues, or institutional operations into AI systems that lack safeguards and policies to protect such data from being used in their training models, and if such information will be entered into an AI system, employees shall seek the approval of their supervisor or Principal before doing so.

Using AI detection software to enforce academic integrity should be done in accordance with the knowledge that this software is not foolproof and that the disruptive nature of AI technologies in education can lead to considerable confusion regarding expectations for AI use. Employees should

use AI-detection ethically and as the starting point of an inquiry into a possible violation of academic integrity rather than as a definitive indication of student dishonesty. Employees must also disclose the use of AI software in course curricula.

Employees may use AI tools to enhance workflows, such as drafting communications, analyzing data, or developing reports, provided the outputs are verified for accuracy and compliance with State and Board policies. The use of AI tools for such purposes should be disclosed when disseminating AI output.

Student Use of AI

Students shall receive age appropriate instruction about responsible AI use, digital citizenship, privacy, and the risks/limitations of AI prior to using AI.

Students are expected to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI tools and they should ask their teacher(s) when they have questions and/or need assistance.

Students may use AI tools for academic purposes when specifically and clearly permitted by their teacher(s). The use of AI must be properly disclosed and cited in accordance with the established guidelines and not be employed to undermine authentic learning or learning objectives for the course or assignment.

If a student has any questions about whether they are permitted to use AI tools for a specific class assignment, they should ask their teacher(s).

Unauthorized use of AI tools will be considered a form of plagiarism, unauthorized collaboration, or misrepresentation of AI-generated content as original work and any student found using these tools without permission or in a prohibited manner will be disciplined in accordance with the Student Handbook or Policy 5500 – Student Code of Classroom Conduct and Policy 5505 – Academic Honesty.

Academic Accessibility

AI tools can be utilized to assist students with disabilities in accessing and understanding written materials. For example, text-to-speech software can help students with specific learning disabilities, visual impairments, or other disabilities in reading texts, and AI-powered translation tools can help students with hearing impairments understand spoken language (e.g., create transcripts or provide closed-captioning for spoken material). Specific use of AI technologies beyond universal application for students with disabilities is best addressed in each student's Individual Education Plan (IEP).

Employee Training

Employees will receive training periodically to ensure adherence to this and other related policies, data privacy, student records, and allowable/approved AI tools in the District.

Non-Academic Use of AI

Students and staff are prohibited in the use of AI from generating false or knowingly misleading representations of other students, staff, volunteers, or Board members that are reasonably interpreted as derogatory, threatening, or otherwise objectionable to a reasonable person, including by way of AI generated or manipulated visual or verbal depictions of any such individual, or the distribution of such depictions through any means, for example via social media, regardless of whether the distributor created the depictions themselves.

Enforcement

Violation of this policy may result in disciplinary consequences. Students may be disciplined for violations, up to and including suspension or expulsion. Staff may be disciplined for violations, up to and including suspension or termination of employment. The District Administrator will refer any illegal acts to law enforcement.

Questions or Concerns

Staff, parents, or members of the public who have questions or concerns regarding this policy or the use of AI in the District should contact the Assistant Superintendent of Student and Instructional Services.

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