



Minutes for Regularly Scheduled Board Meeting
To Be Held in the District Board Room
1055 Griffiths Lane
Ashwaubenon WI 54304
(Phone: 920.492.2900)

Wednesday, February 14, 2024

6:30 pm

A. Call to order: Board President Vyskocil called the meeting to order at 6:31 pm

B. Roll call:

Board Members Present: Vyskocil, VanLaanen, Garrigan, VandeWalle, VanDeKreeke (remote)
Board Members Excused: all present
School Choice Advisory Representative: Matthew Rotter
Other Present: Kurt Weyers, Keith Lucius, Andy Bake, Tammy Nicholson, Dirk Ribbens,
Michael Heim, Brian Carter, Nick Senger, Pete Marto, Amy Dillenberg,
Drew Meinel, Francine Cook

C. Declaration of quorum: Quorum present

D. Pledge of allegiance: The pledge was recited

E. Adoption of Agenda: Moved VanLaanen, seconded by VandeWalle to adopt the agenda as presented. Aye 5 (Vyskocil, VanLaanen, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0

F. Announcement of Executive Session: In accordance with W.S. 19.85(1) (c) an executive session is being held for the consideration of employment, promotion, compensation or performance evaluation data of any public employee over which the body has jurisdiction or exercises responsibility. (*personnel; performance evaluation*)

G. Citizens and/or delegations:

1. Public Forum – no topics presented

H. Consent Agenda: Moved by VanLaanen, seconded by VandeWalle to approve Consent Agenda items 1-6 as presented. Aye 5 (Vyskocil, VanLaanen, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0

1. Minutes of the regular meeting held on Wednesday, January 10, 2024
2. Minutes of the executive session held on Wednesday, January 3, 2024
3. Staffing: hirings, resignations, retirements, leave of absences
3. The schedule of checks written 01/03/24 to 02/05/24
5. There were 15 co-curriculars approved
6. Budget Financial Reports for December

I. Superintendent’s Report

• Staff/Student Recognition

- **Press Times Intern:** Weyers introduced Gracie Giese the district’s new Press Times reporter.
- **Strategic Plan Update:** The 2023 Community Conversation follow-up meeting is scheduled for Monday, March 11, 2024 from 6:00-7:30 pm at AHS LMC.
- **Jaguar Excellence Awards:** 113 Jaguar Excellence awards were handed out for the Month of January.
- **Taste of Ashwaubenon:** The 2024 Taste of Ashwaubenon is on Monday, March 18th at Stadium View.
- **School Board Meeting in March 2024:** The March School Board Meeting is scheduled for Wednesday, March 13, 2024 at 6:30 pm in the District Office.
- **National Merit Scholarship:** AHS senior, Alexander Smits, has received the National Merit Scholarship Program Certificate of Merit. This award places him near the top of academic-

achieving students nationwide, based on testing success. We are extremely proud of his hard work and dedication; congratulations Alex.

- **Athletics Update:** Weyers recognized outstanding student athletes for boys swim, Nordic ski, wrestling, girls and boys basketball, girls and boys hockey and girls bowling.
- **Jay VanLaanen Recognition:** Jay VanLaanen will be ending his time on the school board in April 2024. Weyers recognized VanLaanen for his 21 years of service on the school board. Thank you to Jay for your dedicated service to our students, staff and community of Ashwaubenon.
- **AHS Dance Team:** Senger recognized the AHS Dance Team for their 2024 D2 2nd place finishes in both Kick and Pom. Dance coach Rodney Anderson and Drew Meinel were named co-coaches of the year.

J Discussion/Presentation Items:

1. **Wisconsin Act 20 Update:** Bake provided an update on the work being done around Act 20. Andy reviewed Act 20 requirements and the work done by ASD so far.
 1. Act 20 focuses on the Science-Based Early Literacy Instruction and bans 3 cueing.
 2. Estimated to be about a \$200,000 expense to implement this new requirements. Only about \$14,000 of this is being funded by the state. The school district is responsible for the remaining costs.
 3. Statewide reading readiness screener must be given 2 times per year for 4K and 3 times per year for 5K-3. The required screener is supplied by the State.
 4. Parents must be provided the results in their native language within 15 days after the assessment
 5. All K-3 teachers and administrator must be trained by a specific vendor. There is not funding provided to school district for this training
 6. Bake spoke about the grade 3 literacy promotion policy. He will be returning to the board with this policy.

Bake stated the some of the requirements in Act 20 are good (structure of instruction, parent communication) but somethings will make it difficult on districts (timeline, lack of funding, inability to assess in the student's native language, multiple high-stake assessments a week apart).

The board thanked Bake and his team for all the work they have been doing with these new requirements and the update on Act 20. They asked for information they can use when communicating with area legislatures.

2. **Pupil Non Discrimination Self Evaluation Report:** Nicholson explained that every 5 years school boards must evaluate the status of nondiscrimination and equality of educational opportunities in the district. The results of this evaluation must be reported to DPI by May 30, 2024. The report must be shared with the public, opened for public comment, reviewed and approved by the board. Tammy stated the report is available on the district website for public review. It is being presented tonight for board review and public comment. Tammy opened the discussion for public comment/input. No additional comments were received. The report will be brought back to the March board meeting for board approval.
3. **Bylaw and Policy Updates - first read:** Weyers presented updated policies and bylaws for a first read. No additional changes were recommended. The updates will be brought back to the March meeting for a second read and approval.

K. Action Items:

L. Board & Superintendent Communications:

- Garrigan attended the Delegate Assembly at the State Education Convention. She spoke about the 11 resolutions submitted and passed. The following was discussed but were not submitted in time to make the resolution list:
 - New London School District - Biological males competing in women's sports. Some felt this is a subject in the jurisdiction of WIAA. Not enough boards have studied this topic. Weyers

stated that the courts have yet to decide on this subject. Most districts are holding off doing anything until the courts come to a decision.

- The Milwaukee School District – Act 20’s rule that all testing/assessments will be given in the English language only. Milwaukee would like to see testing provided in the student’s native language. People did not want to discuss this topic.

M. Future Board Meetings & Topics:

- The next board meeting is scheduled for Wednesday, March 13, 2024, at 6:30 pm in the District Office.


N. Adjournment to executive session: In accordance with W.S. 19.85(1) (c) an executive session is being held for the consideration of employment, promotion, compensation or performance evaluation data of any public employee over which the body has jurisdiction or exercises responsibility. (*Personnel; Performance Evaluation*)

Moved VanLaanen, seconded by VandeWalle to adjourn to executive session at 7:25 pm. Aye 5 (Vyskocil, VanLaanen, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0

O. Adjournment to open session: Moved VanLaanen, seconded by Garrigan to adjourn the open session at 9:02 pm. Aye 5 (Vyskocil, VanLaanen, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0

P. Adjournment: Moved VanLaanen, seconded by Garrigan to adjourn the meeting at 9:05 pm. Aye 5 (Vyskocil, VanLaanen, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0

Respectfully submitted,



Brett VandeWalle

APPOINTMENTS

PROFESSIONAL / ADMINISTRATION STAFF - HIRES

Name	FTE	Position	School	Compensation	Effective Date	Reason for request
Kozicke, Kaden	1.0 FTE	Technology Education Instructor	AHS	Step 4 Lane A Initial Educator	Start of the 2024-25 school year	This position is due to a staff vacancy.

NON-TEACHING STAFF - HIRES

Name	FTE	Position	School	Compensation	Effective	Reason for request
Honnef, Amber	1.0 FTE	Administrative Associate – Registrar	AHS	Entry Level pay scale	Start of the 2024-25 school year	The position is due to a staff vacancy.

RESIGNATIONS/RETIREMENTS/LAYOFFS

NON-TEACHING STAFF - RESIGNATIONS/RETIREMENTS/LAYOFFS

Name	FTE	Position	School	Notes
Selner, Sandra	1.0 FTE	Educational Associate – Special Education Aide	Cormier	Resignation is effective the end of the 2023-24 school year.
Evrard, Krista	1.0 FTE	Educational Associate – Special Education Aide	Parkview	Retirement after 19 years in the district. Retirement is effective 6/21/24.
Mulloy, Gary	1.0 FTE	Head Maintenance Technician	AHS	Retirement after 21.5 years in the district. Retirement is effective the end of the 2023-24 school year.
Hendricks, Stephanie	1.0 FTE	Educational Associate – Special Education Aide	Valley View	This was a temporary position due to student needs. No longer necessary

PROFESSIONAL / ADMINISTRATION STAFF - RESIGNATIONS/RETIREMENTS/LAYOFFS

Name	FTE	Position	School	Notes
Nielsen, Raymond	1.0 FTE	EL/Spanish Instructor	Valley View	Resignation is effective the end of the 2023-24 school year.

CHECK NUMBER	COMMENT	CHECK DATE	COMMENT	VENDOR	AMOUNT
298		01/12/2024		CORP MASTERCARD	0.00
298		01/12/2024		CORP MASTERCARD	0.00
299		02/12/2024		CORP MASTERCARD	36,705.41
299		02/12/2024		CORP MASTERCARD	0.00
299		02/12/2024		CORP MASTERCARD	0.00
2398		02/20/2024		BANK FIRST	222,265.23
2399		02/20/2024		WI DEPT OF REVENUE	37,953.43
2400		02/20/2024		WI DEPT OF REVENUE	633.34
2402		02/26/2024		WI RETIREMENT SYSTEM	266,189.96
2403		02/26/2024		VISION SERVICE PLAN	3,272.55
2404		03/05/2024		BANK FIRST	224,467.80
2405		03/05/2024		WI DEPT OF REVENUE	37,501.49
18822		02/06/2024		FIELDS, RHODERICK	80.00
18823		02/06/2024		GIOMBETTI, TONY	80.00
18824		02/06/2024		HOLSCHUH, LARRY	80.00
18825		02/06/2024		JICHA, KEVIN	55.00
18826		02/06/2024		KASSNER, STEVEN	55.00
18827		02/06/2024		MIDTHUN, TOM	55.00
18827		02/06/2024		MIDTHUN, TOM	-55.00
18828		02/06/2024		MOHR, JAMES	55.00
18829		02/06/2024		HORNACEK BOB	55.00
18830		02/09/2024		GOLDEN HEATHER	80.00
18831		02/09/2024		SEEHAFER, BILL	55.00
18832		02/09/2024		SOLUM, LUCAS	80.00
18833		02/09/2024		WALKER, WAYNE	80.00
18834		02/09/2024		WEHLAGE ANDREW	55.00
18835		02/15/2024		CALO, ANTHONY	55.00
18836		02/15/2024		GLEFFE, MURRAY	55.00
18837		02/20/2024		BENESH, GREG	55.00
18838		02/20/2024		BROWN, FARAH	55.00
18839		02/20/2024		HEGLUND, TROY	55.00
18840		02/20/2024		SALVESON-KREPLINE, TYLER	80.00
18841		02/20/2024		WAZNY CHRISTOPHER	80.00
18842		02/20/2024		WEHLAGE ANDREW	55.00
18843		02/20/2024		WILKINSON RIC	80.00
18844		02/23/2024		CYRACUS KENNETH	80.00
18845		02/23/2024		GIOMBETTI, TONY	80.00
18846		02/23/2024		SEARER, FRANKLIN	80.00
32111		02/12/2024		WAREHOUSE DANCE	-190.00
32175		02/26/2024		REDBIRD VOCAL MUSIC BOOSTERS	-300.00
32408		02/06/2024		EMBELLISHED APPEARANCE	-300.00
32439		02/07/2024		FILIBERTO, CYNTHIA	100.00
32440		02/07/2024		GILSOUL, LISA	39.99
32441		02/07/2024		HUNDSRUCKER, SANDY	300.00
32442		02/07/2024		LUBY, DENISE	100.00
32443		02/07/2024		MIDWEST VALLEY POPCORN	455.45
32444		02/07/2024		MILLER, STEPHANIE	50.00
32445		02/07/2024		MONAHAN, LISA	1,613.36
32446		02/07/2024		RIDDELL ALL AMERICAN SPORTS	6,190.35
32447		02/07/2024		WI DECA	2,500.00
32448		02/09/2024		HEIDNER, CHARLES	89.40
32449		02/09/2024		HERNANDEZ-NAGREEN, ROBYN	94.80
32450		02/09/2024		LINSTAD, AMY	127.50
32451		02/09/2024		RAHM, ANTHONY	77.50
32452		02/09/2024		ROETHLISBERGER CHAD	77.50
32453		02/09/2024		SCHWEITZER, BARBARA	111.45

CHECK NUMBER	COMMENT	CHECK DATE	COMMENT	VENDOR	AMOUNT
32454		02/09/2024		SMITH, KEVIN	67.50
32455		02/13/2024		MARTIN, FREDERICK	150.00
32456		02/13/2024		PETTY CASH ASHWAUBENON HIGH SCHOOL	300.00
32457		02/14/2024		AMBROSE, KRISTEN	89.99
32458		02/14/2024		ASHWAUBENON WRESTLING CLUB	586.76
32459		02/14/2024		BREVARD PRODUCTIONS	19,011.10
32460		02/14/2024		COMER, STACY	100.15
32461		02/14/2024		CORNERSTONE COMMUNITY CENTER	8,126.50
32462		02/14/2024		COUNARD, NICOLE	129.39
32463		02/14/2024		DEMERATH, AIMEE	61.85
32464		02/14/2024		ELSMORE SWIM SHOP	318.75
32465		02/14/2024		HARBOR HOUSE	720.00
32466		02/14/2024		JT IMAGING	24.00
32467		02/14/2024		MELOTTE-SKALESKI DIST INC	1,637.91
32468		02/14/2024		SAM'S CLUB/SYCHRONY BANK	945.77
32469		02/14/2024		SAWALL, DAVE	125.00
32470		02/14/2024		SMET, HOLLIE	70.52
32471		02/14/2024		TOMPKINS, JENN	103.17
32472		02/14/2024		WIAA	287.57
32473		02/21/2024		AMBROSE, KRISTEN	56.00
32474		02/21/2024		BABLER BUS SERVICE INC	1,850.00
32475		02/21/2024		BAY PORT HIGH SCHOOL	950.00
32476		02/21/2024		BAY TRAILER DEPOT	10,787.95
32477		02/21/2024		BAYSIDE PRINTING LLC	145.62
32478		02/21/2024		BERENDSEN, JENNIFER	420.00
32479		02/21/2024		BORCHARDT, MORGAN	180.00
32480		02/21/2024		FREEDOM HOUSE	1,635.00
32481		02/21/2024		MELOTTE-SKALESKI DIST INC	288.60
32482		02/21/2024		MENASHA HIGH SCHOOL	168.00
32483		02/21/2024		SEROOGYS CHOCOLATES	2,559.00
32484		02/21/2024		SWAGEL, AMANDA	244.70
32485		02/21/2024		THE BAR	328.00
32486		02/21/2024		VELICER SHANNON OR TED	206.77
32487		02/23/2024		MUSEUM OF SCIENCE AND INDUSTRY	540.00
32488		02/23/2024		SHEDD AQUARIUM SOCIETY	1,160.25
32489		02/28/2024		ANDRESEN, SCOTT	179.70
32490		02/28/2024		ELITE TOURNAMENTS	610.00
32491		02/28/2024		KWIK TRIP	100.00
32492		02/28/2024		MOON, ELLEN	300.00
32493		02/28/2024		PIZZA PROS LLC	11,750.00
32494		02/28/2024		REDBIRD VOCAL MUSIC BOOSTERS	300.00
32495		02/28/2024		ROCHELEAU, BERNARD	36.48
32496		02/28/2024		SEROOGYS CHOCOLATES	960.00
32497		02/28/2024		SHOP DECA	326.25
32498		02/28/2024		DIECK BENJAMIN	82.90
32499		02/28/2024		STEIN NATHAN	82.90
32500		02/28/2024		WILD TIM	82.90
32501		03/04/2024		CHRISTIANSSEN KYLE	84.25
32502		03/04/2024		JANDRIN, MARK	84.25
32503		03/04/2024		PIVONKA, CASEY	84.25
109932		02/21/2024		DETERVILLE, SANDRA	-12.75
109940		02/21/2024		JAMES, JEANINE	-24.55
109969		02/21/2024		DUCLON, BRITTANY	-11.40
110138		02/21/2024		BEAULEAU, CHRISTINA	-21.40
110192		02/21/2024		FRISCH, ADAM	-18.10
110373		02/21/2024		BAY PORT HIGH SCHOOL	-175.00

CHECK NUMBER	COMMENT	CHECK DATE	COMMENT	VENDOR	AMOUNT
110672		02/12/2024		CAROLINA BIOLOGICAL	24.45
110673		02/12/2024		DAWSON, REBECCA	5.00
110674		02/12/2024		HOPE SQUAD INC	1,000.00
110675		02/12/2024		ISON, CARRIE	39.35
110676		02/12/2024		JACQUES, TRACY	69.76
110677		02/12/2024		LET ME BE FRANK PRODUCTIONS	1,000.00
110678		02/12/2024		LIGHTHOUSE PRODUCTIONS	750.00
110679		02/12/2024		NESVACIL, MAUREEN	20.00
110680		02/12/2024		NEW PRECISION TECHNOLOGY LLC	322.61
110681		02/12/2024		OLSEN SAFETY EQUIPMENT	614.75
110682		02/12/2024		RAE-COR DISTRIBUTING LLC	541.50
110683		02/12/2024		ROUTE 41 PIZZA LLC - DOMINO'S	1,428.75
110684		02/12/2024		SAM'S CLUB/SYCHRONY BANK	216.18
110685		02/12/2024		SANTOS, JAZMIN	6.00
110686		02/12/2024		SARA'S ARTISAN GELATO	957.00
110687		02/12/2024		SEYMOUR COMMUNITY SCHOOL DISTRICT	36.00
110688		02/12/2024		STAPLES BUSINESS CREDIT	39.41
110689		02/12/2024		UNIFIED SCHOOL DISTRICT OF DE PERE	3,685.00
110690		02/12/2024		UW OSHKOSH CAREER & PROF DEV	75.00
110691		02/12/2024		WI DEPT OF REVENUE	540.00
110692		02/12/2024		WOLTER, INC.	113.04
110693		02/12/2024		ZIMONICK BROTHERS PRODUCE INC	624.05
110694		02/19/2024		ANDERSON, DUSTIN	280.00
110695		02/19/2024		AWSA-WFEA	224.00
110696		02/19/2024		BETHKE, LINDY	125.00
110697		02/19/2024		BETTER DAYS MENTORING LLC	20,610.00
110698		02/19/2024		CYBER CIVICS	499.00
110699		02/19/2024		GREEN BAY CITY TREASURER	417.00
110700		02/19/2024		HARSTVEDT, SHAWN	35.00
110701		02/19/2024		INLAND FINANCE COMPANY	269.20
110702		02/19/2024		ITSAVVY	99.00
110703		02/19/2024		LAYDEN, JENNIFER	323.89
110704		02/19/2024		MILWAUKEE SYMPHONY ORCHESTRA	514.00
110705		02/19/2024		QUADIENT LEASING USA INC	554.52
110706		02/19/2024		ROUTE 41 PIZZA LLC - DOMINO'S	1,494.75
110707		02/19/2024		SEASONAL HARVEST LLC	1,634.60
110708		02/19/2024		SPIERING, JOSEPH	2.25
110709		02/19/2024		STAPLES BUSINESS CREDIT	21.09
110710		02/19/2024		VILLA REAL	74.90
110711		02/19/2024		WI DEPT OF JUSTICE	42.00
110712		02/19/2024		WOGB-FM	1,310.00
110713		02/19/2024		ZIMONICK BROTHERS PRODUCE INC	793.80
110714		02/19/2024		ASHWAUBENON EDUCATION FOUNDATION	10.00
110715		02/19/2024		UNITED WAY OF BROWN COUNTY INC	20.00
110716		02/19/2024		WI SUPPORT COLLECTION TRUST FUND	1,045.38
110717		02/19/2024		BROWN COUNTY PARK DEPT	352.00
110718		02/21/2024		BAY PORT HIGH SCHOOL	175.00
110719		02/21/2024		BROWN COUNTY TREASURER	215.00
110720		02/21/2024		WEIDNER CENTER	14.00
110721		02/26/2024		ASHWAUBENON WATER & SEWER UTILITY	19,135.58
110722		02/26/2024		BERENDSEN, JENNIFER	55.22
110723		02/26/2024		CELLCOM GREEN BAY MSA	958.00
110724		02/26/2024		CENGAGE LEARNING	50.00
110725		02/26/2024		CESA 10	1,072.00
110726		02/26/2024		CHARTER COMMUNICATIONS	235.00
110727		02/26/2024		DYMOND, PAULA	10.00

CHECK NUMBER	COMMENT	CHECK DATE	COMMENT	VENDOR	AMOUNT
110728		02/26/2024		KEYS TO LITERACY	2,600.00
110729		02/26/2024		LEARNING A-Z INC	132.00
110730		02/26/2024		NSIGHT TELSERVICES	1,386.30
110731		02/26/2024		PETTY CASH / DISTRICT OFFICE	272.00
110732		02/26/2024		PREBLE HIGH SCHOOL FORENSICS	80.00
110733		02/26/2024		REFLECTIONS SCHOOL PROGRAM LLC	8,012.75
110734		02/26/2024		SEASONAL HARVEST LLC	716.50
110735		02/26/2024		SHIMANEK, ASHLEY	429.02
110736		02/26/2024		SUPPLIEST CO LLC	1,942.63
110737		02/26/2024		T-MOBILE	200.00
110738		02/26/2024		TEACHTOWN INC	3,178.94
110739		02/26/2024		UW MADHATTERS	1,500.00
110740		02/26/2024		ZIMONICK BROTHERS PRODUCE INC	937.00
110741		02/27/2024		MADISON NATL LIFE INSURANCE CO	1,884.27
110742		02/27/2024		MADISON NATL LIFE INSURANCE CO	8,976.27
110743		02/27/2024		METLIFE	12,001.34
110744		03/01/2024		WI SUPPORT COLLECTION TRUST FUND	1,045.38
110745		03/04/2024		0999750 BC LTD	40.00
110746		03/04/2024		ALBERT, CONSTANCE	400.00
110747		03/04/2024		BIO RAD	266.06
110748		03/04/2024		CONRAD LUMBER	1,800.48
110749		03/04/2024		HAPPILY EVER AFTER ANIMAL SANCT	1,000.00
110750		03/04/2024		ITSAVVY	430.00
110751		03/04/2024		JOSEPHINES PIZZA	338.87
110752		03/04/2024		LARSEN, JENNIFER	1,185.00
110753		03/04/2024		LINDE GAS & EQUIPMENT INC	3,490.00
110754		03/04/2024		LITERACY RESOURCES LLC	245.16
110755		03/04/2024		MEDCO SUPPLY CO	15.64
110756		03/04/2024		MIKE'S POPCORN	1,494.00
110757		03/04/2024		ODP BUSINESS SOLUTIONS LLC	360.83
110758		03/04/2024		ROUTE 41 PIZZA LLC - DOMINO'S	1,478.25
110759		03/04/2024		SCHOLASTIC INC	2,226.50
110760		03/04/2024		SCHOOL SCHEDULING ASSOCIATES LLC	1,000.00
110761		03/04/2024		SCHUCH, CATHY	45.00
110762		03/04/2024		SOLUTION TREE	7,500.00
110763		03/04/2024		ZIMONICK BROTHERS PRODUCE INC	609.20
110764		03/04/2024		NEENAH MUSIC PARENTS	1,440.00
110764		03/05/2024		NEENAH MUSIC PARENTS	-1,440.00
110765		03/04/2024		NEENAH MUSIC PARENTS	1,440.00
232401150		02/06/2024		TRUE NORTH ENERGY	4,230.00
232401151		02/07/2024		BICOASTAL PRODUCTIONS LLC	5,960.00
232401152		02/07/2024		AMBROSIUS STUDIOS INC	1,085.00
232401153		02/07/2024		BSN SPORTS LLC	2,254.00
232401154		02/07/2024		MEINEL, ANDREW	165.96
232401155		02/07/2024		STEUCK, EMILY	50.00
232401156		02/07/2024		WP BEVERAGES LLC - PEPSI COLA OF GREEN B	1,445.93
232401157		02/12/2024		TRUE NORTH ENERGY	1,552.50
232401158		02/12/2024		ALPHA BAKING COMPANY	413.82
232401159		02/12/2024		AMA INC	7,595.72
232401160		02/12/2024		AMERICAN WELDING & GAS INC	518.34
232401161		02/12/2024		AMUNDSEN DAVIS	560.50
232401162		02/12/2024		AUTOMATED LOGIC CONTRACTING SERVICES INC	1,100.00
232401163		02/12/2024		BELLIN HEALTH	24.00
232401164		02/12/2024		BIRDSEYE DAIRY INC	502.49
232401165		02/12/2024		CAMERA CORNER INC	139.00
232401166		02/12/2024		CDW GOVERNMENT	140,577.08

CHECK NUMBER	COMMENT	CHECK DATE	COMMENT	VENDOR	AMOUNT
232401167		02/12/2024		CINTAS CORPORATION	242.27
232401168		02/12/2024		DEMCO INC	223.45
232401169		02/12/2024		FOLLETT CONTENT SOLUTIONS LLC	2,651.82
232401170		02/12/2024		FOX SPECIALTY CO LLC	191.37
232401171		02/12/2024		GFL ENVIRONMENTAL USA INC	3,052.39
232401172		02/12/2024		HALLAM, DIANN	12.13
232401173		02/12/2024		HEID MUSIC CO	115.68
232401174		02/12/2024		HOME TEAM SPORTS & APPAREL INC	500.30
232401175		02/12/2024		JW PEPPER & SONS INC	602.41
232401176		02/12/2024		KASTER, MEEGAN	174.23
232401177		02/12/2024		LAFORCE HARDWARE INC	18.00
232401178		02/12/2024		LAMERS BUS LINES INC	215.77
232401179		02/12/2024		MAC GILL	313.00
232401180		02/12/2024		MAINSTAGE THEATRICAL SUPPLY INC	300.00
232401181		02/12/2024		MARCO	243.66
232401182		02/12/2024		MATHU, NADINE	106.99
232401183		02/12/2024		MENARDS INC	143.10
232401184		02/12/2024		MULTI MEDIA CHANNELS LLC	1,124.88
232401185		02/12/2024		OLIVER, JACQUELINE	12.50
232401186		02/12/2024		PEPSI COLA OF GREEN BAY	1,822.82
232401187		02/12/2024		PERFORMANCE FOODSERVICE	11,893.37
232401188		02/12/2024		SEDER, CANDICE	44.16
232401189		02/12/2024		SEVEN UP BOTTLING CO INC	56.00
232401190		02/12/2024		STATHAS, SHERYL	56.53
232401191		02/12/2024		VILLAGE OF ASHWAUBENON	120,493.71
232401192		02/12/2024		WI PUBLIC SERVICE CORP	5,395.51
232401193		02/12/2024		WI SCHOOL MUSIC ASSN INC	819.20
232401194		02/12/2024		ZARNOTH BRUSH WORKS INC	310.70
232401195		02/14/2024		GLOBAL RECOGNITION INC	670.05
232401196		02/14/2024		LAMERS BUS LINES INC	2,512.73
232401197		02/19/2024		TRUE NORTH ENERGY	4,770.00
232401198		02/19/2024		ALPHA BAKING COMPANY	226.29
232401199		02/19/2024		AMA INC	3,440.54
232401200		02/19/2024		AMERICAN WELDING & GAS INC	1,315.33
232401201		02/19/2024		AVERBECK, JAMIE	183.58
232401202		02/19/2024		BAER PERFORMANCE MARKETING	4,418.75
232401203		02/19/2024		BIRDSEYE DAIRY INC	398.44
232401204		02/19/2024		BLICK ART MATERIALS	274.58
232401205		02/19/2024		CARRICO AQUATIC RESOURCES INC	1,330.20
232401206		02/19/2024		CDW GOVERNMENT	519.72
232401207		02/19/2024		CINTAS CORPORATION	242.27
232401208		02/19/2024		COMPASS GROUP	72,270.67
232401209		02/19/2024		FASTENAL COMPANY	3.00
232401210		02/19/2024		FOLLETT CONTENT SOLUTIONS LLC	1,857.22
232401211		02/19/2024		FUNDAMENTALS LLC	4,587.00
232401212		02/19/2024		HOME TEAM SPORTS & APPAREL INC	372.36
232401213		02/19/2024		INFO MART INC	32.00
232401214		02/19/2024		JOHNSON & JONET MECHANICAL CONTRACTORS I	5,052.52
232401215		02/19/2024		KAY DISTRIBUTING INC	658.50
232401216		02/19/2024		LAMERS BUS LINES INC	28,183.86
232401217		02/19/2024		MACHT VILLAGE PROGRAMS LLC	11,445.25
232401218		02/19/2024		MARCO	1,250.41
232401219		02/19/2024		MENARDS INC	2,136.37
232401220		02/19/2024		MENARDS INC	152.85
232401221		02/19/2024		MULTI MEDIA CHANNELS LLC	489.00
232401222		02/19/2024		PASQUALUCCI, ANDREA	113.42

CHECK NUMBER	COMMENT	CHECK DATE	COMMENT	VENDOR	AMOUNT
232401223		02/19/2024		PEPSI COLA OF GREEN BAY	989.63
232401224		02/19/2024		PERFORMANCE FOODSERVICE	14,206.34
232401225		02/19/2024		PRAIRIE FARMS DAIRY, INC	9,824.43
232401226		02/19/2024		RATZ, DAWN	43.98
232401227		02/19/2024		SMITS, MICHAEL	105.45
232401228		02/19/2024		SULLIVAN, EVAN	70.33
232401229		02/19/2024		WI DOCUMENT IMAGING LLC	420.03
232401230		02/19/2024		WI SCHOOL MUSIC ASSN INC	1,119.20
232401231		02/19/2024		RELIANCE TRUST COMPANY - ASHWAUBNEON 403	11,177.66
232401232		02/19/2024		RELIANCE TRUST COMPANY - ASHWAUBENON 457	9,072.96
232401233		02/19/2024		WEA TSA TRUST	65,425.94
232401234		02/20/2024		TRUE NORTH ENERGY	3,690.00
232401235		02/21/2024		BSN SPORTS LLC	1,095.50
232401236		02/21/2024		LAMERS BUS LINES INC	663.14
232401237		02/21/2024		PENZA, KEVIN	192.37
232401238		02/23/2024		TRUE NORTH ENERGY	1,755.00
232401239		02/26/2024		ACP DIRECT	11,244.00
232401240		02/26/2024		ACUTRANS	121.77
232401241		02/26/2024		ALPHA BAKING COMPANY	340.34
232401242		02/26/2024		BAKE, ANDREW	327.26
232401243		02/26/2024		BIRDSEYE DAIRY INC	609.92
232401244		02/26/2024		BLICK ART MATERIALS	488.64
232401245		02/26/2024		CESA 6	5,165.00
232401246		02/26/2024		CINTAS CORPORATION	242.27
232401247		02/26/2024		CONRADT, SCOTT	117.10
232401248		02/26/2024		DEMCO INC	188.58
232401249		02/26/2024		FOLLETT CONTENT SOLUTIONS LLC	181.30
232401250		02/26/2024		FOX SPECIALTY CO LLC	45.36
232401251		02/26/2024		INSTRUMENTAL MUSIC CO INC	30.95
232401252		02/26/2024		LAFORCE HARDWARE INC	15.00
232401253		02/26/2024		LAMERS BUS LINES INC	3,922.64
232401254		02/26/2024		MENARDS INC	259.50
232401255		02/26/2024		MILLER, ERIC	138.61
232401256		02/26/2024		MULTI MEDIA CHANNELS LLC	60.52
232401257		02/26/2024		NASSCO INC	316.12
232401258		02/26/2024		PATTERSON, DEBRA	19.59
232401259		02/26/2024		PEPSI COLA OF GREEN BAY	1,577.04
232401260		02/26/2024		PERFORMANCE FOODSERVICE	13,026.53
232401261		02/26/2024		PRUNTY, DARIEN	23.96
232401262		02/26/2024		SCHOOL SPECIALTY LLC	573.51
232401263		02/26/2024		SENGER, NICHOLAS	222.44
232401264		02/26/2024		SUTRICK, KRISTY	25.89
232401265		02/26/2024		UNITED MAILING SERVICES INC	306.35
232401266		02/26/2024		WEX BANK	752.56
232401267		02/26/2024		WI DOCUMENT IMAGING LLC	45.15
232401268		02/26/2024		TRUE NORTH ENERGY	2,475.00
232401269		02/28/2024		BSN SPORTS LLC	1,001.25
232401270		02/28/2024		DECLLENE, CHASE	44.04
232401271		02/28/2024		HOME TEAM SPORTS & APPAREL INC	2,292.30
232401272		02/28/2024		LAMERS BUS LINES INC	1,509.04
232401273		02/28/2024		WP BEVERAGES LLC - PEPSI COLA OF GREEN B	200.35
232401274		03/04/2024		ALPHA BAKING COMPANY	239.36
232401275		03/04/2024		BIRDSEYE DAIRY INC	489.36
232401276		03/04/2024		CESA 7	12,238.07
232401277		03/04/2024		CINTAS CORPORATION	242.27
232401278		03/04/2024		CONSTELLATION NEWENERGY-GAS DIV LLC	28,182.34

<u>CHECK</u>	<u>COMMENT</u>	<u>CHECK</u>	<u>COMMENT</u>	<u>AMOUNT</u>
<u>NUMBER</u>		<u>DATE</u>	<u>VENDOR</u>	
232401279		03/04/2024	FOOTE, CARLA	119.24
232401280		03/04/2024	FUNDAMENTALS LLC	2,919.00
232401281		03/04/2024	HANNA, JENNY	35.00
232401282		03/04/2024	HEID MUSIC CO	723.31
232401283		03/04/2024	HERALD, KATHERINE	76.32
232401284		03/04/2024	HOME TEAM SPORTS & APPAREL INC	166.60
232401285		03/04/2024	JW PEPPER & SONS INC	26.00
232401286		03/04/2024	KASTER, MEEGAN	42.07
232401287		03/04/2024	KAY DISTRIBUTING INC	658.50
232401288		03/04/2024	LAMERS BUS LINES INC	6,020.28
232401289		03/04/2024	MARCO	378.48
232401290		03/04/2024	MENARDS INC	176.00
232401291		03/04/2024	PEPSI COLA OF GREEN BAY	1,105.98
232401292		03/04/2024	PERFORMANCE FOODSERVICE	13,151.76
232401293		03/04/2024	QUILL CORP	143.13
232401294		03/04/2024	REYNOLDS, GEORGE	368.92
232401295		03/04/2024	SCHOOL SPECIALTY LLC	1,313.24
232401296		03/04/2024	WI DOCUMENT IMAGING LLC	590.82
232401297		03/04/2024	WI PUBLIC SERVICE CORP	36,114.99
232401298		03/04/2024	WI SCHOOL MUSIC ASSN INC	344.40
Totals for checks				1,788,205.91

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	General Fund	801,899.40	85.00	400,554.60	1,202,539.00
21	Gifts & Donations	263.04	-2,890.00	138,135.58	135,508.62
27	Special Education	132,387.22	0.00	69,598.68	201,985.90
50	Food Service	17,601.25	-46.60	88,279.64	105,834.29
80	Community Service Fund	1,638.56	0.00	109,120.85	110,759.41
81	Ashwaubenon PAC	4,695.91	0.00	26,882.78	31,578.69
***	Fund Summary Totals ***	958,485.38	-2,851.60	832,572.13	1,788,205.91

***** End of report *****

Last Name	First Name	School	Position	Board Approval
Sudol	Allison	PI	Love2run Advisor	13-Mar
VanGheem	Kevin	AHS	Tennis - Boys Assistant Coach	13-Mar
Francois	Roger	AHS	Track - Assistant Coach	13-Mar
Shimanek	Ashley	PV	Jaguaress Dance Coach	13-Mar
Williams	Meganne	PV	Jaguaress Dance Coach	13-Mar
Koehler	Ella	PV	Jaguaress Dance Coach	13-Mar

January Financials

The financial forecast for January shows a positive actual to budget projection. The report is very similar to the December forecast. Overall Fund 10 is projected to have a surplus (Revenue exceeding Expenditures) of \$982,057. This is a strong surplus, but I expect the actual surplus to be lower by June 30. This includes a transfer to Fund 46 to put money away for building projects. Some of these projects may start in June, but not be completed until the 2025 summer or later.

General Fund Revenue is projected to be \$120,000 above the budget amount of \$41,501,310. The two areas where actuals are tracking better than budget are interest income and State Library aid. The additional Library aid will result in some additional expenditures because this aid is intended to be spent in the year it is received.

The expenditures projection shows forecast expenditures below budget by approximately \$860,000. I believe this projection is optimistic because of the variances in purchased services, supplies, and Capital items, which could be a timing issue. The good news is that benefits are projected to be below the budgeted amount which in part is result of better than expected insurance experience. Health insurance cost are the largest variable each year, I continue to be surprised to see the health insurance cost forecast below budget. Remember, health insurance can change quickly, but this is a good sign at the halfway point of our budget year. Another item that is worth pointing out is borrowing expenditures are projected well below budget. We have seen the benefit of adding to the fund balance last year (along with a healthy self-funded insurance fund balance) which allowed us to make it through December without taking an advance on our line of credit. We did take some small advances in January as we waited for property tax receipts. This is the first time in over 10 years that we have made it through December without borrowing.

Special Education Fund expenditures are forecast to exceed budget by approximately \$90,000. This variance is in salaries. The majority of the variance is related to substitutes. During COVID we charged all of our subs to Fund 10 because we had so many contracted subs who worked every day. We directed where they were needed the most. This resulted in subs not being charged to Fund 27 during COVID even when covering special ed classes. This year we returned to charging subs to Fund 27. The result is Fund 10 is showing a positive variance in sub costs while Fund 27 is showing a negative variance. I will adjust our 2024-25 budget to correct this issue.

A good number to watch in Fund 27 is the revenue-transfer from Fund 10. This is the amount that the General Fund is covering since the Special Ed Fund will always run at a deficit. In the Forecast the transfer from Fund 10 is \$89,000 over the budgeted amount. This tells you that the Fund 27 forecast is running at a larger deficit when compared to the budget. The State Revenue in Fund 27 looks to be a little too low, if that increases, it could reduce the transfer from Fund 10 improving the Fund 10 outlook. In the end, I believe the additional State revenue will more than offset the budget shortfall from the salary expenditures, but this will need to be monitored to make sure we are budgeting appropriately for 2024-25.

Please let me know your thoughts and ideas on how the financial reports can be improved. These reports are intended to provide the Board with an update on the financial situation for the District, so I appreciate your thoughts on what would be valuable to see on a monthly basis. This report will be included in the March Board meeting consent agenda.

Ashwaubenon School District

Monthly Actual to Budget Comparison

January 2024

	2022-23	Year to Date		2023-24	Year to Date		Projected
	Budget	Actual	% Budget	Budget	Actual	% Budget	Year-end
General Fund (10)							
<u>Revenue</u>							
Local	14,167,340	4,417,377	31.18%	17,332,258	6,222,281	35.90%	17,379,549
Open Enrollment	9,705,510	-	0.00%	10,158,684	-	0.00%	10,158,684
Intermediate	16,667	1,588	9.53%	15,773	17,814	112.94%	22,645
State	12,261,065	3,945,611	32.18%	13,542,343	4,280,735	31.61%	13,588,764
Federal	1,504,918	1,082,488	71.93%	447,252	289,104	64.64%	452,759
Other	5,000	33,986	679.72%	5,000	21,799	435.97%	21,799
Total Revenue	37,660,500	9,481,050		41,501,310	10,831,733		41,624,200
<u>Expenditures</u>							
Salaries	18,944,351	8,494,647	44.84%	19,770,447	8,910,540	45.07%	19,597,241
Benefits	8,833,374	3,770,967	42.69%	9,753,682	3,918,054	40.17%	9,465,604
Purchased Services	4,833,749	1,928,666	39.90%	6,702,983	2,243,488	33.47%	6,539,326
Non-Cpaital/Supplies	1,052,875	522,647	49.64%	1,238,904	492,217	39.73%	1,040,920
Capital	745,422	57,099	7.66%	608,213	376,301	61.87%	504,362
Borrowing (Line of Credit)	50,000	-	0.00%	28,500	-	0.00%	7,000
Insurance	95,000	87,695	92.31%	115,000	90,873	79.02%	109,218
Transfers	3,210,800	-	0.00%	3,224,551	199,922	6.20%	3,313,547
Other	56,187	47,394	84.35%	59,030	50,240	85.11%	64,925
Total Expenditures	37,821,758	14,909,115		41,501,310	16,281,635		40,642,143
					Projected Surplus (Deficit)		982,057

Special Ed. Fund (27)

Revenue

	2022-23	Year to Date		2023-24	Year to Date		Projected
	Budget	Actual	% Budget	Budget	Actual	% Budget	Year-end
transfer from fund 10	3,210,800	-	0.00%	3,224,551	-	0.00%	3,313,547
Intermediate	25,000	6,768	27.07%	35,000	2,993	8.55%	35,000
State	1,259,200	401,433	31.88%	1,288,527	654,314	50.78%	1,294,384
Federal	761,656	389,587	51.15%	833,388	402,777	48.33%	830,118
Other	-	-	0.00%	-	-	0.00%	-
Total Revenue	5,256,656	797,788		5,381,466	1,060,084		5,473,049

Expenditures

Salaries	3,014,608	1,441,284	47.81%	3,131,116	1,631,625	52.11%	3,338,622
Benefits	1,500,103	656,445	43.76%	1,564,506	735,631	47.02%	1,542,557
Purchased Services	415,046	293,272	70.66%	594,612	365,805	61.52%	504,208
Non-Cpaital/Supplies	174,861	85,000	48.61%	88,232	43,578	49.39%	84,769
Capital	1,000	-	0.00%	-	-	0.00%	-
Other	3,000	2,391	79.71%	3,000	2,391	79.71%	2,893
Total Expenditures	5,108,618	2,478,392		5,381,466	2,779,030		5,473,049

Discussion Item: 1

Ashwaubenon School Board

Meeting Date:	March 13, 2024
Issue:	First reading of bylaw and policies update
Requested By:	Kurt Weyers
Attachments:	
Financial and/or Staffing Implications:	None at this time
Funding Source:	None at this time
Explanation:	<p><u>DELETE Policy 6610 - Nondistrict-Supported Student Activity Accounts</u> This policy is being deleted. It has been combined with new policy 6611.</p> <p><u>Policy 6611 - District-Supported/Sponsored Student Activity Accounts (New)</u> This policy now reflects the policy language pertaining to District-Supported and Sponsored Student Activity Accounts, including the language previously found in Policy 6610 - NonDistrict-Supported Student Activity Accounts. Adoption of this new policy is recommended for comprehensive policy language regarding student activities and finances.</p> <p><u>7100 Facilities Planning</u> The policy is revised to update language and to account for current analytical processes relative to evaluating space needs and enrollment projections. In addition, the inclusion of this policy revision is intended to prompt review of the District's facilities maintenance and management plans so as to take the opportunity to determine whether such plans need to be updated, revisited, or completed. These revisions are recommended but not required.</p> <p><u>7440 - Facility Security</u> This policy is revised to clarify the definition of metal detectors to include handheld wands. Also, school event supervisors are authorized to respond to school safety situations when an Administrator is not present as may be the case at after-school and/or evening events. This revision is recommended for school safety.</p> <p><u>8390 Animals on District Property</u> This policy is being changed to explain that an emotional support animal is different from a service animal and the district is not required by law to approve an emotional support animal on school grounds. Addition of Therapy dog language allowing a therapy dog to be onsite with a handler to support students throughout the building.</p> <p><u>8431 Preparedness for Toxic Hazards</u> Revisions to this policy authorize the District Administrator to designate the Toxic Hazard Preparedness Officer. In addition, clarifying the language on the THP responsibilities.</p>

	<p>8500 Food Services</p> <p>This policy has been revised to update the verbiage of the USDA required nondiscrimination language and to remove reference to redundant nondiscrimination language included elsewhere in the policy. Likewise, the policy is revised to incorporate dietary modification options that are not pursuant to a medical request that complies with the federal regulations for such medically-based modifications, but are still based on either noncompliant medical documentation or purely individual preferences at the Board's discretion.</p> <p>Further, this policy language is revised in response to DPI auditor determinations about policy requirements regarding permissible delinquent school lunch balances. The revisions included generally remove the authority of the District Administrator and place in the authority of the Board the determination of a set level of permissible delinquent school lunch account balance, as opposed to allowing a determination be made by the administration based on the program, experience, etc. Likewise, it is legal to set different permissible levels of negative account balances based on grade level (accounting for the different levels of individual responsibility between a 1st grade student and a high school student). The current policy language again provides for establishing a different level of permitted delinquency by grade level – not individually, so that discrimination is not a realistic concern. The revisions are provided in response to current auditor expectations but still allow for differentiation by grade level (not by individual, and therefore not reasonably subject to discriminatory practice).</p>
<p>Recommendation:</p>	<p>Review and bring back to April meeting for final review and approval.</p>

Book	Policy Manual
Section	Board approved 4-10-24
Title	STUDENT ACTIVITY FUNDS
Code	po6610
Status	
Adopted	June 9, 2008
Last Revised	August 11, 2021

6610 — STUDENT ACTIVITY FUNDS

~~Student classes, clubs, and organizations which are primarily student directed and financed may be authorized by the building principal or designee if the purposes are to contribute to the educational experience of students and are consistent with the goals and objectives of the educational program. Each class, club or organization will provide to the principal or designee a written statement of purpose for the activity and delineate the types of fundraisers and disbursements that will be used by the organization. Each class, club or organization will have an adult advisor, student president, and student secretary/treasurer. The building principal or designee will be responsible for supervision and operation of these activities.~~

~~All activities described in this policy are sponsored by the District and are authorized to use the District name, logo, mascot, or any other name which would associate an activity with the District provided such use is consistent with other applicable District policy.~~

Procedures

~~The class, club or organization treasurer and adult advisor will be responsible to the building principal or designee for the documentation, deposit, and disbursement of all activity funds. The collection or raising of funds by classes, clubs or organizations must have prior approval of the building principal or designee.~~

~~All funds will be deposited in the individual school Fund 60 account. Any interest earned on deposits will be credited annually to each individual account based on the average account balance through the year, provided the account has maintained a sufficient balance to warrant interest payments.~~

~~Disbursement of class, club or organization funds may be made only with the approval of the student president or designee, faculty advisory, and the building principal or designee. Disbursements will be made by purchase order or check. The student activity's treasurer will maintain itemized records of all receipts and expenditures. The principal or designee will be responsible for reporting to the District business office at the end of each month the total receipts, expenditures, and balances for each class, club or organization. All student activity funds will be audited on a yearly basis as part of the School District audit.~~

~~At the end of the school year, all balances of classes, clubs or organizations will be carried over to the next school year with the exception of the graduating class fund balance. The transfer of funds will take place after August 1st of each year. Representatives of the graduating class will identify what the balance of its funds will be used for.~~

~~No student class, club or organization will be allowed to operate with a negative balance unless approved by the building principal or designee based on a reasonable expectation that such negative balance is a temporary condition that will be corrected by incoming receipts.~~

~~If an account has no activity for twelve (12) months, the account may be considered inactive. Any funds remaining in an inactive account will be transferred to the school principal fund to be used only for student projects or activities and the inactive account will be closed.~~

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Legal 120.16(2) Wis. Stats.

Last Modified by Jennifer Bower on March 7, 2024

Book	Policy Manual
Section	Board approved 4-10-24
Title	New Policy - Vol. 33, No. 1, Dec. 2023 - DISTRICT-SUPPORTED/SPONSORED STUDENT ACTIVITY ACCOUNTS
Code	po6611
Status	

New Policy - Vol. 33, No. 1

6611 - DISTRICT-SUPPORTED/SPONSORED STUDENT ACTIVITY ACCOUNTS

The Board authorizes the maintenance of approved student activity accounts for District-supported student activities as allowed by DPI regulations and the auditor's recommendations in accordance with GASB 84. Approval of the establishment of any student activity account for District-supported student activity, after the student activity is approved, without District financial support, in accordance with Policy 2430 - District-Sponsored Clubs and Activities, shall be determined by the School Administration before monies can be collected or disbursed in the name of said activity.

District-supported clubs, activities, and athletics are supported, at least in part, with District funds and are therefore subject to District oversight and management. In addition, any club, activity, or athletic team that does not directly receive designated District funds but is required for a course or provides academic credit is also considered District-supported and is subject to District oversight and management. Typically, District-supported student co-curricular activities have designated activity funds established either in Fund 10 or Fund 21 in accordance with GASB 84, DPI regulations, and auditor recommendations. Financial support includes, but is not limited to, budgeted funds allocated by the District or school, an advisor/coach paid for by the District or school who exercises control over the activity's fund, some activities offered to students paid for by the District or school, and transportation paid for by the District or school. Also, financial support includes indirect financial assistance as part of the District's educational program when student participation is required by a course or academic credit is awarded for participation in the activity.

Definitions

The following definitions are provided for these terms within the context of this policy:

- A. **District-sponsored student activity:** All student activities recognized by the District as approved co-curricular/extra-curricular activities are designated as District-sponsored, including both District-supported and District-supported student activities. (see Policy 2430 - District-Sponsored Clubs and Activities)
- B. **District-supported student activity:** The District provides financial support of the student activity and exercises administrative control over the dispersal of the activity's funds.
- C. **Nondistrict-supported student activity:** The District does not provide financial support of the student activity and does not exercise administrative control over the dispersal of funds.

Other terms are used as defined in Bylaw 0100 - Definitions.

All activities described in this policy are sponsored by the District and are authorized to use the District name, logo, mascot, or any other name which would associate an activity with the District provided such use is consistent with other applicable District policy.

All activities shall be on a self-sustaining basis.

The Business Office shall be the Treasurer of the student activities activity account. The Treasurer may delegate responsibility to a financial secretary.

Fund-raising for all student activities will be in accordance with Board Policy 5830 - Student Fund-Raising and Policy 9700 - Relations with Non-School Affiliated Groups.

All collected money shall be handled, secured, and deposited in accordance with Policy 6630 - Cash Handling and Deposits. Misappropriation of activity accounts, which includes theft or any other misuse of funds, will result in discipline up to and including suspension, expulsion, and/or termination.

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Legal 120.16(2) Wis. Stats.

Last Modified by Jennifer Bower on March 7, 2024

Book Policy Manual
Section Board approved 4-10-24
Title FACILITIES PLANNING
Code po7100
Status
Adopted June 9, 2008

7100 - FACILITIES PLANNING

The Board ~~of Education~~ recognizes that careful, prudent planning is essential to the efficient operation of the schools and that planning must be grounded on accurate data. In ~~an effort to align~~~~order to assure that future~~ District ~~facilities inventory with construction supports~~ the ~~needs of the~~ educational program and ~~of the responds to~~ community ~~needs~~, the Board will prepare a capital ~~expenditures construction~~ plan and will ~~review and~~ revise that plan periodically thereafter. ~~The plan shall include a thorough description and analysis of local and regional demographic factors which influence general population growth and public school enrollments.~~

In order to ~~apprise~~ ~~keep~~ the Board ~~regarding the Board's facilities construction plan,~~ ~~informed~~, the Superintendent shall:

- A. ~~annually report to the Board on the number of resident students attending school;~~
- B. ~~report to the Board on the enrollment by grades during the school year annually;~~
- C. conduct a "child find" each year of the number of students who will be enrolled in the District schools in September and report the results to the Board;
- D. prepare student enrollment projections every year and compare the actual enrollment figures to the previously projected figures to detect early, for the benefit of the Board, any changes in enrollment trends.

~~Information gathered in the conduct of the District child find shall include the age, gender, ethnicity, location, disability, primary language in home, current grade, and current school of each child between the ages of birth and nineteen (19) in this District.~~

~~In planning for facilities, the Board shall consider not only the number of children whose educational needs must be met, but also the physical requirements of the program it deems best suited to meet those needs. In addition, the Board may engage the services of an architectural firm to conduct a facilities study and to make recommendations. Each school building and site shall provide suitable accommodations to carry out the educational program of the school including provision for the disabled, pursuant to law and regulation.~~

Revised 4/10/24

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Book	Policy Manual
Section	Board approved 4-10-24
Title	FACILITY SECURITY
Code	po7440
Status	
Adopted	June 9, 2008
Last Revised	November 8, 2023

7440 - FACILITY SECURITY

Promoting the safety of students, staff, and others in the school buildings, as well as providing for the protection of the significant financial investment in the District's buildings is a critical function of the Board. Proper safety measures are to be implemented to protect those who use the buildings and to protect the buildings and equipment owned by the Board from theft and vandalism in order to maintain the optimum conditions for carrying out the educational program.

The Superintendent shall develop and supervise the District's School Safety Plan, in compliance with State and Federal laws, as described in Policy 8420 - School Safety.

Every effort shall be made to apprehend those who knowingly cause serious physical harm to students, staff, visitors, and Board property and to require prosecution of those who bring harm to persons and/or property. The Board will seek to repair the damage or seek the payment of a fee to cover such repairs.

The Board authorizes the Superintendent to conduct searches of non-student visitors or vehicles on school property when there is a reasonable suspicion of violation of the law or school rules, and the search is reasonable in scope related to the objectives of the search and not excessively intrusive.

Appropriate authorities may be contacted in the case of serious offenses.

The Superintendent is authorized to ~~install~~ utilize metal detectors (e.g., walk through detectors and hand-held wands), ~~and~~ video surveillance/electronic monitoring equipment, and other security devices on school property in order to protect the health, welfare, and safety of students, staff, visitors and Board property, ~~and other security devices that would assist in the detection of guns and dangerous weapons~~ on District property.

The Superintendent shall report to the Board no later than the next regular Board meeting, any significant incident involving vandalism, theft, personal safety or other security risks and the measures being taken to address the situation.

Public Access to School Facilities

The Board expects that during regular school hours only students and school staff need to be present in the school building. The Board also acknowledges that there will be times during the instructional day that members of the public, including parents, invited guests, or other individuals will for appropriate and legitimate reasons require entry into a school facility. In such cases, the following guidelines shall be followed:

- A. All exterior doors to every school building shall be locked during the instructional day, preventing entry into the building and all visitors to the school building during those times will be directed to a single entrance into the building. This entrance shall be the entrance closest to the school office. Visitors must identify themselves and the purpose of their visit to the school through the intercom system.
- B. All persons other than students and building staff shall check in with the school office of the building and shall complete a visitor log. Each visitor shall be given a visitor tag that shall be worn at all times while in the building.
- C. All visitors are expected to sign out prior to departing the building.

Any visitor to the school may be refused entry or asked to leave the building at any time if the building administrator or event supervisor determines that the visitor's presence is disruptive or is likely to become disruptive to the educational environment, including all school-sponsored events, or for other safety or security reasons. If a visitor refuses to leave upon request by the building administrator or event supervisor, the building administrator or event supervisor shall contact the school resource officer or local law enforcement as appropriate. No staff member should attempt to physically remove a visitor unless the visitor poses an imminent safety threat.

Failure to follow the requirements above when entering or remaining in school facilities may be subjected to a fine not exceeding \$1,000 in circumstances tending to provoke a disturbance of the peace, persons may be fined not more than \$10,000 or imprisoned not more than ninety (90) days.

Any school staff member that witnesses a visitor in the school building who is not wearing a visitor tag as required shall report the visitor's presence to the school office. In the event the main office does not have a record of such visitor properly checking in, the office staff shall immediately contact an administrator or, if an administrator is not available, the school resource officer, if applicable, or appropriate law enforcement.

Parents as Visitors

The Board encourages parental involvement in the education of students in the District. For this reason, it is important to facilitate the involvement of parents in school activities and the educational process while at the same time preserving the integrity of the educational environment for all students. As a balance, the Board adopts the following requirements for parents visiting the school during the instructional day:

- A. Parents should make arrangements with their child's teacher or with the building administrator in advance of visiting their child at school unless that is not possible.

B. Parents, like any other visitor, must enter the building through only the approved visitor entrance and shall check in at the ~~main school~~ office in the same fashion as a visitor.

Parents visiting District schools shall comply with Policy 9150 - School Visitors, and other relevant policies ~~and administrative guidelines~~.

Parents that do not follow these guidelines or whose presence is disruptive to the educational environment may be asked to leave the building by the building administrator. Any decision to permanently restrict access of a parent may only be made by the Superintendent due to repeated failure to follow rules causing a disruption to the educational environment or for overt threats of harm or actual physical contact with any staff or student.

Court Imposed Restrictions

In any case in which an individual is the subject of a court order restricting the individual's presence at a school building, including any restrictions on the individual's physical proximity to an individual that is a student or staff member at the school facility, the building administrator shall inform staff of the situation and if any staff member sees the individual on school premises that staff member shall immediately contact law enforcement and the school office.

Sex Offenders on School Property

Any person that is a registered sex offender under Wisconsin Law is required to notify the Superintendent of the specific date, time and place of the person's visit to any school facility and must notify the Superintendent of their status as a registered sex offender.

Parents of students enrolled in the District must notify the Superintendent of their status as a registered sex offender and that they have a child enrolled in the District. Notification must occur at the beginning of each school year or at the time the individual is required to register or whenever the child is first enrolled, whichever occurs first.

Notification requirements do not apply if the person will be on school grounds to vote in an election or to attend a non-school sponsored event occurring on the school grounds.

Revised 3/10/14
Revised 3/23/15
Revised 12/12/18
Revised 8/14/19
Revised 04/10/24

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Legal
120.13(35), Wis. Stats.
175.32(2), (3), Wis. Stat.
301.475, Wis. Stat.
State v. Vang, 2018 AP 1730 (Ct. App. 2021), pet. rev. denied.

Last Modified by Jennifer Bower on March 7, 2024

Book	Policy Manual
Section	Board approved 4-10-24
Title	ANIMALS ON DISTRICT PROPERTY
Code	po8390
Status	
Adopted	September 23, 2013
Last Revised	August 12, 2020
Prior Revised Dates	12/14/15

8390 - ANIMALS ON DISTRICT PROPERTY

The Board recognizes that there are many occasions when animals are present on District property and many reasons for those animals' presence. Animals are commonly utilized by teachers during classroom presentations and are often housed in classrooms and other locations on campus. Additionally, employees, students, parents, vendors, and other members of the public may be accompanied at school by a service animal in accordance with Federal and State law and this policy.

This policy shall apply to all animals on District property.

Definitions

- A. "Animal": Includes any living creature that is not a human being.
- B. "Service animal": any guide dog, signal dog, or other animal that is individually trained or being trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone or fallen objects, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

The Americans with Disabilities Act (ADA) has also specifically defined a miniature horse as an animal that can serve as a service animal, so long as the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. To better determine whether the Board must allow for the use of a miniature horse or make modifications to buildings, the Board should refer to Section 35.136 (c) through (h) of the ADA.

- C. "Emotional Support Animal": Emotional support animals provide comfort to individuals but are not trained to perform a specific job or tasks. This definition does not include psychiatric service animals who are properly trained and certified as a "service animal". See 28 C.F.R 36.104. An emotional support animal is not granted the same access to school buildings and classrooms as service animals. The district is not required to grant a student's request that they be permitted to bring an emotional support animal to class or on school grounds for any purpose.
- D. "Therapy Animal": Most commonly a dog (but can be other species) that has been obedience trained and screened for its ability to interact favorably with humans and other animals. A therapy animal is an animal that has been individually trained, evaluated and registered with his/her handler to provide animal-assisted activities, animal-assisted therapy and animal-assisted interaction within a school or other facility. Therapy animals are not the same as "emotional support animals" who may not receive any specific training or "service animals" who have specialized training to support an individual's identified needs. Animal Assisted Therapy is a goal-driven intervention, which is directed and/or delivered by professional school staff and is meant to improve the physical, social, emotional and/or cognitive function of an individual.

A therapy animal who meets the above definitions shall be under the control of its handler (a licensed staff member). A therapy animal shall have a harness and a four (4)-foot traditional leash (retractable is not allowed).

Non-Service Animals in Schools and Elsewhere on District Property

Animals permitted in schools and elsewhere on District property shall be limited to those necessary to support specific curriculum-related projects and activities, those that provide assistance to a student or staff member due to a disability (e.g., seizure disorder), those assisting public safety staff when the task of the animal is related to school functioning, or those that serve as service animals as required by Federal and State law.

Taking into consideration that some animals can cause or exacerbate allergic reactions, spread bacterial infections, or cause damage and create a hazard if they escape from confinement, the Principal may permit non-service animals to be present in classrooms to support curriculum-related projects and activities.

The following must be provided prior to the therapy animal coming onto school grounds: ~~only under the following conditions:~~

- A. The staff member seeking approval to have a non-service animal in ~~his/her classroom~~ the school setting shall provide:
1. proof from a licensed veterinarian that the therapy animal is in good health and has been immunized against diseases common to the animal. Such vaccinations shall be kept current and up-to-date at all times ~~provide a current satisfactory health certificate or report of examination from a veterinarian for the animal, if required by applicable law or ordinance;~~

2. documentation of an insurance policy that provides liability insurance for the animal while on school grounds;
 3. documentation of certification as a therapy animal from the AKC, Intermountain Therapy Animals, (R.E.A.D.), Alliance of Therapy Dogs, Bright and Beautiful Therapy Dogs, Love on a Leash, Pet Partners, Therapy Dogs International, or another certification program recognized by the AKC, and;
 4. take precautions deemed necessary to protect the health and safety of students and other staff;
 5. ensure that the animal is treated humanely, keeping it in a healthy condition and in appropriate housing (e.g., a cage or tank) that is properly cleaned and maintained;
 6. keep the surrounding areas in a clean and sanitary condition at all times; and.
- B. The following steps will be taken prior to a therapy animal starting services at any district location. other staff members and parents of students in areas potentially affected by animals have been notified in writing and adjustments have been made to accommodate verified health related or other concerns:

Except where required by law, the presence of a non-service animal shall be disallowed if documented health concerns of a student or staff member cannot be accommodated.

1. The staff member who wants to provide Animal Assisted Therapy will request in writing to the school principal their plan to provide goal-driven interventions using a licensed therapy animal. At a minimum the plan should address:
 - a. how school staff and students will be educated and introduced to the therapy animal;
 - b. how the therapy animal will be used to provide intervention that will improve student physical, social, emotional and/or cognitive function;
 - c. how the staff member will accommodate and care for the animal.
2. In collaboration with the Director of Pupil Services, the school principal will review the written request and determine:
 - a. appropriate use of therapy animal as social-emotional intervention;
 - b. approve or deny request for therapy animal
3. If approved, the school principal will provide a written notification to all families the students and staff in impacted schools that a therapy animal will be in the school setting.

The notification will request that the parent and/or staff notify the principal if their child or they have any known allergies, asthma, or other health condition that might be aggravated by the therapy animal's presence.

The principal will take appropriate action to protect any such students or staff members form exposure to the therapy animal

The handler will:

1. take precautions deemed necessary to protect the health and safety of students and other staff. At no time should a student be put in charge of the animal on school grounds;
2. ensure that the animal is treated humanely, keeping it in a healthy condition and in appropriate housing (e.g., a cage or tank) that is properly cleaned and maintained;
3. keep the surrounding areas in a clean and sanitary condition at all times;

Exclusion or removal from School District Property: A therapy animal me be excluded from school district property if a school administrator determined that:

- A. The handler does not have control of the therapy animal;
- B. The therapy animal is not housebroken;
- C. The therapy animal presents a direct and immediate threat to others in the school;
- D. The therapy animal's presence otherwise interferes with educational program.

The handler shall immediately remove his/her animal from school property when instructed to do so by a school administrator. If the therapy animal is found to be no longer suitable for the program, the District will revoke privileges for the therapy animal to be present on school property.

Service Animals for Students

A service animal is permitted to accompany a student with a disability to whom the animal is assigned anywhere on the school campus where students are permitted to be.

A service animal is the personal property of the student and/or parents. The Board does not assume responsibility for training, daily care, or healthcare of service animals. The Board does not assume responsibility for personal injury or property damage arising out of or relating to the presence or use of service animals on District property or at District-sponsored events.

A service animal that meets the definitions set forth in the ADA and this policy shall be under the control of the student with a disability, or a separate handler if the student is unable to control the animal. A service animal shall have a harness, leash, or other tether, unless either the student with a disability is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the student's control (e.g., voice control, signals, or other effective means), or under the control of a handler other than the student.

If the student with a disability is unable to control the service animal and another person serves as the animal's handler, that individual shall be treated as a volunteer and, as such, will be subject to Policy 8120.

Removing and/or Excluding a Student's Service Animal

If a service animal demonstrates that it is not under the control of the student or its handler, the Principal is responsible for documenting such behavior and for determining if and when the service animal is to be removed and/or excluded from school property.

Similarly, in instances when the service animal demonstrated that it is not housebroken, the Principal shall document such behavior and determine whether the service animal is to be removed and/or excluded from school property.

The Principal should notify the Superintendent prior to or as soon thereafter as is practicable when a service animal has been removed and/or excluded, and, immediately subsequent to such notification, document the reasons for the removal and/or exclusion.

The Principal's decision to remove and/or exclude a service animal from school property may be appealed in accordance with the complaint procedure set forth in Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity.

The procedures set forth in Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity do not intended to interfere with the rights of a student and his/her parents or an eligible student to pursue a complaint of legally prohibited discrimination with the United States Department of Education's Office for Civil Rights or the Department of Justice.

Eligibility of a Student's Service Animal for Transportation

A student with a disability shall be permitted to access School District transportation with his/her service animal. There may also be a need for the service animal's handler, if the handler is someone other than the student, to also access School District transportation.

When a service animal is going to ride on a school bus owned or leased by the District, the student and his/her parents, or eligible student, and the handler, if s/he is someone other than the student, shall meet with the Principal to discuss critical commands needed for daily interaction and emergency/evacuation, and to determine whether the service animal should be secured on bus/vehicle with a tether or harness.

At the discretion of the Principal, an orientation will take place for students and staff who will be riding the bus/vehicle with the service animal regarding the animal's functions and how students should interact with the animal.

The service animal shall board the bus by the steps with the student, not a lift, unless the student uses the lift to enter and exit the bus.

The service animal must participate in bus evacuation drills with the student.

While the bus is in motion, the service animal shall remain positioned on the floor, at the student's feet. A determination shall also be made regarding whether the service animal should be secured on the bus with a tether or harness.

While the bus is in motion, the service animal shall remain positioned on the floor, at the student's feet. Situations that would cause cessation of transportation privileges for the service animal include:

- A. The student, or handler, is unable to control the service animal's behavior, which poses a threat to the health or safety of others; or
- B. The service animal urinates or defecates on the bus.

The student and his/her parents shall be informed of behaviors that could result in cessation of transportation privileges for the service animal, in writing, prior to the first day of transportation.

If it is necessary to suspend transportation privileges for the service animal for any of the above reasons, the decision may be appealed to the Principal.

Although transportation may be suspended for the service animal, it remains the District's responsibility to transport the student.

Furthermore, unless the behavior that resulted in the service animal's removal from the bus is also documented during the school day, the service animal may still accompany the student in school.

Service Animals for Employees

In accordance with Policy 1623, Policy 3123, and Policy 4123 - Section 504/ADA Prohibition Against Disability Discrimination in Employment, the Board provides qualified individuals with disabilities with reasonable accommodation(s). An employee with a disability may request authorization to use a service animal while on duty as such an accommodation. The request will be handled in accordance with the ADA mandated interactive process.

Service Animals for Parents, Vendors, Visitors, and Others

Individuals with disabilities who are accompanied by their service animals are permitted access to all areas of the District's facilities where members of the public, as participants in services, programs or activities, as vendors, or as invitees, are permitted to go.

Individuals who will access any area of the District's facilities with their service animals should follow the building's standard visitor registration procedures and are encouraged to notify the Principal that their service animal will accompany them during their visit.

An individual with a disability who attends a school event will be permitted to be accompanied by his/her service animal in accordance with Policy 9160 - Public Attendance at School Events.

Revised 7/08/20

Revised 4/10/24

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Wis. Stat. 106.52, Section 504 of the Rehabilitation Act of 1973 (Section 504) The Americans with Disabilities Act (ADA)

The Individuals with Disabilities Education Act (IDEA)

Last Modified by Jennifer Bower on March 7, 2024

Book Policy Manual
Section Board approved 4-10-24
Title PREPAREDNESS FOR TOXIC HAZARDS
Code po8431
Status
Adopted June 9, 2008
Last Revised August 25, 2023

8431 - **PREPAREDNESS FOR TOXIC HAZARDS**

The Board is concerned for the safety of the students and staff members and will attempt to comply with all Federal and State statutes and regulations to protect them from hazards that may result from industrial accidents beyond the control of school officials.

TOXIC HAZARDS

These hazards exist in chemicals, pesticides, and other substances used in the school setting such as in laboratories, science classrooms, kitchens, and in the cleaning of rooms and equipment.

The Superintendent, or another ~~designated and~~ qualified person ~~designated by the Superintendent~~, will serve as the Toxic Hazard Preparedness (THP) Officer.

The THP Officer will:

- A. identify potential sources of toxic hazard in cooperation with material suppliers who shall supply the THP Officer with Safety Data Sheets (SDS's);
- B. ~~ensure~~ require that all incoming materials, including portable containers, are properly labeled with the identity of the chemical, the hazard warning, and the name and address of the manufacturer or responsible party;
- C. maintain a current file of SDS for all hazardous materials present on District property.

In fulfilling ~~these~~ THP Officer responsibilities, the THP Officer may enlist the aid of county and municipal authorities and, if possible, the owners or operators of identified potential sources of toxic hazard.

Nothing in this policy should be construed in any way as an assumption of liability by the Board for any death, injury, or illness that is the consequence of an accident or equipment failure or negligent or deliberate act beyond the control of the Board or its officers and employees.

The District will comply with any lead-screening requirements ~~promulgated~~ developed by the ~~Wisconsin~~ Department of Health and Social Services.

Revised 5/11/15

T.C. 8/25/23

Revised 4/10/24

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Legal 94.705, 94.715, 101.58 et seq., 254.162, 254.20, Wis. Stats.
15 U.S.C. 2601
20 U.S.C. 4022
20 U.S.C. 4014
20 U.S.C. 4011
20 U.S.C. 4011 et seq.
29 C.F.R. 1910.1450(b)
OSHA Brief - Hazard Communication Standard: Safety Data Sheets

Last Modified by Jennifer Bower on March 7, 2024

Book	Policy Manual
Section	Board approved 4-10-24
Title	FOOD SERVICES - 30.2 and 31.2 TC and 32.2 - Kaitlin
Code	po8500
Status	
Adopted	June 9, 2008
Last Revised	August 11, 2021

8500 - **FOOD SERVICES**

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

The Board shall also provide a breakfast program in accordance with procedures established by the Department of Public Instruction.

The food-service program shall comply with Federal and State regulations pertaining to the selection, preparation, delivery, consumption, and disposal of food and beverages as well as to the fiscal management of the program as well as all Federal and State requirements pertaining to food service hiring and food service manager/operator licensure and certification. In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons.

Dietary Modifications

Modifications Based on Compliant Medical Documentation

Substitutions to the standard meal requirements shall be made, at no additional charge, for students who have received, from a health care provider with prescriptive authority in the State of Wisconsin, medical certification that the student's medical condition restricts their diet ~~are certified by a licensed physician to have a disability which restricts his/her diet~~, in accordance with the criteria set forth in 7 C.F.R. 15b.3. To qualify for such substitutions the medical certification must identify:

- A. the student's disability and the major life activity affected by the disability;
- B. an explanation of why the disability affects the student's diet; and
- C. the food(s) to be omitted from the student's diet, and the food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula).

For non-disabled students who need a nutritional equivalent milk substitute, only a signed request by a parent or guardian is required.

Modifications Based on Noncompliant Medical Requests

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

- A. the medical or dietary need that restricts the student's diet; and
- B. the food(s) to be omitted from the student's diet and the food(s) or choice of foods that may be substituted

Modification Based on Student/Parental Preference

When a request for a special dietary accommodation is not supported by an authorized Medical Statement for Special Dietary Needs or included in a student's IEP or 504 plan, the School District cannot provide modified meals that are not in compliance with USDA Child Nutrition Program requirements. However, the Board authorizes the following:

A. Fluid Milk Substitution

1. The School District shall offer a Federally approved milk substitute with a written and signed request from a parent that identifies the reason for the special dietary accommodation.

B. Religious Reason

1. The School District shall have no legal obligation to accommodate a student's or parent's request for accommodations based on religious requests. However, the District will assist the student in choosing a reimbursable meal through offer versus serve (OVS).

C. **General Dietary Preference [If Selected Choose One]**

1. The School District shall have no legal obligation to accommodate a student's or parent's general health, nutrition, or food preferences. However, the District will assist the student in choosing a reimbursable meal through offer versus serve (OVS).

IMPLEMENTATION AND DISCONTINUATION

Review

Upon receipt of a request for a special dietary accommodation, the Food Service Director or Special Dietary Accommodation Coordinator shall review the request to ensure it is supported as required by Federal law and District policy.

Implementation

When the need for a special dietary accommodation is supported by a Medical Statement for Special Dietary Needs signed by a State authorized medical authority, the District will offer a reasonable modification that effectively accommodates the student's disability. Following USDA Child Nutrition Program regulations, the School District may consider factors such as cost and efficiency and is not required to prepare a specific meal, provide a specific brand of food, or provide a meal beyond the meals provided to other students.

For students who have an IEP or 504 plan that requires specific food related accommodations, the School District shall provide the accommodation as required by law, seeking clarifying medical information, as necessary.

A special dietary request will be approved and implemented upon submission of a completed authorized Medical Statement.

Notification

Parents will be notified of clarifications needed or approval of a special dietary request.

Student Absence

If a student receiving a special dietary accommodation is absent or does not wish to participate in school lunch on a day an accommodation is planned, contact the Food Service Director or Special Dietary Accommodation Coordinator by 9:00 a.m. **[or enter a time]** the same day.

Renewing A Special Dietary Request

An authorized Medical Statement does not need to be updated annually. However, the Food Service Director or Special Dietary Accommodation Coordinator may annually seek clarification or updates on special dietary requests.

Discontinuation of a Special Dietary Request

A special dietary request or part of a request may be discontinued by a parent by submitting the request in writing to the Food Service Director or Special Dietary Accommodation Coordinator.

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

Meal Charges

Lunches sold by the school may be purchased by students and staff members and community residents in accordance with the rules of the District's school lunch program.

Students may be permitted to accumulate negative food service account balance as determined by the Superintendent. The Superintendent shall determine the manner of determining permissible account balances by grade level. A student shall be permitted to purchase a la carte items with cash payment.

Students may not be permitted to purchase a meal using a food service account, when the family account is delinquent, but will instead be provided an alternative meal for \$1.00 until the school collects.

The operation and supervision of the food-service program shall be the responsibility of the Child Nutrition Coordinator and the Director of Business Services. Food services shall be operated on a self-supporting basis with revenue from students, staff, Federal reimbursement, and surplus food. The Board shall assist the program by furnishing available space, initial major equipment, and utensils. Maintenance and replacement of equipment is the responsibility of the program.

A periodic review of the food-service accounts shall be made by the Director of Business Service. Any surplus funds from the National School Lunch Program shall be used to reduce the cost of the service to students or to purchase cafeteria equipment shall be used in a manner permitted by law. Surplus funds from a-la-carte foods purchased using funds from the nonprofit food service account must accrue to the nonprofit food service account.

Bad Debt

Bad debt incurred through the inability to collect lunch payment from students is not an allowable cost chargeable to any Federal program. Any related collection cost, including legal cost, arising from such bad debt after they have been determined to be uncollectable are also unallowable. District efforts to collect bad debt shall be in accordance with Policy 6152 - Student Fees, Fines, and Charges.

Bad debt is uncollectable/delinquent debt that has been determined to be uncollectable no sooner than the end of the school year in which the debt was incurred. If the uncollectable/delinquent debt cannot be recovered by the School Meals Program in the year when the debt was incurred, then this is classified as bad debt. Once classified as bad debt, non-Federal funding sources must reimburse the NSFSFA for the total amount of the bad debt. The funds may come from the District general fund, State or local funding, school or community organizations such as the PTA, or any other non-federal source. Once the uncollectable/delinquent debt charges are converted to bad debt, records relating to those charges must be maintained in accordance with the record retention requirements in 7 CFR 210.9(b) (17) and 7 CFR 210.15(b).

Negative Account Balances

Students will be permitted to purchase meals from the District's food service using either cash on hand or a food service account. A student may be allowed to incur a negative food service account balance subject to the following conditions.

Students may be permitted to accumulate negative food service account balance not to exceed \$15.00 in grade K-5 and \$18.75 in grades 6-12. A student shall not be permitted to purchase a la carte items without sufficient account balance or cash on hand.

A student who has exceeded the permissible negative balance amount in their account and does not have cash on hand sufficient to purchase a meal will be treated respectfully. The District will provide meals to students with unpaid meal balances without stigmatizing them, will provide parents of students who charge meals with notification when a student charges a meal, and will make efforts to collect the charges incurred by the students so that the unpaid charges are not classified as bad debt at the end of the school year. Funding for these meals will come from donated funds.

This information is provided in writing to all households at the start of each year.

This policy and any implementing guidelines shall be provided in writing to all households at the start of each school year and to households transferring to the school or School District during the school year. The policy and implementing guidelines will also be provided to all District staff with responsibility for enforcing the policies. The policy will be posted on the District website.

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

With regard to the operation of the school food service program, the Superintendent shall require:

- A. the maintenance of sanitary, neat premises free from fire and health hazards;
- B. the preparation and consumption of food that complies with Federal food safety regulations;
- C. the purchase of foods and supplies in accordance with State and Federal law, USDA regulations, and Board policy (see Policy 1130, Policy 3230, and Policy 4230);
- D. compliance with food holds and recalls in accordance with USDA regulations;
- E. the accounting and disposition of food-service funds pursuant to Federal and State law and USDA regulations;
- F. the safekeeping and storage of food and food equipment pursuant to USDA regulations.

No foods or beverages, other than those associated with the District's food-service program, are to be sold during food-service hours. The District's food service program shall serve only food items and beverages determined by the Food Service Department to be in compliance with the current USDA Nutrition Standards for the National School Lunch and School Breakfast Programs. Any competitive food items and beverages that are available for sale to students a la carte in the dining area from midnight before to thirty (30) minutes after the end of the instructional day shall also comply with the current USDA Nutrition Standards for the National School Lunch and School Breakfast Programs and the USDA Smart Snacks in School nutrition guidelines. Foods and beverages unassociated with the food-service program may be vended in accordance with the rules and regulations set forth in Board Policy 8540 - Vending Machines.

The Superintendent will require that the food service program serve foods in the schools of the District that are wholesome and nutritious and reinforce the concepts taught in the classroom.

The Superintendent is responsible for implementing the food service program in accordance with the adopted nutrition standards and shall provide a report regarding the District's compliance with the standards at one of its regular meetings annually.

Nondiscrimination Statement

The following statement applies to all programs administered by the District that are funded in whole or in part by the U.S. Department of Agriculture (USDA):

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

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

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

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. Fax: (833) 256-1665 or (202) 690-7442; or
3. E-mail: program.intake@usda.gov.

This institution is an equal opportunity provider.

All verbal or written civil rights complaints regarding the school nutrition programs that are filed with the District must be forwarded to the Civil Rights Division of USDA Food and Nutrition Service within three (3) days.

Revised 9/24/12
Revised 4/27/15
Revised 5/10/17
Revised 12/12/18
T.C. 8/11/21
Revised 4/10/24

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Legal	SP 32-2015 Statements Supporting Accommodations for Children with Disabilities in the Child Nutrition Programs
	SP 59-2016 Modifications to Accommodate Disabilities in the School Meal Program
	OMB Circular No. A-87 USDA Smart Snacks in School Food Guidelines (effective July 1, 2014)
	Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.
	Healthy, Hunger-Free Kids Act of 2010 and Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq.
	42 U.S.C. 1758
	15.137, Wis. Stats.
	93.49, Wis. Stats.
	115.34 - 115.345, Wis. Stats.
	120.10(16), Wis. Stats.
	120.13(10), Wis. Stats.
	7 C.F.R. Part 15b
	7 C.F.R. Part 210
	7 C.F.R. Part 215
	7 C.F.R. Part 220
	7 C.F.R. Part 225
	7 C.F.R. Part 226
	7 C.F.R. Part 227

7 C.F.R. Part 235

7 C.F.R. Part 240

7 C.F.R. Part 245

42 U.S.C. Chapter 13

Last Modified by Jennifer Bower on March 7, 2024

Action Item: 1

Ashwaubenon School Board

Meeting Date:	March 13, 2024
Issue:	The 10 Year Facilities Improvement Plan is presented annually to the School Board for review and discussion.
Requested By:	Tom Schmitt
Attachments:	10 Year Facilities Improvement Plan
Financial and/or Staffing Implications:	The 10 Year Facilities Improvement Plan is used to help prepare the 2024-25 budget. The plan is also used to project future budgets.
Funding Source:	General fund
Explanation:	<p>The 10 Year Facilities Improvement Plan has been prepared using past recommendations, new information and input from staff. School Board input/discussion is used to affirm the merits of the various projects in the plan. Projects selected to proceed from the plan will be presented as part of the proposed 2024-25 budget. It is possible that not all projects will proceed in the projected budget year.</p> <p>Each year the plan is revised so that the total dollar amount for each fiscal year falls within the typical \$550K - \$600K funding range. Projects have been prioritized and assigned to years where they help meet the yearly funding target range.</p> <p>The Board is only approving the merits of the projects in the plan and no funding is being committed to them at this time.</p>
Recommendation:	Approve the 2024-34 10-Year Facilities Improvement Plan.

10 YEAR FACILITIES IMPROVEMENT PLAN 2024-2034

CORMIER

YEAR	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Priority Projects	\$150,000	\$60,000	\$95,000	\$0	\$0	\$0	\$0	\$0	\$100,000	\$0
Non Priority Projects	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Projects	\$150,000	\$60,000	\$95,000	\$0	\$0	\$0	\$0	\$0	\$100,000	\$0

PIONEER

YEAR	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Priority Projects	\$320,000	\$0	\$260,000	\$0	\$0	\$0	\$70,000	\$0	\$100,000	\$100,000
Non Priority Projects	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$15,000	\$0
Total Projects	\$320,000	\$0	\$260,000	\$0	\$0	\$0	\$70,000	\$0	\$115,000	\$100,000

VALLEY VIEW

YEAR	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Priority Projects	\$0	\$0	\$100,000	\$250,000	\$180,000	\$205,000	\$150,000	\$0	\$0	\$250,000
Non Priority Projects	\$60,000	\$0	\$0	\$0	\$0	\$70,000	\$0	\$95,000	\$0	\$0
Total Projects	\$60,000	\$0	\$100,000	\$250,000	\$180,000	\$275,000	\$150,000	\$95,000	\$0	\$250,000

PARKVIEW

YEAR	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Priority Projects	\$50,000	\$20,000	\$150,000	\$0	\$100,000	\$50,000	\$30,000	\$0	\$250,000	\$300,000
Non Priority Projects	\$5,000	\$70,000	\$0	\$0	\$0	\$0	\$105,000	\$180,000	\$80,000	\$0
Total Projects	\$55,000	\$90,000	\$150,000	\$0	\$100,000	\$50,000	\$135,000	180000	\$330,000	\$300,000

HIGH SCHOOL

YEAR	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Priority Projects	\$0	\$350,000	\$0	\$350,000	\$355,000	\$145,000	\$280,000	\$350,000	\$130,000	\$335,000
Non Priority Projects	\$20,000	\$80,000	\$0	\$0	\$0	\$0	\$10,000	\$80,000	\$0	\$0
Total Projects	\$20,000	\$430,000	\$0	\$350,000	\$355,000	\$145,000	\$290,000	\$430,000	\$130,000	\$335,000

DISTRICT OFFICE

YEAR	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Priority Projects	\$7,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Non Priority Projects	\$0	\$0	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Projects	\$7,500	\$0	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0

DISTRICT TOTALS

YEAR	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Priority Projects	\$527,500	\$430,000	\$605,000	\$600,000	\$635,000	\$400,000	\$530,000	\$350,000	\$580,000	\$985,000
Non Priority Projects	\$85,000	\$150,000	\$10,000	\$0	\$0	\$70,000	\$115,000	\$355,000	\$95,000	\$0
Total Projects	\$612,500	\$580,000	\$615,000	\$600,000	\$635,000	\$470,000	\$645,000	\$705,000	\$675,000	\$985,000

FACILITIES IMPROVEMENT PLAN

10 YEAR PLAN

Cormier School

Bold= highest priority										
Description of project										
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Roof repair roof section 1 (10,892 sq/ft)	\$70,000									
Roof repair section 5 (11,518 sq/ft)	\$80,000									
Replace hallway carpets		\$60,000								
Roof sections #10 & 11			\$60,000							
Crackfill and sealcoat and restripe asphalt areas			\$35,000							
Replace LED Fixtures									\$100,000	
TOTALS NON-PRIORITY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTALS PRIORITY ITEMS	\$150,000	\$60,000	\$95,000	\$0	\$0	\$0	\$0	\$0	\$100,000	\$0

FACILITIES IMPROVEMENT PLAN

10 YEAR PLAN

Pioneer School

Bold= highest priority

Description of project	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Pioneer roof section #2	\$230,000									
Replace roof section 04 (5678 sq./ft.)										
Pioneer roof section #5 (12,500 sq/ft)	\$90,000									
Replace carpet in LMC			\$60,000							
Mill and resurface parking lots and playground area			\$200,000							
Replace needlepoint bipolar ionizagion lamps							\$30,000			
Crackfill and sealcoat and restripe asphalt areas							\$40,000			
Replace gym curtain									\$15,000	
Replace LED light fixtues school wide										\$100,000
Replace elevator									\$100,000	
TOTALS NON-PRIORITY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$15,000	\$0
TOTALS PRIORITY ITEMS	\$320,000	\$0	\$260,000	\$0	\$0	\$0	\$70,000	\$0	\$100,000	\$100,000

FACILITIES IMPROVEMENT PLAN

10 YEAR PLAN

Valley View School

Bold= highest priority										
Description of project										
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Tile front office hallway and stairwell	\$60,000									
Remodel womens gym locker room into shared storage						\$70,000				
Valley View roof sections 2 & 6			\$100,000							
Valley View roof section #4				\$250,000						
Mill and resurface West and North asphalt areas					\$150,000					
Replace LMC carpeting					\$30,000	\$30,000				
Replace upper level boilers #1 & #2						\$75,000				
Replace gym floor						\$100,000				
Replace needlepoint bipolar ionizagion lamps							\$30,000			
Mill and resurface East parking lot							\$100,000			
Replace office area rooftop units							\$20,000			
Remodel 4th and 5th grade bathrooms replace fixtures								\$80,000		
Replace office carpet								\$15,000		
Replace LED Fixtures										\$250,000
TOTALS NON-PRIORITY	\$60,000	\$0	\$0	\$0	\$0	\$70,000	\$0	\$95,000	\$0	\$0
TOTALS PRIORITY ITEMS	\$0	\$0	\$100,000	\$250,000	\$180,000	\$205,000	\$150,000	\$0	\$0	\$250,000

FACILITIES IMPROVEMENT PLAN

10 YEAR PLAN

Parkview School

Bold= highest priority

Description of project	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Science room cabinets and tables		\$70,000								
Remodel tech ed area							\$100,000			
Replace pep grant exercise equipment	\$5,000						\$5,000	\$5,000		
Replace air handling unit 2nd floor							\$30,000			
Install condensing boiler to replace boiler #1	\$50,000									
Crackfill and sealcoat and restripe asphalt areas		\$20,000								
Replace boilers #2 & #3			\$150,000							
Replace LMC carpet						\$50,000				
Replace classroom carpet squares					\$100,000					
Chiller replacement									\$250,000	
New Bathroom sinks and faucets, hand dryers and recirculating hot water upper & lower levels								\$100,000		
Replace hardscape in front of school, replace bike rack area								\$60,000		
Replace Band Room Carpet									\$30,000	
Remodel School Store								\$15,000		
Maintenance free landscaping around building									\$50,000	
Crackfill and sealcoat and restripe asphalt areas										\$50,000
Replace LED fixtures										\$250,000
TOTALS NON-PRIORITY	\$5,000	\$70,000	\$0	\$0	\$0	\$0	\$105,000	\$180,000	\$80,000	\$0
TOTALS PRIORITY ITEMS	\$50,000	\$20,000	\$150,000	\$0	\$100,000	\$50,000	\$30,000	\$0	\$250,000	\$300,000

FACILITIES IMPROVEMENT PLAN

10 YEAR PLAN

High School

Bold= highest priority										
Description of project										
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Replace exercise equipment in fitness center (Pep Grant Equipment)	\$10,000						\$10,000	\$10,000		
Demo old kitchen area and repurpose		\$150,000								
Add A/C to rooms 140, 136,135, 133, 147, 151 and auditorium		\$80,000								
Replace auditorium carpet	\$10,000									
Foods room outdoor cooking entrance to courtyard and patio								\$35,000		
Remove planter from front entrance and repair concete								\$35,000		
Replace field house boilers				\$150,000						
Replace science wing boilers		\$200,000								
Replace main boilers #1 & #2				\$100,000						
Replace roof section #9					\$275,000					
Replace main boilers #3 & #4				\$100,000						
Replace carpet in library					\$80,000					
Restripe and paint track						\$15,000				
Sturctural spray and reline track						\$100,000				
Replace rooftop units for office areas						\$30,000				
Replace needlepoint bipolar ionizagion lamps							\$30,000			
Mill and grind West ad North parking lots							\$250,000	\$350,000		
Replace synthetic turf football field (This is 1/2 the cost, \$350,000 will need to be fundraised)									\$100,000	
Replace ticket booth entrance to football Field									\$30,000	
Replace HS delivery Van										\$35,000
Relace LED fixtures throught the school										\$300,000
TOTALS NON-PRIORITY	\$20,000	\$80,000	\$0	\$0	\$0	\$0	\$10,000	\$80,000	\$0	\$0
TOTALS PRIORITY ITEMS	\$0	\$350,000	\$0	\$350,000	\$355,000	\$145,000	\$280,000	\$350,000	\$130,000	\$335,000

10 YEAR PLAN

Pool and PAC Repair and Maintenance - Fund 80

Bold= highest priority

Description of project	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Replace pool locker room flooring					\$100,000					
Replace pool UV lamps	\$5,000					\$5,000	\$5,000			
Replace pool cover				\$75,000						
Replace pool chemical control system			\$50,000							
Replace carpet PAC							\$100,000			
TOTALS NON-PRIORITY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTALS PRIORITY ITEMS	\$5,000	\$0	\$50,000	\$75,000	\$100,000	\$5,000	\$105,000	\$0	\$0	\$0

Action Item: 2

Ashwaubenon School Board

Meeting Date:	3/13/2024
Issue:	2024-2025 Technology Budget and 5-Year Plan
Requested By:	Scott Truskowski and Jamie Averbeck
Attachments:	2024-25 Tech Budget.pdf
Financial and/or Staffing Implications:	Yes, \$604,400.
Funding Source:	
Explanation:	Estimated technology needs for next year and the following 5 years.
Recommendation:	Approve as written.

ASD Technology

2024-2025 Budget Estimate

2024-25 Budget Year Breakdown

Category	Cost
Infrastructure	\$91,000
Internet	\$21,400
Hardware	\$267,000
Services	\$225,000
Total	\$604,400

2024-25 Budget Year

\$604,400

Infrastructure \$91,000

PI, PV, VV Wireless Replacement

Core Switch Replacement

Server Switch Replacement

2024-25 Budget Year

\$604,400

Internet \$21,400

Firewall and Content Filter Ongoing Costs

Mobile Hotspots Ongoing Costs

2024-25 Budget Year

\$604,400

Hardware \$267,000

9th Grade 1:1 Chromebooks

HS Tech Ed Labs Desktop/Laptop Replacements

1st-2nd Grade iPad Replacements

HS WL, Math, and LMC iPad Replacements

Projector Replacements

2024-25 Budget Year

\$604,400

Services/Support \$225,000

Licensing

Warranties

Maintenance

Operating Expenses

Extended Plan:

Category	2024-25	2025-26	2026-27	2027-28	2028-29
Infrastructure	\$91,000	\$80,000	\$30,000	\$151,500	\$67,500
Internet	\$21,400	\$21,400	\$21,400	\$21,400	\$21,400
Hardware	\$267,000	\$420,000	\$439,000	\$410,000	\$410,000
Services	\$225,000	\$230,000	\$235,000	\$245,000	\$255,000
Total	\$604,400	\$751,400	\$725,400	\$827,900	\$753,900

Questions?

Any Questions or Concerns?

Action Item: 3

Ashwaubenon School Board

Meeting Date:	March 13, 2024
Issue:	K-5 Literacy Curriculum Adoption
Requested By:	Andy Bake
Attachments:	Executive Summary: Ashwaubenon 4K - Grade 5 Literacy Curriculum Adoption
Financial and/or Staffing Implications:	Approximately \$278,000
Funding Source:	Curriculum Budget
Explanation:	Throughout this year, our literacy team has reviewed several curriculum options that are aligned with Wisconsin Act 20 and emphasize Science of Reading. In recent months, K-5 teachers have also had an opportunity to review materials and provide feedback. After careful review, I recommend purchasing MyView Literacy by Savaas Publishing. Please review the attached Executive Summary for additional information about our review process.
Recommendation:	Approve Adoption of MyView Literacy from Savaas

Executive Summary
Ashwaubenon 4K - Grade 5 Literacy Curriculum Adoption
An Adoption to Comply with Wisconsin Act 20
March 13, 2024

Introduction

On July 19, 2023, Governor Tony Evers signed Wisconsin Act 20 into law. This is a law that has wide-ranging implications for the teaching of reading and writing in the state of Wisconsin. One of the requirements of the legislation is for districts to adopt a literacy curriculum that contains all nine components of the science of reading and that does not include ‘3-cueing’. This curriculum must be in place by September 1, 2024. After careful review, a team consisting of the Director of Curriculum and Instruction, the Literacy Coordinator, and the district’s literacy interventionists/coaches determined that it was in our best interest to transition from Units of Study to one of the curriculums recommended by the Wisconsin Early Literacy Council. This review committee spent much of the 2023-24 school year (to date) working through the instructional improvement process. Because of the expedited timeline that Act 20 requires, there was slightly less staff input than is typical in a curriculum review process, however efforts were made to ensure staff input was sought out and included in the decision making process.

Timeline

June 8, 2023	Members of the education committee of the Wisconsin State Legislature announced proposed legislation to increase literacy achievement in the State of Wisconsin.
June 15, 2023	Public Hearing
June 28, 2023	Legislation is passed in both the Wisconsin Assembly and Wisconsin Senate
July 19, 2023	Legislation is signed into law by Governor Tony Evers. Effective immediately, districts are prohibited from purchasing curricula and instructional materials that incorporate three-cueing in the core reading curriculum or in supplemental materials, including materials used for reading intervention.
August, 2023	Ashwaubenon Literacy Team carefully reviewed all aspects of Wisconsin Act 20 to ensure we had a systematic process to implement all aspects of the legislation.
September, 2023 - December, 2023	Ashwaubenon Literacy Team reviews the following curriculums: CKLA, Benchmark Advance, EL Education, myView Literacy, Wit & Wisdom, and Wonders based on approved curriculums from other states and EdReports. A determination is made that Units of Study will not comply with the expectations set forth in Act 20 so a change of curriculum will be needed.
October 10, 2023	Wisconsin Early Literacy Council begins meeting to

Ashwaubenon School District Curriculum Review

	determine early literacy instructional materials recommendations. Districts will be encouraged to select literacy materials from the recommended list and will be reimbursed for up to 50% of the cost of materials when selecting literacy materials off the list. While the legal deadline for submitting recommendations to the DPI is December 1, 2023, it is determined that the council will not meet this deadline.
October 10-24, 2023	Ashwaubenon Literacy Team reviews decodable texts from the following companies: Pioneer Valley, DayPack Readers, Benchmark Advance, Learning Without Tears, and Jumprope Readers to determine best decodable readers to support science of reading focused literacy instruction in grades K-2.
December 19, 2023	Based on the review of materials and completion of a curriculum review protocol, the literacy team narrows the field of potential curricula to Benchmark Advance and myView Literacy.
January 19, 2024	All elementary teachers are invited to review all potential literacy curriculums, with an emphasis put on Benchmark Advance and myView Literacy. Staff are invited to complete feedback forms for materials.
February 6, 2024	Based on the reviews of the literacy team and feedback from teachers, the decision is made to select myView Literacy as our literacy curriculum.
February 14, 2024	Early Literacy Council recommends four curriculums: CKLA, Wit & Wisdom, EL Education, and Bookworms as approved curriculums. All other curriculums reviewed are not recommended.
February 16, 2024	All elementary teaching staff are provided with an overview of Wisconsin Act 20 and the ways the legislation will change literacy instruction in the district.
February 19, 2024	DPI submits their own list of recommended curriculums to the Joint Finance committee. This list includes: ARC Core, Being a Reader and Writer, Benchmark Advance, CKLA, EL Education, Into Reading, myView Literacy, Open Court, Wit & Wisdom, and Wonders. All other curriculums reviewed are not recommended. The Joint Finance Committee has 14 business days to approve one of the submitted lists.
March 6, 2024	Deadline for the Joint Finance Committee to approve recommended curriculums list passes without action.
March 11, 2024	The Joint Finance Committee votes to approve the list recommended by the Early Literacy Council. This list does not include myView Literacy.

March 13, 2024	Recommendation to approve myView Literacy brought to the Board of Education.
September 1, 2024	All districts in Wisconsin are required to be using a curriculum that is fully aligned with Science of Reading and does not include 3-cuing. myView Literacy does meet these components of Act 20.

Curriculum Review Process

After carefully reviewing the materials that have been approved in other states with Science of Reading requirements and considering our needs and philosophy as a district, District Literacy Coordinator Sheryl Stathas and Director of Curriculum & Instruction Andy Bake decided to contact the following publishers to request materials and to discuss their curricula:

Benchmark Education Advance, Benchmark Education Company (2022)
 Core Knowledge Language Arts (CKLA), Amplify Education (2022)
 EL Education Language Arts, Imagine Learning (2019)
 myView Literacy, Savvas Learning Company (2025)
 Wit & Wisdom, Great Minds (2020) with Really Great Reading
 Wonders, McGraw Hill (2023)

The district literacy team (composed of literacy specialists, interventionists, and coaches) reviewed each curriculum ensuring it meets the definition of science-based early literacy instruction as defined by Act 20. This requires that the materials are systemic, explicit, and consists of all of the following:

1. Phonological Awareness, including word awareness, rhyme recognition, repetition, and creation of alliteration, syllable counting, or identification, onset, and rime manipulation.
2. Phonemic Awareness, including phoneme identification, isolation, blending, segmentation, addition, substitution, and deletion.
3. Phonics: the study of relationships between sounds and words, including alphabetic principle, decoding, orthographic knowledge, encoding, and fluency.
4. Building Background Knowledge
5. Oral Language Development
6. Vocabulary Building to develop lexical and morphological knowledge.
7. Instruction in Writing
8. Instruction in Comprehension
9. Reading Fluency

Beyond the requirements of Act 20, the district literacy team also considered the following:

1. Materials are aligned to state standards and district beliefs about high-quality literacy instruction
2. Materials are well organized and formatted for classroom use
3. Materials are highly engaging and promote a love of reading and writing
4. Assessment materials are research-based and provide formative data to staff
5. Materials are designed to reflect the diverse cultural and social backgrounds of students
6. Vendor provides professional development to support implementation

After careful review of these considerations, all physical and online materials provided by vendors, and after meeting with representatives from each publisher, the literacy team determined that Benchmark Advance and myView Literacy best met the identified criteria.

At this point, all kindergarten through grade 5 teachers were invited to review curriculum materials from all considered vendors, with priority given to the Benchmark Advance and myView Literacy. Staff members were provided approximately one hour to review materials for their grade level and to provide feedback on a rating rubric. Staff requested additional time to review materials, and the materials were made available in their buildings for a week after the scheduled review date. Members of the literacy team did a site visit to learn more about Benchmark Advance implementation in Seymour and met with staff from Port Washington to discuss their implementation of myView. Unfortunately, due to the tight timeline Act 20 requires, teachers were not able to pilot materials in their classrooms. Feedback was compiled and the literacy team determined that myView Literacy would be the curriculum recommended to the Board of Education for adoption. We recommend that the board approve the purchase of myView Literacy from Savvas Publishing as our literacy curriculum beginning with the 2024-2025 school year.

Implementation

A professional development plan is in the process of development to give all teachers the learning opportunities and resources needed to accomplish their goal of improving student achievement through a relevant and engaging education. The training will continue throughout the implementation process. It will involve opportunities for planning, practice, dialogue, and reflection. Likewise, a communication plan is also being created to explain the program changes to students, parents and community members.

A partial timeline of implementation is provided below, with plans to add additional learning opportunities throughout next year, as needed.

February 15, 2024	One kit of teacher materials for each grade level was delivered to each school so that teams can begin reviewing the materials in more detail.
February 16, 2024	Professional development is provided to teachers who work with students in grades K-2 about use of decodable readers to support early literacy.
April 1, 2024	All K-5 staff will participate in a 55-minute overview of myView Literacy with a trainer from Savvas.
Summer, 2024	Andy and Sheryl will work with the literacy team and grade level literacy leaders to develop a scope and sequence for the 2024-25 school year.
August 22, 2024	Staff will participate in one day of training with a Savvas trainer.
Fall, 2024	All elementary administrators, Sheryl, and Andy will participate in six days of Early Literacy Leader training with CESA 6.
2024-25 School Year	All K-3 teachers who teach literacy, including special education teachers and EL teachers will participate in 32 hours of Early Literacy Training with Cox Academy.

Cost

Purchase of myView Literacy is based on the number of students enrolled. Students receive a consumable workbook, digital access, and grade level reading materials each year. Cost is \$185 per student for 6 years of online access and 6 years of student materials. We were able to negotiate for complimentary staff materials for all homeroom teachers, special education teachers, and EL teachers. Total costs are outlined below, with an agreement to adjust slightly each year based on student numbers.

	Total Students	Consumables & Online Access (6 yrs) \$185 per student	Teacher Resources
Kindergarten	225	\$41,625	complimentary
Grade 1	225	\$41,625	complimentary
Grade 2	200	\$37,000	complimentary
Grade 3	260	\$48,100	complimentary
Grade 4	220	\$40,700	complimentary
Grade 5	230	\$42,550	complimentary
Total		\$251,600 + shipping and curriculum training	

Total cost is approximately \$278,000.00 with Savvas agreeing to two equal payments in July of 2024 and July of 2025.

Summary

Enacted in July of 2023, Wisconsin Act 20 requires that schools ensure curriculum materials used in the teaching of literacy incorporate the nine essential elements of science-based literacy instruction and do not include 3-cuing by September 1, 2024. Throughout this school year, the district literacy team has engaged in the curriculum review process to determine how to ensure compliance and increase student achievement in literacy. After careful review of our current curriculum and several literacy curriculums that have been identified as being in compliance in other states, the literacy team provided all staff the opportunity to explore Benchmark Advance and myView Literacy and to provide feedback. Upon review of this feedback and following discussions with other districts who have recently implemented Benchmark Advance or myView Literacy, the board is asked to approve the 2025 version of myView Literacy from Savvas publishers as the literacy curriculum for use in grades kindergarten through five. Although myView Literacy is not on the list of approved curriculum approved by the Wisconsin Joint Finance Committee, we are not eligible for partial reimbursement for the costs of this purchase at this time. However, myView Literacy is fully in compliance with Act 20 legislation and it is the belief of the literacy team that it is the most appropriate curriculum choice for our students and our community.

Attachments

[Instructional Materials Evaluation Tool](#)

[Instructional Materials Adoption Process](#) (field testing/piloting did not occur due to timeline)

[Decodable Reader Evaluation Tool](#)

Action Item: 4

Ashwaubenon School Board

Meeting Date:	March 13, 2024
Issue:	Pupil Non Discrimination Report
Requested By:	Tammy Nicholson
Attachments:	Pupil Non Discrimination Report
Financial and/or Staffing Implications:	N/A
Funding Source:	N/A
Explanation:	<p>School District Self-Evaluation of the Status of Pupil Nondiscrimination and Equality of Educational Opportunities. Wis. Admin. Code § PI 9.06 requires school boards to evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every five years and report the results to the Department of Public Instruction.</p> <p>To meet the five-year evaluation and reporting requirements, districts must evaluate the status of nondiscrimination and equality of educational opportunity in the following eight areas:</p> <ul style="list-style-type: none"> ● School board policies and administrative procedures. ● Enrollment trends in classes and programs. ● Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing. ● Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment. ● Participation trends and patterns and school district support of athletic, extracurricular and recreational activities. ● Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district. ● School district efforts to achieve equality of educational opportunity and nondiscrimination. ● School district technology, including electronic communications by school district staff. <p>The self-evaluation process must be completed by May 30, 2024. Districts will be required to assure the Department that: the district's self-evaluation explored the eight required areas; provided an opportunity for participation in the process, and resulted in a written report available for examination by residents of the school district. The district must also submit a copy of this written report to the Department upon request.</p>
Recommendation:	It is recommended that the board give final approval of the 2023-2024 Pupil Nondiscrimination report.

DPI
Pupil Nondiscrimination
Self-Evaluation Report:
2023-2024

Ashwaubenon School District

Approved by the School Board on:

PI-9 District Designee:
Tammy Nicholson, Director of Pupil Services
(920) 492-2900
tnicholson@ashwaubenonk12.org

DPI Contact: Paul Sherman, Pupil Nondiscrimination Program Consultant
Phone: 608-267-9157 Email: paul.sherman@dpi.wi.gov

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Section I - General Overview of PI-9 Pupil Nondiscrimination

The self-evaluation required by PI 9.06, Wis. Admin. Code is more than simply a legal requirement. It is an invaluable tool that can be used to strengthen our commitment and efforts to foster equitable and successful schools for all students.

Cycle I: Between 1989 and 1994, Wisconsin school districts evaluated the status of pupil nondiscrimination and equality of educational opportunity within their own districts and then reported on their evaluation to the Department of Public Instruction. This process is referred to as Cycle I. **The focus of Cycle I was primarily on whether compliance had been achieved with the procedural requirements established under s. 118.13, Stats., Wisconsin’s pupil nondiscrimination law.**

Cycle II: In 2000-2001, districts were required to conduct a second self-evaluation, which was referred to as Cycle II. **The Cycle II evaluation required more than an assessment of whether compliance has been achieved with the procedural requirements of the law.** In Cycle II, school districts were asked to assess the effectiveness of their efforts in achieving pupil nondiscrimination and equality of educational opportunity.

Cycle III: In 2006-2007, districts were required to complete Cycle III of the self-evaluation. **Reporting requirements under Cycle III were much different** than under Cycle I or II because of a detailed data analysis conducted by the department. Cycle III required districts to evaluate these three elements, create an evaluation report, and assure the department of their work:

- “Methods, practices, curriculum, and materials used in ... counseling...”
- “Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district”
- “Participation trends and patterns and school district support of athletic, extracurricular and recreational activities”

Cycle IV: In 2011-12, districts were once again required to complete the self-evaluation. **Cycle IV required districts to evaluate the same three elements** as in Cycle III, create an evaluation report, and assure the department of their work.

Cycle V: In 2016-2017, districts were once again required to complete the self-evaluation. **Cycle V required districts to evaluate the same three elements** as in Cycle III and Cycle IV, create an evaluation report, and assure the department of their work.

Cycle VI: In 2023-24, districts were once again required to complete the self-evaluation. **Cycle VI requires districts to evaluate the following elements:**

- School board policies and administrative procedures.
- Enrollment trends in classes and programs.
- Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.
- Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment.
- Participation trends and patterns and school district support of athletic, extracurricular and recreational activities.

- Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district.
- School district efforts to achieve equality of educational opportunity and nondiscrimination.
- School district technology, including electronic communications by school district staff.

Wisconsin State Statute 118.13 and Administrative Rule PI 9.06

Wisconsin State Statute 118.13	Administrative Rule PI 9.06
<p>118.13 Pupil discrimination prohibited. (1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.</p>	<p>PI 9.06 Evaluation. (1) In order to provide the information necessary for the state superintendent to report on the compliance with s. 118.13, Stats., as required under s. 118.13 (3) (a)3., Stats., each board shall evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every 5 years on a schedule established by the state superintendent. The evaluation shall include the following:</p> <ul style="list-style-type: none"> a) School board policies and administrative procedures. b) Enrollment trends in classes and programs. c) Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing. d) Trends and patterns of disciplinary actions, including suspensions, expulsions and handling of pupil harassment. e) Participation trends and patterns and school district support of athletic, extracurricular and recreational activities. f) Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district. g) School district efforts to achieve quality of education opportunity and nondiscrimination. <p>(2) The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district.</p> <p>(3) The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.</p>

Section II - Contributors to the Pupil Nondiscrimination Self-Evaluation Cycle Report

The following individuals were responsible for the development, writing and/or review of the Pupil Nondiscrimination Self Evaluation Cycle IV Report:

Name	Position
Kurt Weyers	Superintendent
Keith Lucius	Assistant Superintendent
Tammy Nicholson	Director of Pupil Services
Andrew Bake	Director of Curriculum
Dirk Ribbens	Principal
Kris Hucek	Principal
Peter Marto	Principal
Doug Pieschek	Principal
Brian Carter	Principal
Cassandra Schneider	Assistant Principal
Nicholas Senger	Assistant Principal
Michael Heim	Assistant Principal
Jason Fisch	Assistant Principal
Jamie Averbeck	District Assessment Coordinator
Jennifer Bower	Administrative Secretary
Mandy Schroeder	Information Technology
Jennifer Bower	Admin Assist. to Superintendent & Board
Paula Fenton	High School Registrar
Barb DeRoeck	Student Services Secretary
Jamie Kallies	Pioneer Counselor
Joy Van Laanen	High School Counselor
Scott Conratt	Middle School Athletic Director
Angela Krueger	Secretary to the High School Athletic Director
Amy Dillenberg	School Social Worker
Christina Fitzpatrick	School Counselor

Opportunities to Participate in the Writing, Development, Final Review/Evaluation of the Pupil Nondiscrimination Self-Evaluation Cycle VI Report 9.06(2)

Opportunity to participate in the final review of this report was offered to pupils, teachers, administrators, parents and residents of the school district in the following manner:

- Open meeting portion of a scheduled school board meeting on February 14, 2024
- Individual meetings
- Discussion item at administrative meetings
- Public comment notice

Section III - District Overview - Ashwaubenon School District

The Ashwaubenon School District serves over 3,100 students between the ages of 3-21, across five school locations. The community of Ashwaubenon has a population of 16,817.

Our Mission

Developing lifelong learners, who positively contribute to their communities.

Our Vision

Excellence in education so every student will achieve their full potential.

Our Values Statement

As a school community, we value:

- A welcoming and nurturing environment
- Collaboration
- Equity
- High levels of learning
- Mental wellness
- Safety

Our Pillars

Our Pillars reflect the values which uphold our Mission and Vision. This assists us to prioritize the Objectives and Goals in our Strategic plan.

- Authentic Relationships
- Safe, Inclusive Learning Environments
- High Expectations for All
- Empowered Staff
- Allocation of Resources

[Ashwaubenon School District Strategic Plan](#)

This data represents the demographic breakdown of our student population. This data was utilized during the analysis within each of the required areas of the study. This data was derived and disaggregated from the Wisconsin Department of Public Instruction WISE Dash Database. The school district submits data annually to this state-wide system. The district recommends caution in the review of data, especially from the 2019-20 and the 2020-21 school years. This data has been included, but will limit some of the ability to examine multi-year trends or patterns. This was primarily due to the significant impact of the pandemic on the data of the school during those years. Some of the data from the 2021-22 school year may also be impacted due to the district offering virtual learning options. During those times co-curricular activities, clubs, class enrollments, programming, curriculum materials, discipline, and instruction were greatly impacted. For this reason, the 2022-23 data will be the primary focus and given greater emphasis in determining recommendations or considerations for improvement. It is also important to note that all data present in the WISE Dash system for the 2023-24 school year has not been validated or updated, and should be disregarded from the graphs and charts.

[Ashwaubenon School District Enrollment Data Set](#)

Section IV - School Board Policies and Administrative Procedures

The purpose of this section is to ask the district to examine the board policies and procedures that have been adopted by the board.

By evaluating this area, school districts will have an opportunity to:

- Ensure that policies include all protected categories listed under Wis. Stat. 118.13.
- Ensure that policies address harassment or that there is a separate anti-harassment policy
- The policies are published annually, are easily accessible and clearly articulate the compliance officers, the complaint timeline, and procedures for the complaint process.

Summary Report Data

Method of Analysis:

- Review and Examination of policies related to Pupil Nondiscrimination and Equal Education Opportunity
- Administrative team meeting and data examination
- Review Student Handbooks

Supporting Information:

The following information was reviewed:

- Back to School Newsletter referencing annual notices and website
 - [Annual Notices - website](#)
 - [Jaguar Nation Newsletters - website](#)
 - [Back to School Newsletter 2021-2022](#)
 - [Back to School Newsletter 2022-2023](#)
 - [Back to School Newsletter 2023-2024](#)
- [Ashwaubenon School District Board Policies](#)
 - PO 2260 Nondiscrimination and Access to Equal Educational Opportunity
 - PO 2260.01 Section 504/ADA Prohibition Against Discrimination Based on Disability
 - PO 2266 Nondiscrimination on the Basis of Sex in Education Programs or Activities
 - PO 5517 Student Anti-Harassment
 - PO 5730 Equal Access for Non District-Sponsored Student Clubs and Activities
- School Student Handbooks
 - 2023-24 - Ashwaubenon High School ([English](#) / [Spanish](#))
 - 2023-24 - Parkview Middle School ([English](#))
 - 2023-24 - Valley View Elementary School ([English](#) / [Spanish](#))
 - 2023-24 - Pioneer Elementary School ([English](#))
 - 2023-24 - Cormier School and Early Learning Center ([English](#) / [Spanish](#))
 - [Title IX Procedure & Documents](#)

Findings:

- The District's designated compliance officers are Tammy Nicholson, Director of Pupil Services and Keith Lucius, Assistant Superintendent.

- The district has trained 5 Title IX compliance officers for flexibility in situations where a conflict of interest might exist. The Title IX procedures are clearly defined.
- The district has board approved policies prohibiting discrimination against pupils on the basis of each of the protected classes.
- The District publishes an annual class 1 legal notice yearly.
- Information is shared on school and district websites and student handbooks.
- Valley View, Cormier and AHS have English and Spanish versions of the student handbook. Parkview and Pioneer have English versions of the student handbook.
- Building handbooks reference school board policies and pupil non discrimination notices.

Recommendations for Improvement and Implementation Strategies:

- The district will continue to publish an annual class 1 legal notice.
- The Parkview and Pioneer administration will work with staff to develop a Spanish version of the student handbook for Parkview Middle School and Pioneer Elementary School.
- All building administrators will ensure that the most recent board policies 5517 and 2260 are in the student handbooks at the start of each school year. Principals should review all other board information in the handbook to make sure it is up to date.
- District administration should revise the harassment/discrimination complaint procedure so it is accessible electronically.

Section V – Enrollment trends in classes and programs

The purpose of this section is to ask the district to examine enrollment trends and patterns within classes and programs provided by the district.

By evaluating this area, school districts will have an opportunity to:

- Ensure progress is made each year towards increased enrollment in courses and programs by underrepresented groups based upon race, gender, disability, and national origin.
- Particular programs and courses that merit attention included advanced and/or college preparatory courses, talented and gifted programming, and vocational education classes or programs.

Summary Report Data

Method of Analysis:

- Administrative team meeting and data examination
- Course enrollment data review with high school administration
- Three years of data disaggregated for course enrollments in various programs

Supporting Information:

The following information was reviewed:

- [Semester Course enrollment broken down by race, gender, disability, and national origin for 2020-2021, 2021-2022, 2022-2023](#)

Findings:

- Talented and Gifted Programming:
 - The following population of students are underrepresented in the Talented and Gifted programming at AHS: Black, Hispanic, American Indian, and Pacific Islander; while students identified as White and Asian are overrepresented.
 - Across three years, the percentage of Black, Hispanic, and American Indian students represented in Talented and Gifted has slightly increased, but is still disproportionate to their overall population.
 - Across three years, the percentage of females in Talented and Gifted has increased from 56.78% in 2020-21 to 58.47% in 2022-23. Given this, the ratio of females to males in this programming is increasing.
 - One EL student participated in Talented and Gifted programming, compared to 2.41% of our students identified as EL.
 - One special education student participated in Talented and Gifted programming, compared to 10% of students identified as having a disability/receiving special education services.
- Vocational Education:
 - Overall, Vocational Education is an area with more equal representation of ethnic and special education student subgroups participating in these courses. English Learners are over represented in this group while white and Asian students are underrepresented.
 - We had a significant increase in EL participation in Vocational Education over the last three years- 2.25% to 10.07%.

- The percentage of females in Vocational Education has remained consistent across three years at approximately 46%, where males slightly out-represent females by 7-8%.
- Advanced Placement Enrollment:
 - AP Enrollment by gender has remained consistent with females slightly out-representing males by 5-10%.
 - The following population of students are underrepresented in the AP programming at AHS: Black, Hispanic, American Indian, and Pacific Islander; while students identified as White and Asian are overrepresented.
 - Students with disabilities and English Language Learners are significantly underrepresented.

**There are financial resources available to help a student in need to access the additional cost for classes requiring fees.

Recommendations for Improvement and Implementation Strategies:

- Work to increase participation in AP and Gifted opportunities for Special Ed, EL and ethnic subgroups.
- Expand dual credit opportunities at the high school level in order to provide increased access for all students. This would increase local opportunities to earn college credit while maintaining the current AP offerings.
- Provide student report cards in the parent's native language as much as feasible. Based on the district demographic information, the Spanish language would be a good place to start. Google translate has improved accuracy and is an acceptable option.
- The district administration should explore avenues to get this information broken down by economically disadvantaged status.

Section VI - Methods, practices, curriculum and materials used in instruction, counseling, and assessment

The purpose of this section is to ask the district to examine the method, practices, curriculum and materials used in PK-12 school instruction, counseling and pupil assessment to determine whether all students are being included in the learning process.

By evaluating this area, school districts will have an opportunity to:

- Ensure that curriculum selection is reflective of all students regardless of gender, ethnicity, race, disability status, English language learner status, and economically disadvantaged status.
- Ensure counselors emphasize that courses, programs, roles, and careers are open to all students regardless of gender, ethnicity, race, disability status, English language learner status, and economically disadvantaged status.
- Ensure equity is demonstrated through assessment and testing.

Summary Report Data

Method of Analysis:

- Consultation with school counselors
- Review of K-12 Counseling Program Scope and Sequence
- Review of K-12 Counseling Program Themes and Benchmarks
- Participation and discussion with building level principals and district level administration

Supporting Information:

The following information was reviewed:

- SEL Curriculum
 - [Scope and Sequence: Character Strong](#)
 - [DBT in Schools Information](#)
 - PBIS System & Instructional practices/celebrations
- [Restorative Practices](#)
- Review of counseling practices and procedures
- [Counseling Information](#)
- [Instructional Materials Evaluation Tool](#)

Findings:

- When reviewing instructional materials, a uniform evaluation tool is used. This evaluation tool includes requirements that any materials selected are inclusionary and reflect the diverse cultural and social backgrounds of our students.
- When reviewing instructional materials, the review committee includes staff who look through a variety of lenses, including special education staff, English language learner/bicultural education staff, etc.
- The district purchases text books in Spanish to reduce barriers for non English speaking students.
- The district has added bilingual classes for Spanish students at Valley View and for newcomers at the High School level.

- The school counseling curriculum is delivered to students through a combination of individual learning plan meetings, lessons/presentations and one on one student sessions.
- Student Success plan meetings are held for all students. Parents are invited to participate in their child's individual learning plan meeting. This is an important component of meeting each student's unique needs and working with each student to create a plan for success.
- Students engage in career exploration through elementary life skills classes, intermediate and middle school Family and Consumer Education classes.
- Counselors advocate/consult (admin, teachers, parents, stakeholders, outside professionals) for the response and preventative measures of students in academic, career, and social emotional needs.
- Counselors provide 1:1 and small group services related to grief, anxiety, depression, and de escalation.
- Counselors provide at risk planning and intervention including goals setting, attendance monitoring and parent meetings.
- Junior planning conferences are held for all students in the 11th grade. Parents are invited to participate in their child's conference. This is an important component of meeting each student's unique needs and working with each student to create a plan for post-graduation success.
- Pupil Services staff collaborate with outside providers/treatment programs to incorporate coping skills/plans into academic settings.
- Various district and school forms have been provided in English and in Spanish, including those used for registration.
- The district provides culturally and linguistically accessible support services to students and families by providing interpreters as needed. The district has increased the number of staff that speak a second language through recent hiring practices, thus increasing the immediate access and availability of these resources within the district. The district has also added a language line service as an option for providing interpreting services for languages that may not be supported by in person staff.
- The pupil services team collaborated with other schools across the Brown County region to implement a research and evidence based suicide risk assessment process.
- Homeroom teachers, building leadership teams, and school counselors review data from the Panorama Survey two times each year. Elementary teams work with Character Strong Curriculum and the Middle School uses the school version of the DBT (Dialectical Behavioral Therapy) to build skills.
- Technology is used to help students access curriculum. Read and Write Google, Electronic books and I pads are used to reduce access issues.
- Staff provide alternative options for assessment based on individual student needs.
- The district has a one-to-one (one device per student) initiative, providing internet access to students in need to ensure that all students have equal access to online learning materials, textbooks, and other assessment tools.
- Assessments administered online can be conducted on a uniform platform, eliminating disparities in software or hardware capabilities that could skew results.

Recommendations for Improvement and Implementation Strategies:

- Continue to find ways to provide educational materials to students who are learning the English Language.
- Continue to increase the data tracking and decision-making related to the multi layered systems of support in each building level.
- Continue the use of tiered interventions as part of the district's focus on meeting the needs of all students and potentially reducing the need for extensive individual student interventions.
- Provide translated materials in the parent's native language as much as feasible. Based on the district demographic information, the Spanish language would be a good place to start. Counselors help identify barriers and bring forth recommendations for forms to be translated. Google translate has improved accuracy and is an acceptable option. Use Kinvo to communicate with students and families in their native language.
- Expand the DBT or similar SEL competency work at the high school level.
- Enhance ways to teach the SEL competencies to students who are not in the general education setting.
- Consider removal of BYOD (Bring Your Own Device) in grades 9-12, to eliminate device inequities and to create a standardized testing environment

Section VII – Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment

The purpose of this section is to evaluate trends and patterns in disciplinary actions, policies, and procedures.

By evaluating this area, school districts will have an opportunity to:

- Ensure disciplinary actions and procedures are applied consistently to all students.
- Harassment policies define harassment, provide examples, explain the consequences, and prohibit retaliation and provide for as much confidentiality as reasonably possible.
- Staff, students, and parents/guardians are aware of the ability and how to file a harassment complaint.
- Responses to harassment are prompt, firm, and effective.

Summary Report Data

Method of Analysis:

- Analysis of WISE Dash Discipline Data
- Review of policies:
 - PO 5605 Suspension/Expulsion of Students with Disabilities
 - PO 5610 Suspension and Expulsion
 - PO 5611 Due Process Rights
- Review of Student Handbooks
- Review of Annual State Pupil Nondiscrimination Reports

Supporting Information:

The following information was reviewed:

[ASD Wisedash Data Review](#) from 2020-21 to 2022-23

School Student Handbooks

- 2023-24 - Ashwaubenon High School ([English](#) / [Spanish](#))
- 2023-24 - Parkview Middle School ([English](#) / [Spanish](#))
- 2023-24 - Valley View Elementary School ([English](#) / [Spanish](#))
- 2023-24 - Pioneer Elementary School ([English](#))
- 2023-24 - Cormier School and Early Learning Center ([English](#) / [Spanish](#))

Ashwaubenon WI Pupil Nondiscrimination Annual Report

- [2020-2021](#)
- [2021-2022](#)
- [2022-2023](#)

Findings:

- Building-level handbooks reference board policy regarding harassment and complaint process.
- Overall disciplinary actions are down from the previous school year (2021-2022).
- Data shows that male students were disciplined 2x more than female students in 2022-2023.

- Historically, black students are disciplined more than any other ethnicity.
- There was a decrease in American Indian disciplinary incidents from 2021-2022 to 2022-2023. In 2022-2023, American Indian and White students were disciplined at the same rate.
- Students who are economically disadvantaged are twice as likely to be removed from school compared to students who are not economically disadvantaged.
- Students with disabilities are disciplined more often than students without disabilities.
- Discipline data patterns over the past four school years follow the spike of behavior issues following COVID. Our data is trending down, although we are not back to pre-COVID levels of discipline referrals.
- Board policies focus on SBIRT and AODA education over longer term exclusion which addresses teaching skills to address AODA issues rather than just using exclusionary procedures for infractions.

Recommendations for Improvement and Implementation Strategies:

- Run and analyze quarterly eduClimber reports with behavior risk ratios.
- Continue of braiding Restorative Practice in with PBIS.
- Continue to increase the use of functional behavioral assessments and behavior interventions plans, especially for students with disabilities. Create an additional BIP flag in the student management system to alert staff of the student's behavior intervention plan.
- Continue to develop and implement policies and procedures focused on maintaining educational opportunity through social/emotional/behavioral intervention and support, rather than disciplinary exclusion.
- Due to disproportionate representation in student suspensions, the district should consistently make training available to staff for implicit bias, microaggressions, and trauma-informed practices.
- Each school will continue to have a school improvement goal that is focused on student engagement and building meaningful relationships and connections.

Section VIII - Trends and patterns of school district support of athletic, extracurricular, and recreational activities

The purpose of this section is to review participation in PK-12 athletic, extra curricular, and recreational activities to determine trends and patterns in disciplinary actions, policies, and procedures.

By evaluating this area, school districts will have an opportunity to:

- Foster and promote the goals of equity and inclusiveness in athletic, extracurricular, and recreational programs and any school-sponsored or approved activity.
- Ensure that interscholastic athletic programs for boys and girls are comparable.
- Ensure the school provides athletic, extracurricular, and recreational activities to meet the interests and abilities of diverse students as evidenced by participation rates.

The regulation implementing Title IX requires institutions to provide equal athletic opportunities for members of both sexes and to effectively accommodate students' athletic interests and abilities. The Department's 1979 "Intercollegiate Athletics Policy Interpretation" (1979 Policy Interpretation), published on December 11, 1979, sets out a three-part test that OCR uses as part of determining whether an institution is meeting its Title IX obligations. An institution is in compliance with the three-part test if it meets any one of the following parts of the test:

1. The number of male and female athletes is substantially proportionate to their respective enrollments; or
2. The institution has a history and continuing practice of expanding participation opportunities responsive to the developing interests and abilities of the underrepresented sex; or
3. The institution is fully and effectively accommodating the interests and abilities of the underrepresented sex.

Summary Report Data

Methods of Analysis

- Participation and discussion with the Activities Director at middle school and high school.
- Data pulled from Powerschool student management system.
- Data Analysis of participation rates, disaggregated by gender, ethnicity, race and disability status.

Supporting Information

The following information was reviewed:

- [Ashwaubenon High School co curricular/athletic offerings](#)
- [Parkview Middle School co curricular/athletic offerings](#)

Findings:

- No elementary Pk-5 information.
- Inconsistency in collecting data on activities.
- More boys are participating in athletics than girls at the middle and high school level.

- More girls participated in middle and high school activities than boys.
- Our minority groups are underrepresented in activities at the middle school level (1% of black, hispanic, indian).
- District Social Workers provide financial assistance to students who are economically disadvantaged to reduce barriers for participation.

Recommendations for Improvement and Implementation Strategies

- Create a systematic way to track data of extracurriculars at the elementary level to reflect participation rates, disaggregated by gender, ethnicity, race and disability status for each one.
- Enhance the collection process at secondary level by specific co-curricular and athletic offerings to reflect participation rates, disaggregated by gender, ethnicity, race and disability status for each one.
- Clarify specific courses that have credit and extracurricular expectations (band, choir, etc).
- Focus on improving the participation rates of underrepresented groups in athletics, activities, and music offerings.
- Focus on improving the participation rates of students with disabilities in all areas and removing or addressing barriers to participation.
- Continue to identify any remaining barriers in each area for students facing economic disadvantages and identify community services/resources to eliminate those barriers.
- Work to make information about activities, clubs, music, and athletics offerings available to students and their families in their native language as much as feasible.

Section IX - Trends and patterns in awarding scholarships and other forms of recognition provided or administered by the district

The purpose of this section is to evaluate the patterns in awarding scholarships and other forms of recognition and achievement and determine whether some groups of students are significantly underrepresented as recipients of awards or other forms of recognition.

By evaluating this area, school districts will have an opportunity to:

- Ensure that all scholarships and other forms of recognition are awarded in a way that does not discriminate
- Identify and develop ways to effectively publicize scholarship and award opportunities so that all students and parents/guardians are informed.
- Develop recommendations to ensure that the amount and number of scholarships and other types of awards are equitably distributed.

Special Note - The following legal requirements should be followed for scholarships, awards, gifts and grants: (Please consult the DPI website for details and statute citations.)

School districts may administer sex-restrictive scholarships or financial aid established through wills, trusts, bequests and other legal instruments if the overall effect is not discriminatory. To determine if the overall effect is non discretionary, a school district must first select students on the basis of nondiscriminatory criteria. The school district may then award all scholarships and aid, including sex-restricted scholarships. However, in doing so, none of the selected students can be denied aid or scholarships because some of the awards were originally designated for persons of the other sex. A district may also choose to not administer or assist in administering sex-restricted scholarships.

Athletic scholarships must be available for both males and females in proportion to the number of males and females participating in the interscholastic athletic programs.

Methods of Analysis

- Participation and discussion with school counselors
- Review of policies, award recipients, and scholarship related materials
- Participation and discussion with high school administrative team and secretaries

Supporting Information

The following information was reviewed:

- PO 5451.02 Technical Excellence High Education Scholarships
- PO 9700 Relationships with Special Interest Groups
- [Local Scholarship Application Form and Letter](#)
- [Local Newsletters](#)
- Data lists of scholarship awards recipients broken down by gender, ethnicity, disability
 - [2020-21 Scholarship Breakdowns](#)
 - [2021-22 Scholarship Breakdowns](#)
 - [2022-23 Scholarship Breakdowns](#)

Findings:

- Scholarship information is shared with all students through class meetings, scholarship booklets, class emails and Junior conferencing.
- The secretary sends out emails about scholarships.
- Scholarship information is shared over the school announcements.

- Counselors guide students through the process of applications.
- All applications are hard copy with letters of recommendation attached.
- The high school has a scholarship committee that includes the three school counselors, an ELA teacher and a Science teacher. The scholarship committee uses a scale to measure each application. The applications are rotated so each participant is able to rate the application using the same numerical rubric. Points are totalled and the committee looks to see who stands out with points. If there is a tie, the team discusses the top applications. On request, this group will confer with outside groups to learn about what the group is looking for, share needs of students and answer questions that might come up.
- All scholarship materials are provided in English only.
- Scholarships are awarded at the school and outside of school levels. More girls win scholarships that are awarded by the school level. During the 2020-2021 and 2021-2022 school years scholarships were more evenly distributed between male/female when the scholarship was awarded by a non school committee.
- Overall, very few scholarships are awarded to students who are identified as special education, English Learners, black or Hispanic. There were no scholarships awarded to students who identify Native.

Recommendations for Improvement and Implementation Strategies

- Information on applying scholarships needs to be more readily available to all students and their families in their native language as much as feasible. Focus should be on helping English Learners complete the application process.
- Encourage and support students receiving special education services throughout the application process.
- The scholarship data of applicants and recipients should be collected and shared annually with high school administration. Administration will work with the district data and assessment specialist to disaggregate the data. The data will include scholarship recipient and applicant rates by gender, race, ELL, disability status and economically disadvantaged status. It would be helpful to have information about all applicants to see there were other students of color, students with disabilities and English Language Learners applied but weren't accepted.
- The scholarship committee should review the data annually and recommend changes to the process and procedures to improve student participation rates and scholarship recipients across gender, race, ethnicity, disability status, English Language Learner and economically disadvantaged status. Those changes will be documented for review as part of the next pupil nondiscrimination self-assessment.

Section X – School district efforts to achieve equality of educational opportunity and nondiscrimination

The purpose of this section is to evaluate the district's efforts to achieve equality of education opportunity and nondiscrimination. Focusing on the district's efforts and progress in closing academic achievement gaps and creating a school environment that does not discriminate based upon the protected categories listed in Wis. Stat. 118.13.

By evaluating this area, school districts will have an opportunity to:

- Ensure that staff have high expectations for all students
- An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination.
- The school environment is welcoming to all students and parents/guardians who visit the building.
- Equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development.

Summary Report Data

Method of Analysis:

- School Board agenda/minutes related to section X
- All Leader Meeting minutes related to section X
- Review/Discussion of Strategic Plan and process
- Review of Community Conversation Documents

Supporting Information:

The following information was reviewed:

- [2021-22 District Report Cards](#)
- [2023 Professional Development Opportunities](#)
- School Board Agendas
 - [2022-23 and 2023-24 School Board Agendas - website](#)
- Review of Strategic Plan and process
 - August 17, 2022 Board Meeting
 - [8-17-22 Board Agenda \(Discussion Item 1\)](#)
 - [8-17-22 Board Minutes](#)
 - [Potential Roadmap for ASD Strategic Planning Process](#)
 - [Howick Associates Board Presentation](#)
 - October 19, 2022 Community Conversation Leadership Planning Meeting
 - [Minutes](#)
 - November 16, 2022 ALM Meeting
 - [Minutes](#)
 - November 16, 2022 Design Team Meeting 1
 - [Minutes](#)
 - December 13, 2022 ALM Meeting
 - [Minutes](#)
 - [Strategic Plan Purpose Statement and Outcomes](#)
 - December 13, 2022 Design Team Meeting 2

- [Minutes](#)
 - [Our Community Conversation Communication Plan](#)
 - [Community Conversation Flyer - English](#)
 - [Community Conversation Flyer - Spanish](#)
 - [Save the Date Card](#)
- January 24, 2023 Design Team Meeting 3
 - [Minutes](#)
 - [Community Conversation Invite Mailer](#)
- Review of Community Conversation Documents
 - [March 1, 2023 - Creating our Future Together - presentation slides](#)
 - [Attendees](#)
 - [Identifying Issues and Trends](#) (results)
 - [Glads, Sads, Mads](#) (results)
 - [Attributes and Skills](#) (results)
 - [Identifying Themes](#) (results)
- [Ashwaubenon School District Strategic Plan](#)

Findings:

- The District Social Workers have established the Children in Need account that is utilized to support students identified as economically disadvantaged. This financial support is critical in removing barriers to participation in school events, activities, and the educational opportunities that are provided. They have also created ASH Cares to provide families with household supplies.
- The District has established forms and procedures for documenting gender identity name change requests and gender identity plans. Parental involvement is a key component of the process and consent is required for any name change requests.
- Staff present information to staff to build awareness of gender differences, ethnicity, race, disability and economically disadvantaged.
- Buildings are making student handbooks and other information available in Spanish.
- Staff are starting to use Kinvo to communicate with families in their native language.
- Interpreters are provided to assist families who are non English speakers.
- Our Ashwaubenon School District’s Strategic Plan is closely aligned with Section X – School District Efforts to Achieve Equality of Education Opportunity and Nondiscrimination.
- The district ensures that staff have high expectations for all students, mirrors one of the ASD Pillars, “High Expectations for All”.
- An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination. This connects with Pillar, “Safe, Inclusive Learning Environments.
- The school environment is welcoming to all students and parents/guardians who visit the building, matches with Pillar One of the ASD Strategic Plan, Authentic Relationships.
- The district continually evaluates, monitors, and adjusts on a monthly basis at leadership meetings to coordinate strategies and action steps to meet the needs of students and staff.
- The strategic plan is brought to the school board throughout the year to update the board of education on updates, changes, and accomplishments.
- Our strategic plan goes back to our community each year to help in the monitoring, evaluating, and celebration process.
- A professional development day was held on April 10, 2023 which allowed staff to select five sessions they would like to attend. The following sessions, related to inclusionary

practices, were offered: Responding to Challenging Behaviors, Supporting Your Student with Autism Spectrum Disorders, Supporting At-Risk Students and Families, Equity Through SEL, Modification & Differentiation in the PLC Classroom, Mindfulness for Students, Creating a Culturally Sensitive Classroom- Meeting the needs of EL students, Restorative Conversations, Mental Health Advocacy & Intro to DBT, Modification and Differentiation for All Learners- SPED, EL, At-Risk, Reaching Thriving Learners: What do we do when they already know it, Exploring and Responding to Implicit Bias.

Recommendations for Improvement and Implementation Strategies:

- The district continues to monitor, evaluate, and adjust at our staff meetings, administrative meetings, and school board meetings to ensure that we are meeting the needs of all our students, staff, and community.
- Staff will continue to provide information to other staff to build awareness of gender differences, ethnicity, race, disability and economically disadvantaged.
- Implicit bias training should be included in the staff training cycle through the Vector/Safe Schools.

Section XI – School district technology, including electronic communications by school district staff

The purpose of this section is to evaluate the availability of Pupil Nondiscrimination policies and materials for students, parents, and staff.

By evaluating this area, school districts will have an opportunity to:

- Ensure that all students and parents have access to the relevant information relating to Pupil Nondiscrimination policies and procedures.
- Students, teachers, parents, and community members have an opportunity to participate in the self-evaluation process/review.
- The Pupil Nondiscrimination Self Evaluation Report is available to all residents and the PI-1198 Assurance has been provided to the Department of Public Instruction.

Summary Report Data

Method of Analysis:

- Review of public notices and social media communications
- Review of School Board agendas
- Public comment School Board meeting February 14, 2024

Supporting Information:

The following information was reviewed:

- Initial Public Notice
- Final Public Notice
- November 8, 2023 Board Meeting
- [Agenda Item - Self Evaluation of Status of Pupil Nondiscrimination](#)
- [Wisconsin State Statute 118](#)
- [Pupil Nondiscrimination Self Evaluation - Notice](#)
- [Pupil Nondiscrimination Self Evaluation - Final Notice](#)

Findings:

- All school district policies are available electronically or in hard copy (as requested) by the general public.
- The district has started to use technology to translate information into the native language of families starting with Spanish.
- Our Emergency Notification System (SchoolMessenger) is set up to send email and text notifications to families in their native language.
- The district bought the Kinvo Powerschool add-on which allows staff to communicate information with parents in their native language.

Recommendations for Improvement and Implementation Strategies:

- The school board approves the 2023-2024 Pupil Non Discrimination report.
- The 2023-2024 Pupil Non Discrimination report will be published on the Ashwaubenon School District Website.
- The Director of Pupil Services will complete and submit the PI-1198 form to DPI indicating the completion of this report.

Action Item: 5

Ashwaubenon School Board

Meeting Date:	March 13, 2024
Issue:	Early College Credit and Start College Now Requests
Requested By:	Dirk Ribbens
Attachments:	Fall 2024 Early College Credit and Start College Now requests. Completed applications are available at the district office.
Financial and/or Staffing Implications:	
Funding Source:	School District
Explanation:	Thirty (30) students have made Start College Now and four (4) students have made Early College Credit requests. The school counselors and I have reviewed the requests and after reviewing Board Policy and the eligibility requirements under the program statute as well as the administrative rules of the Department of Public Instruction, it was determined that all but 3 specific course requests (noted as not approved on the provided spreadsheet) qualify for the ECC/SNC programs.
Recommendation:	It is recommended that the qualifying Early College Credit/Start College Now requests be approved for Fall 2024.

Student	Fall/Spring Semester?	Institution	Course(s)	Credits	Approved	Reason for denial
Callie Rolon (11)	Fall/Spring	NWTC	Nursing Asst 30-543-300	3	yes	
Jacob Johnson (12)	Fall/Spring	NWTC	Nursing Asst 30-543-300	3	yes	
Pierce Foley (11)	Fall	NWTC	Nursing Asst 30-543-300	3	yes	
Anna Hermann (12)	Fall	NWTC	Nursing Asst 30-543-300	3	yes	
			Intro to Diversity Studies 10-809-172	3	yes	
			College 101 10-890-101	1	yes	
			Intro to Ethics 10-809-166	3	yes	
Ava Lampinen (11)	Fall/Spring	NWTC	Nursing Asst 30-543-300	3	yes	
Sophie Hansen (11)	Fall	NWTC	Nursing Asst 30-543-300	3	yes	
Hayden Gibeault (11)	Fall/Spring	NWTC	Nursing Asst 30-543-300	3	yes	
Isabella Daul (12)	Spring	NWTC	Nursing Asst 30-543-300	3	yes	
			College 101 10-890-101	1	yes	
			General Anat & Phys 10-806-177	4	yes	
			Intro to Diversity Studies 10-809-172	3	yes	
Melissa Eifler (12)	Fall/Spring	NWTC	Nursing Asst 30-543-300	3	yes	
Peyton Crutcher (12)	Fall	NWTC	Nursing Asst 30-543-300	3	yes	
Kate Hanamann (11)	Fall/Spring	NWTC	Nursing Asst 30-543-300	3	yes	
Abi Homa (11)	Fall	NWTC	Nursing Asst 30-543-300	3	yes	
Aubrey LeCleir (12)	Fall/Spring	NWTC	Nursing Asst 30-543-300	3	yes	
Grace Aichele (11)	Fall/Spring	NWTC	Nursing Asst 30-543-300	3	yes	
Brynn Wirth (11)	Fall/Spring	NWTC	Nursing Asst 30-543-300	3	yes	
Addison Peters (11)	Fall/Spring	NWTC	Nursing Asst 30-543-300	3	yes	
McKenna Ambrose (12)	Spring	NWTC	Nursing Asst 30-543-300	3	yes	
Kaylie Matthies (11)	Fall/Spring	NWTC	Nursing Asst 30-543-300	3	yes	
Ashtyn Andersen (12)	Fall/Spring	NWTC	Nursing Asst 30-543-300	3	yes	
Kate Bona (11)	Fall/Spring	NWTC	Nursing Asst 30-543-300	3	yes	
Madison Bush (11)	Fall/Spring	NWTC	Nursing Asst 30-543-300	3	yes	
Ailani Valadez (11)	Spring	NWTC	Nursing Asst 30-543-300	3	yes	
Gianna Guarascio (12)	Fall	NWTC	Nursing Asst 30-543-300	3	yes	
Johnetae Sanders (12)	Fall/Spring	NWTC	Nursing Asst 30-543-300	3	yes	
Nevaeh Van Dreel (12)	Fall	NWTC	Principles of Sanitation 10316118	1	yes	
			College 101 10-890-101	1	yes	
Abigail Loomis (12)	Fall	NWTC	Intro to Diversity Studies 10-809-172	3	yes	
			Edu Behavior Mgmt 10-522-105	3	yes	
			Child & Adol Development 10-522-106	3	yes	
			Equity in Educ. 10-522-112	3	yes	
			Tech in Lang Arts 10-522-114	3	yes	

Student	Fall/Spring Semester?	Institution	Course(s)	Credits	Approved	Reason for denial
			Support Students w/Disabilities 10-522-124	3	yes	
			Tech in Educ 10-522-104	3	yes	
Reese Dickinson	Fall/Spring	NWTC	College 101 10-890-101	1	yes	
			Vocational Math A 10-804-301	1	NO	Equiv Math
			Vocational Math B 10-804-302	1	NO	Equiv Math
			Metallurgy & Cutting Tools 31-422-359	1	yes	
Sky Skolasinski	Fall	NWTC	ASL II 10-533-111	3	yes	
Cody Ferguson	Fall	NWTC	Careers in IT 10-107-117	1	yes	
			Intro to Cybersecurity 10-151-100	1	yes	
			Mathematical Reasoning 10-841-134	3	NO	Equiv Math
			Database Development 101-541-125	3	yes	
			Programming in C# Part I 101-521-173	3	yes	
Madilyn Moran (12)	Fall/Spring	NWTC	Gen Anatomy & Physiology 10-806-177	4	yes	

Student	Fall/Spring Semester?	Institution	Course(s)	Credits	Approved
Carter Thompson	Fall	St. Norbert	Multivariate Calculus Math 233	4	yes
			Linear Algebra Math 203	4	yes
			Intro to Statistics W/R Math 221	4	yes
		UWGB	Multivariate Calculus Math 209	4	yes
			Linear Algebra Math 203	4	yes
Ryan Jadin	Fall	UWGB	Multivariate Calculus Math 209	4	yes
			Ordinary Differential Equations Math 305	4	yes
		St. Norbert	Linear Algebra Math 203	4	yes
			Multivariate Calculus Math 233	4	yes
Sydney Damro	Fall	UWGB	Linear Algebra and Matrix Theory Math320		yes
			Multivariate Calculus Math 209	4	yes
			Ordinary Differential Equations Math 305	4	yes
			Proofs in Number Theory & Topology Math 314	3	yes
		St. Norbert	Multivariate Calculus Math 233	4	yes
			Linear Algebra Math 203	4	yes
Nolan Wilson	Fall/Spring	UWGB	Linear Algebra and Matrix Theory Math320	4	yes
			Multivariate Calculus Math 209	4	yes
			Ordinary Differential Equations Math 305	4	yes
			Discrete Mathematics COMPSCI240	3	yes
		St. Norbert	Multivariate Calculus Math 233	4	yes
			Linear Algebra Math 203	4	yes
			Intro to Statistics with R Math221	4	yes

Action Item: 6

Ashwaubenon School Board

Meeting Date:	3/13/24
Issue:	DECA Nationals, Formula Road America Event
Requested By:	Nick Senger, Dirk Ribbens
Attachments:	
Financial and/or Staffing Implications:	One teacher will miss school with the students as the DECA advisor. We will need to cover for a substitute position.
Funding Source:	Team/program fundraised and/or out of pocket.
Explanation:	<p>We have three students that qualified for DECA Nationals. The National competition is April 27-30, 2024 in Anaheim, California. The students will fundraise and pay out of pocket to attend this competition and convention. The students will miss 4 days of classes due to travel and the event.</p> <p>We have up to eleven students who will travel to Road America to compete in the formula student event. The students worked on the vehicles as part of their first semester formula course and continued into 2nd semester after school hours. Our students will be traveling with Mr. Ribbens and Mr. Lucius as supervisors. The team will stay overnight one night and miss 2 days of school. The dates of the event are May 13-14, 2024.</p>
Recommendation:	Approval for these culminating events in these two co-curriculars.

Action Item: 7

Ashwaubenon School Board

Meeting Date:	March 13, 2024
Issue:	Second reading and approval of bylaw and policy updates
Requested By:	Kurt Weyers
Attachments:	
Financial and/or Staffing Implications:	None at this time
Funding Source:	None at this time
Explanation:	<p><u>Policy 0100 - Definitions</u> A definition of "Local Public Office Holder or Official" is added, as well as moving the description of the "District Records Custodian" under its own heading and adding a cross-reference from the existing heading of "Legal Custodian of Records". Titles are added to some of the by-laws referenced in the definitions.</p> <p><u>Policy 0122 - Board Powers</u> This policy is revised to better reflect the scope of District supervision of students and align the language with statutory terminology. Recommended but not required.</p> <p><u>Policy 0171.3 - Clerk</u> The revisions to this bylaw are consistent with current statutory provisions and now include a cross-reference to any designees for the officer that may have been chosen in Bylaw 0152 - Officers.</p> <p><u>Policy 2413 - Health Education</u> These revisions better align this policy (last revised in 2016) with more recent statutory changes reflected in Policy 2414 - Human Growth and Development, which includes notification requirements. No statutory notification requirements apply to the topics within this policy. This revision is recommended for consistency with policy and statutory provisions.</p> <p><u>Policy 3431 / 4431- Employee Leaves</u> This policy is updated to reflect recent developments in Federal law about employee pay during covered military leave. Pay is not automatically required; however, it must be provided in a manner that is consistent with similar types of leave. A short legal alert is also provided to further describe the court activity in this regard. Consideration of the revisions is recommended to ensure that a consistent practice is implemented district-wide. The language for "sick" and "emergency" leave was update to reflect updates in the staff handbooks.</p> <p><u>Policy 5114 - Foreign and Foreign Exchange Students</u> The district continues to accept foreign exchange students but no longer participates as a SEVIS program. References to this program is being removed.</p>

	<p><u>District Policy 5517 - Student Anti-Harassment</u> The policy revision is made to clarify that harassment allegations that relate to harassing conduct directed generally at a group of students based on that group's protected characteristics are included within the prohibited conduct and are to be investigated accordingly. Revision is recommended to more clearly articulate the scope of student nondiscrimination protections afforded in 118.13, Wis. Stats. and Wis. Admin Code PI 9.</p> <p><u>Policy 5610 - Suspension and Expulsion</u> The policy is revised to reflect that the term "principal" is not necessarily limited to the principal, but may include an assistant or associate principal in this context. This revision is recommended and, for smaller districts, strongly recommended.</p> <p><u>Policy 8120 - Volunteers</u> This policy is revised to include an option for Board members to serve as volunteer bus drivers under certain conditions consistent with recent statutory changes as a result of 2023 Wisconsin Act 26. Recommended for consistency with options under State law.</p> <p><u>Policy 8310 - Public Records</u> This policy has been revised to highlight the responsibility of the District Records Custodian to provide notice of the public records policy, including identifying in said notice the positions that each district identifies as a local public office.</p> <p><u>Policy 8700 - Lactating Employees</u> Although the provision of the United States Code is titled Breastfeeding Accommodations in the Workplace, the entire statutory provision only references "time for an employee to express breast milk," therefore, the policy has been revised to remove reference to breastfeeding. Additionally, this policy is revised to add additional options and recommendations as the application of this requirement continues to evolve. These revisions are recommended.</p> <p><u>Policy 9130 - Public Requests, Suggestions, or Complaints</u> This policy is revised to include additional clarification of the procedure and options for review of classroom and, if options are selected, library materials. Recommended but not required.</p> <p><u>Policy 9140 - Citizens' Advisory Committees</u> This policy is revised to account for alternative requirements for committee development in specific cases, for example, a committee to recommend curriculum revisions in human growth and development must be appointed by the Board and must include staff members. This revision is recommended to have consistent policy language</p>
Recommendation:	Recommendation of final review and approval.



Book	Policy Manual
Section	Board Approved 3-13-24
Title	DEFINITIONS
Code	po0100
Status	
Adopted	June 9, 2008
Last Revised	October 25, 2023

0100 - **DEFINITIONS**

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

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

Administrative Guideline

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

Administrator

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

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

Apps and Web Services

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

Board

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

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

Bylaw

Rule of the Board for its own governance.

Clerk

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

District

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

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

District Administrator

The administrative head of the School District sometimes locally referred to as Superintendent.

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

District Records Custodian

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

Due Process

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

Full Board

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

Information Resources

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

Law Enforcement Officer(s) or Agencies

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

Legal Custodian of Records

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

Legal Notice

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

Local Public Office Holder or Official

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

May

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

Medical Advisor

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

Meeting

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

Official Newspaper

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

Parent

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

Personal Communication Devices

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

Policy

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

President

The chief executive officer of the Board. (See Bylaw ~~0170~~0171.1 - President)

Principal

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

Professional Staff Member

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

Relative

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

School Nurse

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

School Official

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

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

Shall

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

Social Media

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

Student

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

Superintendent

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

Support Staff

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

Technology Resources

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

Treasurer

The chief financial officer of the Board. (See Bylaw [01700171.4 - Treasurer](#))

Vice-President

The Vice-President of the Board. (See Bylaw [01700171.2 - Vice President](#))

Voting

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

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

Revised 10/24/11

Revised 12/14/15

Revised 4/25/16

Revised 5/10/17

Revised 12/13/17

Revised 6/10/20

Revised 8/11/21

Revised 5/11/22

Revised 6/8/22

[Revised 3/13/24](#)

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Last Modified by Jennifer Bower on February 7, 2024



Book	Policy Manual
Section	Board Approved 3-13-24
Title	BOARD POWERS
Code	po0122
Status	
Adopted	June 9, 2008
Last Revised	September 18, 2023

0122 - BOARD POWERS

The power of this Board of Education extends to those matters expressly or implicitly granted by the constitution, statute, local charter or ordinance, or other law, including the power to do all things reasonable to promote the cause of education unless prohibited by Federal or State law.

The Board shall also authorize the development and promulgation of rules and guidelines by the Superintendent for the proper operation and management of the District, including the conduct of students while in school, at school functions, or en route on school buses, or otherwise under the supervision of school authorities.

T.C. 4/14/22
T.C. 9/18/23
Revised 3/13/24

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Legal 118.001, Wis. Stats.
120.13, Wis. Stats.

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Book Policy Manual
Section Board Approved 3-13-24
Title CLERK
Code po0171.3
Status
Adopted June 9, 2008

0171.3 - CLERK

The Clerk of the Board of Education is responsible for the following duties, which may be completed with the assistance of appropriate staff shall:

- A. act as clerk and record the proceedings of all meetings of the Board;
- B. enter the proceedings of the Board in proper record books;
- C. enter in the record book copies of all Clerk's reports sent to municipal clerks;
- D. draw and record orders on the Treasurer as directed by the Board;
- E. be the chief election officer of the District with authority to report the name and post-office address, within ten (10) days after the election or appointment, of each Board member officer, within ten (10) days after his/her election or appointment, to the clerk and treasurer of each municipality having territory within the District;
- F. appoint qualified electors of the District to serve on the School District Board of Canvassers for each election in accordance with 7.53(3)(a), Wis. Stats.;
- G. perform other duties as prescribed by law or the Board.

Revised 3/13/24

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Legal 7.53, Wis. Stats.
120.17, Wis. Stats.

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Book Policy Manual
Section Board Approved 3-13-24
Title HEALTH EDUCATION
Code po2413
Status
Adopted May 10, 2017

2413 - HEALTH EDUCATION

The Board of Education, in compliance with State law, has adopted a comprehensive program of health education which that will prepare students to maintain good health and enable them to adapt to changing health problems of our society.

The Board recognizes that this program, like others the District offers, may contain content and/or activities that some parents find objectionable. A student may not be required to take instruction in physiology and hygiene, sanitation, the effects of controlled substances pursuant to State law and alcohol upon the human system, symptoms of disease, and the proper care of the body if the student's parent files with the teacher a written objection. The District shall notify the parents, in advance of the instruction and about the content of the instruction and give the parents an opportunity to review the materials to be used.

If a student does not take instruction in these subjects as a result of parental objection, the student may not be required to be examined in the subjects and may not be penalized in any way for not taking such instruction, and the Board authorizes the Superintendent to determine if the student shall complete an alternative assignment that is similar to the subjects in the length of time necessary to complete.

Instruction in physiology and hygiene shall include instruction on sexually transmitted diseases and shall be offered in every high school.

The Superintendent shall notify parents of planned instruction in the health education curriculum regarding human growth and development topics as identified and in accordance with Policy 2414 - Human Growth and Development.

Students in grades seven (7) through twelve (12) will be provided instruction in cardiopulmonary resuscitation and cardiocerebral resuscitation including instruction on the psychomotor skills necessary to perform both skills as part of any health education course offered.

Students in grades seven (7) through twelve (12) will be provided instruction about automated external defibrillators as identified in Policy 8452 - Automated External Defibrillators.

~~The Superintendent shall prepare administrative guidelines that require:~~

- ~~A. the health education program includes appropriate learning experiences related to such topics as use, abuse, and effects of drugs, alcohol, and tobacco; mental, physical, and dental health; disease prevention and control; accident prevention; and related health and safety topics;~~
- ~~B. continual analysis of the effectiveness of the program and the accuracy, completeness, and relevancy of the information and instructional procedures.~~

In implementing the program, the Superintendent may use whatever District and outside resources, including Wisconsin Department of Public Instruction guidelines and consultants, s/he deems appropriate.

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Legal 115.35, 118.01(2)(d)2.c.,118.076, Wis. Stats.

Cross References Chapter 961, Wis. Stats.

Book	Policy Manual
Section	Board Approved 3-13-24
Title	EMPLOYEE LEAVES
Code	po3431
Status	
Adopted	December 12, 2011
Last Revised	September 18, 2023

3431 - **EMPLOYEE LEAVES**

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

A. Sick Leave

Employees will be granted ten (10) days sick leave per year for illness or non-occupational injury of the employee (such that the employee is incapable of performing employee's regular duties) or for illness of the family which demands the presence of the employee. (Family is defined as spouse, children, parents, brother/sister, grandparents, mother-in-law/father-in-law, grandchildren, or a relative who is a member of the employee's household.) These days must be taken in minimum units of one-half (1/2) days.

Should an employee leave the District prior to the completion of the contract, the sick leave for the current period will be pro-rated. Employees hired after the official start of the school year or employees employed on less than a full-time contract will receive a pro-rated number of sick days for that year. There will be an accumulation of sixty (60) days of sick leave.

In the event of absence in excess of the accumulated days or in violation of established criteria, salary deduction will be made at the time of overuse at the rate of 1/190th of the annual salary for each day. In the event of extended personal illness whereby the employee becomes eligible to collect the income protection disability insurance, the compensation derived from accumulated sick leave will cease with the balance of the sick leave days remaining as a credit to the employee's sick leave account.

In all cases of absence, a form properly completed by the employee will be executed. The responsibility for claiming sick leave will rest with the employee who, after being presented with the proper form, will submit to the principal the sick leave form properly completed. Claims for sick leave must bear the signature of the employee and the principal.

In the event that an employee is aware in advance that sick leave benefits will be needed or due, it will be the duty of the employee to notify the Superintendent as far in advance as possible in writing of the anticipated time and duration of such sick leave, the reason for requesting such sick leave and medical certification that the employee will be unable to perform normal work functions.

The employee will be required to begin using sick leave on the date after which their doctor certifies that they are medically unable to perform their normal duties. An employee on sick leave is required to notify the Superintendent at the earliest possible time of the anticipated date on which the employee will be able to resume normal duties. Any employee abusing sick leave benefits will be subject to discipline.

When an employee's return to work after twenty (20) days of consecutive sick leave occurs within ten (10) days before the end of the semester or other grading period, said employee returning from such sick leave may have the return to normal duties delayed until such grading period is completed.

As an alternative to the regular assignment, the Board and the Superintendent will have the option to require the returning employee to perform alternate non-subbing work or to have the returning employee perform curriculum development work until such time the next grading period commences. In any event, the returning employee will receive full wages and benefits during the time prior to assuming their normal duties.

In cases of illness in excess of the number of sick days credited to the employee's sick leave account at the onset of the illness, the employee will automatically be placed on an extended leave of absence without pay for a maximum of three (3) years from the date the employee was placed on extended leave after which the employee will be considered terminated.

The employee will immediately submit to the Superintendent a letter from the employee's physician giving the diagnosis or description of the illness and the probable date of return. An employee returning from such a leave of absence will be assigned to the employee's same position or comparable position. An employee not desiring to return when declared able by a physician will be deemed to have resigned effective the day the employee was able to return to employment.

Should there be no such vacancy existing at the time of indicated return to service the employee will be offered the next open position for which the employee is certified. Should the employee turn down the offer of a position the obligation of further offers will be deemed waived.

An employee returning to duty after an absence due to illness may be requested to present a statement from a physician or may be required to submit to an examination by a physician designated by the School District and at the District's expense as a condition of returning. Each employee will be provided a statement relative to the amount of the employee's accumulated sick leave at the beginning of each school year.

B. Emergency Leave

Emergency leave will be available to employees for a non-illness related absences that requires the employee to be away from work for one day (or half day). Emergency days are deducted from the employee's sick day bank.

Employees will have one (1) emergency day available each contract year. The employee may request a second emergency day. An emergency day reason must be entered into the absence system and approved by the Superintendent or it will be charged as a personal day or dock pay day. A maximum of three (3) days of emergency leave deductible from sick leave will be allowed for the serious illness of the family which demands the presence of the employee. Family is defined as spouse, children, parents, brother/sister, grandparents, mother in law/father in law, grandchildren, or a relative who is member of the employee's household.

Should circumstances require more than three (3) days for emergency leave purposes, the Superintendent or designee may consider each case on its merits.

C. Bereavement Leave

Time off needed for funerals should be handled on an individual basis with the building administration. These days are deducted from accumulated sick days.

In the event of the death of a District employee, the building administration will determine the representation to attend the funeral.

D. Professional Leave

This leave will be given to attend educational functions other than general State or regional conventions as approved by the Superintendent or designee. The Superintendent or designee will determine the time limit for such leave according to the individual situation.

E. Personal Days

Two (2) personal days in the school year may be taken by an employee. Such leave will be deducted from accumulated sick leave. An employee will file a written notice request with the employee's building principal three (3) days prior to such leave, when possible. Building principals may limit the use of this leave to five percent (5%), but not less than one percent (1%) of the employees in the building on any one day. Personal days must be taken in minimum units of one-half (1/2) days. Staff eligible for leave will be rounded to the next highest full number. If unused, up to 3 unused personal days may be carried over into the next school year. An employee may never have more than a total of 5 days in their bank, including the days provided during the current year.

F. Child Rearing Leave (Maternity/Paternity and Adoption)

In the event that a child is to be brought into the household of a member of the bargaining unit either because of the result of a pregnancy of a member or their spouse or because of the adoption of a child by a member of the unit, the Board may grant a leave of absence, without pay, for up to the period of one (1) calendar year per child with additional leave determined by the Board. The employee will indicate the length of time requested at the time of applying for the leave. Application for this leave must be made to the Board at least three (3) months prior to the anticipated starting date of the leave. Leaves must coincide with grading terms.

In the event that the leave falls within the last twenty (20) school days of a school year, the Board will reserve the right to extend the leave of the member to the end of the school year.

G. Voluntary Leave

Voluntary non-paid leave is a request with re-employment rights for full-time leave from a position for not less than a semester, nor more than two (2) years **and will be granted at the discretion of the superintendent.** ~~The Board may approve this leave on an individual basis.~~ Employees who plan this leave will request to do so prior to March 15th of the year preceding the commencement of the leave. Seniority of the employee who is on voluntary leave will be pro-rated on the basis of time worked during the contract year. This provision will not be used for child rearing leave purposes. **Staff members have the right to appeal the superintendent's decision to the board of education.**

Any ~~AEA employee~~ **staff member** who requests an unpaid leave of absence one (1) or two (2) years prior to reaching retirement age and/or eligibility for early retirement must declare intent to return. If the employee does not intend to return to the District, the District will hire a permanent replacement not designated as a limited term employee. If the employee declares that s/he will return to the District following the unpaid leave, the employee must work the number of year equal to the length of the unpaid leave of absence in order to qualify for retirement.

H. Military Leave

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

~~The Board of Education will, upon request, grant a military leave of absence for active duty with the U.S. Armed Forces, U.S. Coast Guard, an authorized military reserve unit, or the National Guard, provided that the time off is for one's annual training or the result of an emergency mobilization during the regular school year.~~

Absence resulting from a military obligation to the United States government will be considered as an excused absence.

1. If such active duty assignment is a requirement of the employee's military obligation, the Board will pay the difference between the employee's regular daily rate of pay and his/her daily rate of pay for up to a maximum of ten (10) working days per fiscal year. The employee must present the District with a statement showing the amount of daily pay prior to receiving remuneration.

If the military rate of pay equals or exceeds the School District's rate, no differential will be considered or implemented.

2. If an employee volunteers for an active duty assignment(s), no pay differential will be considered and the employee will be considered to be on an unpaid leave of absence.

I. Jury Duty

1. Employees required to be absent because of subpoena, when such is received as a result of School District employment and not as a result of subpoena which has been served on the employee as a result of his/her violation of the law and/or when named as a plaintiff or acting as a defendant in a civil court action, will be given leave without loss of pay or deduction from sick or personal leave. The employee will remit to the District any fee received, less expenses incurred for serving as a witness.
2. In the event an employee is called to serve as a juror, the District will release the employee for such duty and continue to pay the employee's salary. The employee will remit to the District any fee received, less expenses incurred for serving as a juror.

J. Organ Donor Leave

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

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

K. Leave for Voting

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

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

L. Election Office Leave

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

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

M. Other Leaves

All other leaves will be considered by the administration on an individual basis.

N. Insurance

If a member of the unit wishes to maintain membership in the group medical and dental insurances during the term of the leave, the member will be responsible for the full payment of the premiums for those insurances. Payment of those premiums will be made to the School District business office on the first day of each calendar month during the term of the leave.

It will be the responsibility of the member to remit payment.

No payment notices, bills, or reminders of payment will be issued by the School District. Failure to remit payment for insurance premiums within the thirty (30) day grace period may result in termination. Employees on leave during the contract year will have their yearly insurance premium prorated on the basis of time worked.

O. Seniority

Any member who is on leave will be pro-rated on the basis of time worked during the term of the contract year. Accrual of seniority will be suspended starting on the initial day of the leave and will recommence upon the first day of the return of the member to full employment. (This does not apply to child rearing leave.)

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Revised 7/8/20

Revised 12/9/20

T.C. 8/11/21

T.C. 9/18/23

Revised 3/13/24

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Legal

6.76, 7.33, 103.88, Wis. Stats.

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Book	Policy Manual
Section	Board Approved 3-13-24
Title	EMPLOYEE LEAVES
Code	po4431
Status	
Adopted	December 12, 2011
Last Revised	September 18, 2023

4431 - EMPLOYEE LEAVES

The Board recognizes that there may be instances in which employees can not report to work and recognizes that in certain circumstances it is appropriate to provide compensation or job protection during those absences. The leave provided for in this policy is provided in conjunction with other Board leave policies, including Policy 4136 ~~-(Unrequested Leaves of Absence)~~, Policy 4430.01 ~~-(Family & Medical Leaves of Absence ("FMLA"))~~, and Policy 4430 ~~-(Leave of Absence)~~.

A. Sick Leave

Employees will be granted ten (10) days sick leave per year for illness or non-occupational injury of the employee (such that the employee is incapable of performing employee's regular duties) or for illness of the family which demands the presence of the employee. (Family is defined as spouse, children, parents, brother/sister, grandparents, mother-in-law/father-in-law, grandchildren, or a relative who is a member of the employee's household.) These days must be taken in minimum units of one-half (1/2) days.

A new employee who starts work prior to the fifteenth (15th) of the month will receive credit for a full day for sick leave purposes, and one-half (1/2) day if work started after the fifteenth (15th) day of the month.

1. Sick leave accumulative for regular full-time and regular part-time employees shall be as follows:
 - a. twelve (12) month employees - ten (10) days per year - cumulative to a total of sixty (60) days
 - b. nine (9) month employees - ten (10) days per year - cumulative to a total of sixty (60) days
2. In the event an employee becomes eligible for LTD, re-employment rights shall extend to eighteen (18) months from the date of eligibility and may be extended by mutual agreement of the employee and District as evidenced by the employee's physician's statement.
3. An employee returning to work after an absence due to illness or injury may be requested to present a statement from a physician indicating the nature of the illness which caused the absence, or may be required to submit to an examination by a physician designated by the School District and at the District's expense as a condition of returning to work.
4. In cases of absence due to illness or injury in excess of three (3) days, an employee may be required to submit to the personnel office a written letter accompanied with a physician's statement indicating the probable date of return.
5. When possible, employees will give thirty (30) days notice of pending extended sick leave (i.e., more than three (3) days) and thirty (30) days notice of probable date of return.
6. An employee unable to report to work due to illness will use the sub-calling system, except for food service employees. Food Service employee must contact his/her immediate supervisor at least one (1) hour prior to the start of the work shift. Repeated failure to report absences before the start of the workday or tardiness may result in any disciplinary action.
7. Sick leave may not be used for illnesses occurring during scheduled vacations or holidays.

Newly hired employees shall be entitled to leaves in Section B. - Personal Days, Section C. - Emergency Sick Leave, and Section D. - Bereavement Leave on a pro-rated basis for their first year dependent on the date of hire during the fiscal year.

B. Personal Days

Personal days are for matters of a personal nature. All nine (9) month employees will receive two (2) personal days and twelve (12) month employees will receive three (3) personal days per fiscal year from July 1st through June 30th. Personal days will be subtracted from the employee's sick day account, ~~and are not cumulative.~~

Whenever possible, the employee must request personal day use, in writing to their immediate supervisor at least three (3) days prior to the day of absence. A minimum of one-half (1/2) day will be required of each request.

Administration may limit the use of personal days to one (1) employee per classification per day per building. Denial of a request for a personal day shall not be subject to the grievance procedure.

C. Emergency Sick Leave

Emergency leave will be available to employees for a non-illness related absences that requires the employee to be away from work for one day (or half day).

Emergency days are deducted from the employee's sick day bank.

Employees will have one (1) emergency day available each contract year. The employee may request a second emergency day. An emergency day reason must be entered into the absence system and approved by the Superintendent or it will be charged as a personal day or dock pay day.

The emergency day, if available, may be used on a District snow day.

A maximum of three (3) days of emergency leave deductible from sick leave will be allowed for the serious illness in the family which demands the presence of the employee. Family is defined as spouse, children, parents, brother/sister, grandparents, mother in law/father in law, grandchildren, or a relative who is a member of the employee's household.

~~Should circumstances require more than three (3) days for emergency leave purposes, the Superintendent or designee may consider each case on its merits.~~

B. Bereavement Leave

Time off needed for funerals should be handled on an individual basis with the supervisor. These days are deducted from accumulated sick days. In the event of the death of a District employee, the supervisor shall determine the representation to attend the funeral.

C. Court Appearance/Legal Leave/Jury Duty

1. Employees required to be absent because of a subpoena, when such is received as a result of their School District employment and not the result of a subpoena which has been served on the employee as a result of his/her violation of the law and/or when named as a plaintiff or acting as a defendant in a civil court action, shall be given leave without loss of pay or deduction from sick or personal leave.
2. Any remuneration (pay) the employee would receive from such service will be signed over to the Ashwaubenon Board of Education in an amount equal to actual District pay (if court appearance pay exceeds District pay).
3. Each employee will be released to serve jury duty without loss of pay or other benefit. The employee will receive the employee's normal daily pay from the District for each day the employee is absent because of being on a jury panel or serving jury duty. The employee will turn over to the District the fee paid by the court to the employee for serving on a jury up to the value of the employee's normal daily wage. Meal and travel allowances provided by the court shall be retained by the employee.

D. Military Emergency Service

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

Absence resulting from a military obligation to the United States government will be considered as an excused absence.

1. If such active duty assignment is a requirement of the employee's military obligation, the Board will pay the difference between the employee's regular daily rate of pay and his/her daily rate of pay for up to a maximum of ten (10) working days per fiscal year. The employee must present the District with a statement showing the amount of daily pay prior to receiving remuneration.

If the military rate of pay equals or exceeds the School District's rate, no differential will be considered or implemented.

2. If an employee volunteers for an active duty assignment(s), no pay differential will be considered and the employee will be considered to be on an unpaid leave of absence.

3.

4. ~~An employee who is required to be absent from his/her assignment because of a call up for emergency military duty as a result of civil disorder or a natural disaster within the continental United States shall receive leave, without loss of pay or deduction from sick leave or personal business leave, not to exceed ten (10) normal work days.~~

5. ~~Any remuneration (pay) the employee receives for his/her service in the capacity of emergency military service for those ten (10) days will be signed over to the Ashwaubenon Board of Education in an amount equal to actual District pay (if military service pay exceeds District pay).~~

E. Organ Donor Leave

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

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

F. Leaves of Absence - Other

Should an employee desire a leave of absence which is not covered by the definitions of leave on the preceding pages of this agreement, it is the employee's responsibility to submit a letter to the school Superintendent or his/her designee, indicating the nature of the leave, the first date of absence for the leave and the date of return from the leave. The Superintendent or designee may approve the leave at their discretion.

A copy of the letter for request of the leave should be given to the employee's immediate administrative supervisor. Granting a leave under this provision shall not constitute a past practice nor shall denial be subject to the grievance procedure.

G. Unauthorized Leave

Unauthorized leave may result in any disciplinary action provided under Section VII.

H. Verification of Leaves

The Superintendent or his/her designee may require a written statement or other verification as to an employee's claimed reason for absence in any situation in which it is believed that no valid grounds exist for the employee's claim for absence.

I. Snow or Other Emergency Day Leave Procedure

1. In the event that schools are closed because of snow or other emergency, **only those employees who it has been determined to work, should report to work.** Employee will either be expected to work, use a vacation day, personal day or compensatory time. **If the employee's one (1) emergency day is available, they will be allowed to use the emergency day for a snow day.** ~~the employee can report to work and will be paid for actual hours worked, use a vacation day, or use a personal day.~~ If the employee does not work their scheduled hours or use a vacation/personal day, their pay will be docked. **For further clarification and for those employees who do not report to work, please refer to the "Snow Day Procedures" document on the District's website.** ~~Employees will be allowed to make up hours lost during snow or other emergency day closures during early release and/or in service days. Arrangements for such make up will be communicated in writing to the employee's immediate supervisor at least three (3) days prior to the requested make up days. Employees' immediate supervisors will be responsible for determining work assignments.~~
2. In the event that the schools are closed because of snow or other emergency, the District reserves the right to schedule additional days to make up for lost days, pursuant to this section, on Saturday or after termination of the normal school year as set forth in the school calendar. Members are expected to work on additional days and will be paid at their hourly rate for time worked during additional days scheduled.
3. In the event of school closures or late starts due to snow or other emergencies, the respective supervisors will call in individual employees if necessary to complete work needed for school operations (e.g., clearing sidewalks or preparing lunch). Employees who are called in under this provision will receive their normal pay. Normal overtime rules will apply for employees working over forty (40) hours in a week.

J. Leave for Voting

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

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

M. Election Official Leave

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

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

Revised 5/10/17

Revised 7/8/20

Revised 12/9/20

T.C. 8/11/21

T.C. 9/18/23

Revised 3/13/24

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Legal

6.76, 7.33, 103.88, Wis. Stats.

Last Modified by Jennifer Bower on March 11, 2024

Book	Policy Manual
Section	Board Approved 3-13-24
Title	FOREIGN AND FOREIGN-EXCHANGE STUDENTS
Code	po5114
Status	
Adopted	June 9, 2008
Last Revised	July 10, 2019

5114 - FOREIGN AND FOREIGN-EXCHANGE STUDENTS

The Board of Education recognizes the positive cultural benefits to the students, staff, and the community in meeting students from other countries and in having foreign-exchange students as members of the student body of this District.

Pursuant to Federal law the sponsoring agency is also responsible for selecting a host family for each exchange visitor student.

The Board will permit the admission of foreign-exchange students (those from recognized and approved student exchange programs) who are residing in this District. The Board may permit foreign-exchange students to attend school in the District without payment of tuition.

The Board will participate in the Student and Exchange Visitor Information System (SEVIS) as an organization that provides sponsorship to foreign nationals to attend school within the District on F-1 Visas by issuing sponsoring Forms DS-2099. Participation in this program will be consistent with Federal law and requires that the:

- A. student possess sufficient English language proficiency prior to participation;
- B. student's participation does not exceed an academic year;
- C. student pays to the Board the full amount of tuition, if required, prior to the commencement of the academic term of attendance;
- D. student otherwise maintains his/her lawful temporary immigration status.

This policy does not apply to foreign students that are not in approved exchange programs or attending a school of the District in valid F-1 (student) status. All other individuals are subject to the standard rules regarding residency and tuition.

Revised 1/11/10

Revised 3/13/24

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Legal	8 C.F.R. 214 et seq. 8 U.S.C. 1101 (Immigration Reform and Control Act) 121.84(1)(c), Wis. Stats. Mutual Education and Cultural Exchange Act of 1961, as amended Immigration and Nationality Act 22 C.F.R. 62, Exchange Visitor Program
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Last Modified by Jennifer Bower on February 9, 2024



Book	Policy Manual
Section	Board Approved 3-13-24
Title	STUDENT ANTI-HARASSMENT
Code	po5517
Status	
Adopted	June 9, 2008
Last Revised	November 8, 2023

5517 - **STUDENT ANTI-HARASSMENT**

Prohibited Harassment

It is the policy of the Board to maintain an educational environment that is free from all forms of harassment. This commitment applies to all District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of harassment. This policy applies to conduct occurring in any manner or setting over which the Board can exercise control, including on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will not tolerate any form of harassment and will take all necessary and appropriate actions to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the School District community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students.

The Board will vigorously enforce its prohibition against harassment based on the traits of sex (including gender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws (hereinafter referred to as "Protected Classes"), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. Additionally, the Board prohibits harassing behavior directed at students, **including at a group of students**, for any reason, even if not based on one (1) of the Protected Classes, through its policies on bullying (See Policy 5517.01 – Bullying).

The Board will investigate all allegations of harassment and in those cases where harassment is substantiated, the Board will take immediate steps designed to end the harassment, prevent its reoccurrence, and remedy its effects. Individuals who are found to have engaged in harassment will be subject to appropriate disciplinary action.

Other Violations of the Anti-Harassment Policy

The Board will also take prompt steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation.
- B. Filing a malicious or knowingly false report or complaint of harassment.
- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating harassment complaints comprises part of one's duties.

Sexual Harassment covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, i.e., sexual harassment prohibited by Title IX, is not included in this policy. Allegations of such conduct shall be addressed by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities.

Notice

Notice of the Board's policy on anti-harassment in the educational environment and the identity of the District's Compliance Officers will be posted throughout the District and published in any District statement regarding the availability of employment, staff handbooks, and general information publications of the District as required by Federal and State law and this policy

Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant is the individual **or group of students** who alleges, or is alleged, to have been subjected to harassment, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged harassment.

Day(s) means business day(s) (i.e., a day(s) that the District office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays) unless expressly stated otherwise herein.

Respondent is the individual who has been alleged to have engaged in harassment, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged harassment.

School District community means individuals, students, administrators, teachers, and staff, as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

Third Parties include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

Bullying

Bullying is prohibited by Board Policy 5517.01 – Bullying. It is defined as deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well-being. Bullying need not be based on any Protected Class. Bullying behavior rises to the level of harassment when the prohibited conduct is based upon the student's sex (including gender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation, physical, mental, emotional, or learning disability, or any other characteristic protected by Federal or State civil rights. Complaints brought under this policy that are more appropriately handled under the Bullying policy shall be referred for investigation consistent with the procedures in that policy.

Bullying that rises to the level of Sexual Harassment is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, i.e., sexual harassment prohibited by Title IX, and is not included in this policy. Allegations of such conduct shall be addressed by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities.

Harassment

Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student **or group of students** based on one (1) or more of the student's **or group of students'** Protected Classes that:

- A. places a student **or group of students** in reasonable fear of harm to their person or damage to their property;
- B. has the effect of substantially interfering with a student's **or group of students'** educational performance, opportunities, or benefits; or
- C. has the effect of substantially disrupting the orderly operation of a school.

"Harassment" also includes "hate speech" directed against a student **or group of students**—the use of language, behavior, or images/symbols that express prejudice against a particular group or groups on the basis of any protected characteristic(s).

Examples are:

- A. making statements that promote violence toward a racial or ethnic group;
- B. drawing, displaying, or posting images or symbols of prejudice.

Sexual Harassment

For purposes of this policy only and not sexual harassment under Title IX, addressed in Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, "sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- A. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of access to educational opportunities or program;
- B. submission or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education;
- C. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education, or creating an intimidating, hostile, or offensive educational environment.

Sexual harassment may involve the behavior of a person of any gender against a person of the same or another gender.

Prohibited acts that constitute sexual harassment under this policy may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. unwelcome verbal harassment or abuse;
- B. unwelcome pressure for sexual activity;
- C. threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs, activities, or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances;
- D. unwelcome verbal expressions, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, profanity, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls and obscene gestures;
- E. Sexually suggestive objects, pictures, graffiti, videos, posters, audio recordings or literature, placed in the work or educational environment, that may reasonably embarrass or offend individuals;
- F. unwelcome, sexually motivated or inappropriate patting, pinching, or physical contact, other than necessary restraint of students by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
- G. unwelcome sexual behavior or words including demands for sexual favors, accompanied by implied or overt threats concerning an individual's educational status;
- H. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's educational status;
- I. unwelcome behavior or words directed at an individual because of gender;

Examples are:

1. repeatedly asking a person for dates or sexual behavior after the person has indicated no interest;
 2. rating a person's sexuality or attractiveness;
 3. staring or leering at various parts of another person's body;
 4. spreading rumors about a person's sexuality;
 5. letters, notes, telephone calls, or materials of a sexual nature;
 6. displaying pictures, calendars, cartoons, or other materials with sexual content.
- J. inappropriate boundary invasions by a District employee or other adult member of the District community into a student's personal space and personal life;

Boundary invasions may be appropriate or inappropriate. Appropriate boundary invasions make medical or educational sense. For example, a teacher or aide assisting a kindergartner after a toileting accident or a coach touching a student during wrestling or football can be appropriate. However other behaviors might be going too far, are inappropriate and may be signs of sexual grooming.

Inappropriate boundary invasions may include, but are not limited to the following:

1. hugging, kissing, or other physical contacts with a student;
2. telling sexual jokes to students;
3. engaging in talk containing sexual innuendo or banter with students;
4. talking about sexual topics that are not related to the curriculum;
5. showing pornography to a student;
6. taking an undue interest in a student (i.e. having a "special friend" or a "special relationship");
7. initiating or extending contact with students beyond the school day for personal purposes;
8. using e-mail, text messaging or websites to discuss personal topics or interests with students;
9. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval;
10. invading a student's privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences);

11. going to a student's home for non-educational purposes;
12. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of a student);
13. giving gifts or money to a student for no legitimate educational purpose;
14. accepting gifts or money from a student for no legitimate educational purpose;
15. being overly "touchy" with students;
16. favoring certain students by inviting them to come to the classroom at non-class times;
17. getting a student out of class to visit with the staff member;
18. providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so;
19. talking to a student about problems that would normally be discussed with adults (i.e. marital issues);
20. being alone with a student behind closed doors without a legitimate educational purpose;
21. telling a student "secrets" and having "secrets" with a student;
22. other similar activities or behavior;

Inappropriate boundary invasions are prohibited and must be reported promptly to one of the District Compliance Officers, as designated in this policy, the Building Principal or the Superintendent.

K. remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history;

L. verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Not all behavior with sexual connotations constitutes sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, or persistent such that it adversely affects, limits, or denies an individual's education, or such that it creates a hostile or abusive educational environment, or such that it is intended to, or has the effect of, denying or limiting a student's ability to participate in or benefit from the educational program or activities.

It is further the policy of the Board that a sexual relationship between staff and students is not permissible in any form or under any circumstances, in or out of the workplace, in that it interferes with the educational process and may involve elements of coercion by reason of the relative status of a staff member to a student.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of: interfering with the individual's educational performance; creating an intimidating, hostile, or offensive learning environment; or interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references regarding racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of: interfering with the individual's work or educational performance; creating an intimidating, hostile, or offensive learning environment; or interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin/Ancestry Harassment

Prohibited national origin/ancestry harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin or ancestry and when the conduct has the purpose or effect of: interfering with the individual's educational performance; creating an intimidating, hostile, or offensive working and/or learning environment; or interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin or ancestry, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's physical, mental, emotional or learning disability and when the conduct has the purpose or effect of: interfering with the individual's educational performance; creating an intimidating, hostile, or offensive learning environment; or interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disability, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like.

Anti-Harassment Compliance Officers

The Board designates the following individuals to serve as the District's Compliance Officers (also known as "Anti-Harassment Compliance Officers"; hereinafter referred to as the "COs").

Tammy Nicholson
Director of Pupil Services
920-492-2905 x1010
1055 Griffiths Lane
Green Bay WI 54304
tnicholson@ashwaubenonk12org

Keith Lucius
Assistant Superintendent of Schools for Student/Staff Resources
920-492-2905 x1005
1055 Griffiths Lane
Green Bay WI 54304
klucius@ashwaubenonk12.org

The names, titles, and contact information of these individuals will be published annually on the School District's website.

The Compliance Officer(s) are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding harassment.

Reports and Complaints of Harassing Conduct

Reporting procedures are as follows:

- A. Any student who believes they have been the victim of harassment prohibited under this policy will be encouraged to report the alleged harassment to any District employee, such as a teacher, administrator or other employees.
- B. Any parent of a student who believes the student has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the student's teacher, building administrator or Superintendent.
- C. Teachers, administrators, and other school employees who have the knowledge or received notice that a student has or may have been the victim of harassment prohibited under this policy shall report the alleged harassment to one (1) of the Compliance Officer(s) and the building principal or Superintendent within two (2) days.
- D. Any other person with knowledge or belief that a student has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to any District employee, such as a teacher, administrator or other employees.
- E. The reporting party or Complainant shall be encouraged to use a report form available from the principal of each building or available from the District office, but oral reports shall be considered complaints as well. Use of formal reporting forms shall not be mandated. However, all oral complaints shall be reduced to writing.
- F. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, the Board has designated both a male and a female Compliance Officer for receiving reports of harassment prohibited by this policy. At least one (1) Compliance Officer or other individual shall be available outside regular school hours to address complaints of harassment that may require immediate attention.

A CO will be available during regular school/work hours to discuss concerns related to harassment and to assist students, other members of the School District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the student.

Any Board employee who directly observes harassment of a student is obligated, in accordance with this policy, to report such observations to one (1) of the COs within two (2) business days. Thereafter, the COs must contact the Complainant, if over age eighteen (18) or the Complainant's parents/guardians if under age of eighteen (18), within two (2) days to advise of the Board's intent to investigate the alleged misconduct, including the obligation of the Compliance Officer to conduct an investigation following all the procedures outlined in the complaint procedures.

The COs are assigned to accept complaints of harassment directly from any member of the School District community or Third Party, or to receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint, either directly or through a school building administrator, a CO will contact the Complainant and begin either an informal or formal process (depending on the request of the Complainant or the nature of the alleged harassment), or the Superintendent will designate a

specific individual to conduct the process necessary for an informal or formal investigation. The Compliance Officer(s) will provide a copy of this policy to the Complainant and Respondent. The CO will prepare recommendations for the Superintendent. In the case of a complaint against the Superintendent or a Board member, the CO will prepare recommendations for Board President or Vice President who has been designated to serve as the decision-maker for such complaints. All Board employees must report incidents of harassment that are reported to them to the Compliance Officer as soon as possible, but always within no more than two (2) days of learning of the incident.

In cases where no District CO is able to investigate a complaint due to concerns regarding conflicts, bias, or partiality, or for other reasons that impair the CO's ability to conduct an investigation, the CO may, in consultation with the District Administrator, or Board President if the matter involves the District Administrator, engage outside legal counsel to conduct the investigation consistent with this policy.

Filing a Complaint and Initial Processing of a Complaint

Except for Sexual Harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities, any student, or the student's parent/guardian, who believes that the student has been subjected to harassment may seek resolution of their complaint through the procedures described below. The formal complaint process involves an investigation of the Complainant's claims of harassment or retaliation and a process for rendering a decision regarding whether the charges are substantiated.

The procedures set forth below are not intended to interfere with the rights of a student to pursue a complaint of harassment or retaliation with the United States Department of Education Office for Civil Rights ("OCR") and/or other applicable government agency. The Chicago Office of the OCR can be reached at John C. Kluczynski Federal Building, 230 S. Dearborn Street, 37th Floor Chicago, IL 60604; Telephone: 312-730-1560; FAX: 312-730-1576; TDD: 800-877-8339; Email: OCR.Chicago@ed.gov; Web: <http://www.ed.gov/ocr>.

If at any time during the investigation process the investigator determines that the complaint is properly defined as Bullying, under Policy 5517.01 - Bullying and not Harassment under this Policy, because the conduct at issue is not based on a student's Protected Characteristics, the investigator shall transfer the investigation to the appropriate building principal.

If during an investigation of alleged bullying, aggressive behavior, and/or harassment, in accordance with Policy 5517.01 - Bullying, the Principal believes that the reported misconduct may have created a hostile educational environment and may have constituted discriminatory harassment based on a Protected Class, the Principal shall report the act of bullying, aggressive behavior, and/or harassment to one (1) of the Compliance Officer(s) who shall investigate the allegation in accordance with this policy. If the alleged harassment involves Sexual Harassment as defined by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities, the matter will be investigated in accordance with the grievance process and procedures outlined in Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities. While the Compliance Officer investigates the allegation, or the matter is being addressed pursuant to Policy 2266, the Principal shall suspend the Policy 5517.01- Bullying investigation to await the Compliance Officer's written report or the determination of responsibility pursuant to Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities. The Compliance Officer shall keep the Principal informed of the status of the investigation under this policy and provide the Principal with a copy of the resulting report. Likewise, the Title IX Coordinator will provide the Principal with the determination of responsibility that results from the Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities grievance process.

Complaint and Investigation Procedure

A Complainant may file a complaint, either orally or in writing with a teacher, principal, or other District official at the student's school, the CO, Superintendent, or other District employee who works at another school or at the District level. Due to the sensitivity surrounding complaints of harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a teacher, principal, or other District official at the student's school, the CO, Superintendent, or other District employee, either orally or in writing, about any complaint of harassment, that employee must report such information to the CO within two (2) days.

Throughout the course of the process, the CO should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All complaints must include the following information to the extent known: the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); and a list of potential witnesses.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter the CO will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation including but not limited to a change of class schedule for the Complainant or the Respondent, or possibly a change of school for either or both of the parties. In making such a determination, the Compliance Officer should consult the Principal prior to any action being taken, except for complaints against the Superintendent, in which case the Board President should be consulted. The Complainant should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the CO will inform the Respondent, that a complaint has been received. The Respondent will be informed about the nature of the allegations and a copy of any relevant policies and/or administrative procedures and the Board's anti-harassment policy shall be provided to the Respondent at that time. The Respondent must also be provided an opportunity to respond to the complaint.

All investigations shall be commenced as soon as practicable upon receipt of a complaint and concluded as expeditiously as feasible, in consideration of the circumstances, while taking measures to complete a thorough investigation. The Complainant shall be notified in writing of receipt of the complaint within forty-five (45) days of the complaint and shall reach a determination concerning the complaint within ninety (90) days of receipt unless additional time is agreed to by the Complainant.

Generally, within two (2) days of receiving the complaint, the CO will initiate an investigation by at a minimum confirming receipt of the complaint with the Complainant and informing the Complainant of the investigation process.

The investigation generally will include:

- A. interview(s) with the Complainant;
- B. interview(s) with the Respondent;
- C. interviews with any other witnesses who reasonably may be expected to have any information relevant to the allegations, as determined by the CO;
- D. consideration of any documentation or other evidence presented by the Complainant, Respondent, or any other witness which is reasonably believed to be relevant to the allegations, as determined by the CO.

At the conclusion of the investigation, the CO shall prepare and deliver a report to the Superintendent which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of harassment as provided in Board policy and State and Federal law as to whether the Respondent engaged in harassment/retaliation of the Complainant. In determining if harassment occurred, a preponderance of evidence standard will be used. The COs' recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. The CO may consult with the Board Attorney during the course of the investigatory process and/or before finalizing the report to the Superintendent.

Generally, within five (5) days of receiving the report of the CO or designee, the Superintendent, or in the case of a complaint against the Superintendent or a Board member, the person designated to serve as the decision-maker for the complaint either must issue a written decision regarding whether the complaint has been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the Complainant and the Respondent. The District Administrator may redact information from the decision consistent with applicable law. The Board authorizes the District Administrator to consult with legal counsel to determine the extent to which information in an investigation report must be provided to either the Complainant or Respondent.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) days. At the conclusion of the additional investigation, the Superintendent must issue a final written decision as described above.

The decision of the Superintendent shall be final. If the Complainant feels that the decision does not adequately address the complaint they may appeal the decision to the State Superintendent of Public Instruction, if the matter involves the Superintendent.

To the extent required by law or permitted by the District, the Board reserves the right to investigate and resolve a complaint or report of harassment regardless of whether the member of the School District community or Third Party alleging the harassment pursues the complaint. The Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

The parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

Additional School District Action

If the evidence suggests that the harassment at issue is a crime or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.), the CO or Superintendent shall report the harassment to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations and crimes.

Any reports made to the local child protection service or to local law enforcement shall not terminate the COs' obligation and responsibility to continue to investigate a complaint of harassment. While the COs may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the Superintendent.

Privacy/Confidentiality

The District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses as much as possible, consistent with the District's legal obligations to investigation, take appropriate action, and comply with any discovery or disclosure obligations. Confidentiality cannot be guaranteed, however. Respondents must be provided an opportunity to meaningfully respond to allegations.

All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Additionally, the Respondent must be provided with the Complainant's identity.

During the course of an investigation, the CO will instruct each person who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to Third Parties any information that is learned or provided during the course of the investigation.

Directives During Investigation

The CO may recommend to the District Administrator placing any employee involved in an investigation under this Policy on administrative leave pending resolution of the matter. If the District Administrator is the Respondent, the CO shall make such recommendation to the Board. For example, administrative leave may be appropriate in situations in which protecting the safety of any individual or the integrity of the investigation necessitates such action.

The CO shall determine whether any witnesses in the course of an investigation may be required to answer questions that could also involve criminal investigations or sanctions, including the existence of a co-occurring law enforcement investigation are still required to answer questions concerning the District's investigation, but are entitled to do so without waiving their Constitutional right against self-incrimination that applies during a criminal investigation. Employees should be advised of this right, through what is often referred to as a "Garrity Warning". The Garrity Warning informs the employee that the employee is required to respond to questions posed during the investigation and that answers to questions relating to the employee's conduct may be used by the District for determining appropriate discipline, but will not be provided to law enforcement officials in the course of their independent criminal investigation, unless otherwise required by law.

Every employee interviewed in the course of an investigation is required to provide truthful responses to all questions. Failure to do so may result in disciplinary action.

Remedial Action and Monitoring

If warranted, appropriate remedial action shall be determined and implemented on behalf of the Complainant, including but not limited to counseling services, reinstatement of leave taken because of the discrimination, or other appropriate action.

The Board may appoint an individual, who may be a District employee, to follow up with the Complainant to ensure no further discrimination or retaliation has occurred and to take action to address any reported occurrences promptly.

Sanctions and Disciplinary Action

The Board shall vigorously enforce its prohibitions against harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further misconduct.

While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable law.

When imposing discipline, the Superintendent shall consider the totality of the circumstances involved in the matter, including the age and maturity level of any student involved. In those cases where harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

Where the Board becomes aware that a prior disciplinary action has been taken against the Respondent, all subsequent sanctions imposed by the Board and/or Superintendent shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made by any Federal or State civil rights law, or because that individual made a report, formal complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of discriminatory practices. The Superintendent shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training, as well as all information, provided regarding the Board's policy and discrimination in general, will be age and content appropriate.

Retention of Investigatory Records and Materials

The CO is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation which may include but are limited to:

- A. all written reports/allegations/complaints/statements;
- B. narratives of all verbal reports, allegations, complaints, and statements collected;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities;
- E. narratives of, notes from, or audio, video, or digital recordings of witness statements;
- F. all documentary evidence;
- G. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
- H. e-mails, texts, or social media posts related to the investigation;
- I. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment to the parties dated written determinations;
- J. dated written descriptions of verbal notifications to the parties;
- K. written documentation of any supportive measures offered and/or provided to the Complainant and/or the Respondent, including no-contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt;
- L. documentation of all actions taken, both individual and systemic, to stop the discrimination of harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
- M. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks);
- N. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
- O. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy.

The information, documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal and/or State law (e.g., student records).

The information, documents, ESI, and electronic media (as defined in Policy 8315 - Information Management) created or received as part of an investigation shall be retained in accordance with Policy 8310 - Public Records, Policy 8315 - Information Management, Policy 8320 - Personnel Records, and Policy 8330 - Student Records for not less than three (3) years, but longer if required by the District's records retention schedule.

Revised 10/12/09

Revised 11/22/10

Revised 12/13/10

Revised 9/23/13

Revised 12/15/14

Revised 12/13/17

Revised 7/10/19

Revised 7/08/20

Revised 6/8/22

Revised 3/13/24

Legal

48.981, Wis. Stats.

118.13, Wis. Stats.

P.I. 9, Wis. Admin. Code

P.I. 41 Wis. Admin. Code

20 U.S.C. 1400 et seq., the Individuals with Disabilities Education Act of 2004, as amended (IDEA)

29 U.S.C. 794, Section 504 of the Rehabilitation Act of 1973, as amended

42 U.S.C. 1983

42 U.S.C. 2000d et seq., Title VI of the Civil Rights Act of 1964

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

34 C.F.R. Part 104, Section 504 Regulations

34 C.F.R. Part 300, IDEA Regulations

Last Modified by Jennifer Bower on February 5, 2024

Book	Policy Manual
Section	Board Approved 3-13-24
Title	SUSPENSION AND EXPULSION
Code	po5610
Status	
Adopted	June 1, 2008
Last Revised	August 25, 2023

5610 - **SUSPENSION AND EXPULSION**

The Board of Education recognizes that exclusion from educational programs of the School District, by suspension or expulsion, is a substantial sanction and that such action must comply with the student's due process rights.

SUSPENSION

For purposes of this policy, "suspension" shall be the short-term exclusion of a student from a regular District program.

The Superintendent, ~~the any~~ principal, or a teacher designated by the Superintendent may suspend a student for up to five (5) school days or, if a notice of expulsion hearing has been sent, for up to fifteen (15) consecutive school days, or ten (10) consecutive school days for each incident if the student is eligible for special education services under Chapter 115, Wis. Stats.

The suspension must be reasonably justified based upon the grounds authorized under Sec. 120.13, Wis. Stats., which include, but are not limited to: noncompliance with school rules or Board rules; knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives; conduct by the student while at school or while under the supervision of a school authority that endangers the property, health, or safety of others; conduct while not at school or while not under the supervision of a school authority that endangers the property, health, or safety of others at school or under the supervision of a school authority; or conduct while not at school or while not under the supervision of a school authority that endangers the property, health, or safety of any employee or School Board member of the District in which the student is enrolled.

The Superintendent, ~~the any~~ principal, or a teacher designated by the School Superintendent shall suspend a student if the student possessed a firearm, as defined in 18 U.S.C. 921(a)(3), while at school or while under the supervision of a school authority.

The parent of a suspended minor must be given prompt notice of the suspension and the reason for the suspension. The student's suspension from school shall be entered in the student's record as required by the rules adopted by the Board concerning the content of the student records. The suspended student or the student's parent ~~or guardian~~ may, within five (5) school days following the commencement of the suspension, have a conference with an ~~A~~ administrator, who shall be someone other than a principal, administrator or teacher in the suspended student's school, to discuss removing reference to the suspension from the student's records. Reference to the suspension on the student's school record shall be removed if the Superintendent finds that: the student was suspended unfairly or unjustly; the suspension was inappropriate, given the nature of the alleged offense; or the student suffered undue consequences or penalties as a result of the suspension. **The administrator shall make a finding within fifteen (15) days of the conference.**

A suspended student shall not be denied the opportunity to take any quarterly, semester, or grading period examinations or to complete course work missed during the suspension period. Such work shall be completed pursuant to the procedures established by the Board.

In the event a student is classified as Homeless, the building principal shall consult with the Homeless Coordinator to determine whether the conduct is a result of homelessness. The Homeless Coordinator will assist administration and the student's parents ~~or guardian~~ in correcting conduct subject to disciplinary action that is caused by homelessness.

EXPULSION

Under this policy, expulsion shall mean the Board will not permit a student to attend school at all, including any school-sponsored events or activities, for a specified period of time. If the student is expelled, the Board will determine the length of the expulsion period, which may extend at a maximum to the student's 21st birthday. Administration has the right to consider abeyance for first time offenders.

The Board's expulsion order may include the opportunity for the student to return to school prior to the expiration of the term of expulsion under a specified set of early reinstatement condition(s) which are related to the conduct for which the student was expelled. The condition(s), once set forth in an expulsion order, shall be administered at the discretion of the Superintendent who shall have the authority to deny early reinstatement if any early reinstatement condition is not met prior to reinstatement or to revoke it for the remainder of the expulsion period if any enrollment conditions applicable to the student's attendance during a period of expulsion under early reinstatement, or conditional enrollment, are deemed by the Superintendent to have been violated. The decision to revoke a student's conditional enrollment shall be explained in writing. The student or student's parent may request a conference with the Superintendent within five (5) school days of a decision to revoke early reinstatement. The Superintendent shall meet with the student and/or parents within five (5) school days of a request. The Superintendent's decision is final.

The Superintendent may designate another School District employee to perform the functions pertaining to a student's early reinstatement, but may not designate someone that is an administrator or teacher in the student's school.

The Board may expel a student only when it is satisfied that the interest of the school demands the student's expulsion and only when the student: repeatedly refused or neglected to obey the rules established by the School District; knowingly conveyed or caused to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives; engaged in conduct while at school while under the supervision of a school authority that endangered the property, health, or safety of others; engaged in conduct while not at school or while not under the supervision of a school authority that endangered the property, health, or safety of others at school or under the supervision of a school authority or endangered the property, health, or safety of any employee or Board member of the ~~School~~ District in which the student is enrolled; or was at least sixteen (16) years old and had repeatedly engaged in conduct while at school or while under the supervision of a school authority that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority and that such conduct did not otherwise constitute grounds for expulsion. For purposes of this policy, conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

The School Board shall hold an expulsion hearing in the event a student is in possession of a firearm while at school or under the supervision of school authorities and shall expel a student from school for not less than one (1) year whenever it finds that the student brought a firearm to school or, while at school or while under the supervision of a school authority, possessed a firearm, as defined in 18 U.S.C. 921(a) (3), unless the Board finds that the punishment should be reduced based upon the circumstances of the incident. Any such finding by the Board shall be in writing. This does not include any circumstance in which a student possessed a firearm while lawfully hunting on school forest land.

The District shall refer any student who brings a firearm (as defined in 18 U.S.C. 921(a)(3)) or a weapon to school to law enforcement.

As required by 20 U.S.C. 7151, the Superintendent will ensure that the following information is sent to the Wisconsin Department of Public Instruction: a copy of this policy; a description of the circumstances surrounding any expulsion(s) for violating the above-stated firearms policy; the name of the school; the number of students expelled; and the types of firearms involved.

Prior to expelling a student, the Board shall provide the student with a hearing. Prior written notice of the hearing must be sent separately to both the student and if the student is a minor, to their parent(s) ~~or guardian(s)~~. The notice must be sent at least five (5) days prior to the date of hearing, not counting the date notice is sent. The notice must also satisfy the requirements of Sec. 120.13(1) (c)4, Wis. Stats.

Early reinstatement will be considered at the discretion of the board (Sec. 120.13(1)(h)(am), Wis. Stats.)

An expelled student or, if the student is a minor, the student's parent(s) ~~or guardian(s)~~ may appeal the Board's expulsion decision to the Wisconsin Department of Public Instruction. An appeal from the decision of the Department may be taken within thirty (30) days to the circuit court for the county in which the school is located.

In the event a student is classified as homeless, the building principal shall consult with the Homeless Coordinator to determine whether the conduct is a result of homelessness. The District will not expel a homeless student for conduct that is caused by the student's homelessness. The Homeless Coordinator will assist administration and the student's parents ~~or guardians~~ in correcting conduct subject to disciplinary action that is caused by homelessness. If the conduct in question is determined not to be caused by the student's homelessness, the District shall proceed with expulsion proceedings as outlined in this policy.

ADMINISTRATIVE GUIDELINES

~~The Superintendent/designee shall develop administrative guidelines to implement this policy, which shall include, at a minimum:~~

- ~~A. strategies for providing special assistance to students who are in danger of being expelled and are not achieving the goals of the educational program;~~
- ~~B. procedures that ensure compliance with State and Federal law including, but not limited to, due process rights;~~
- ~~C. provision for completing school work when appropriate.~~
- ~~D. reference to staff obligations to report threats of violence made in or targeted at a school, which, in the good faith judgment of the staff member, pose a serious and imminent threat of harm to the health or safety of others.~~

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Revised 8/14/19
T.C. 8/25/23
Revised 3/13/24

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Legal

119.25, Wis. Stats.

120.13, Wis. Stats.

18 U.S.C. 921(a)(3)

20 U.S.C. 7151

42 U.S.C. 11431 et seq.

Last Modified by Jennifer Bower on February 5, 2024

Book	Policy Manual
Section	Board Approved 3-13-24
Title	VOLUNTEERS
Code	po8120
Status	
Adopted	December 14, 2015
Last Revised	April 14, 2022

8120 - VOLUNTEERS

The Board recognizes that certain programs and activities can be enhanced through the use of volunteers who have particular knowledge or skills that will be helpful to members of the staff responsible for the conduct of those programs and activities.

The Superintendent and or designee shall be responsible for recruiting community volunteers, reviewing their capabilities, and making appropriate placements. The Superintendent shall not be obligated to make use of volunteers whose abilities are not in accord with District needs.

[Drafting Note: If the District allows Board members to be volunteers consistent with 120.20, Wis. Stats., a background check must be completed before the Board member begins volunteering.]

Any individual who volunteers to work in the schools or on any school-sponsored activity shall submit to a criminal history records check, prior to being allowed to participate in any activity or program.

A Board member may serve as a volunteer coach or supervisor of an extra-curricular activity if the provisions of 120.20, Wis. Stats., and this policy are satisfied. (See also Bylaw 0144.3 - Conflict of Interest)

[] A Board member may serve as a volunteer bus driver for the District if the provisions of 120.20, Wis. Stats., and the policy are satisfied. (See also Bylaw 0144.3 - Conflict of Interest)

~~The Superintendent is to inform each volunteer that the~~ Each volunteer:

- A. shall agree to abide by all Board policies and District guidelines while on duty as a volunteer;
- B. will be covered under the District's liability policy but the District cannot provide any type of health insurance to cover illness or accident incurred while serving as a volunteer, nor is the person eligible for workers' compensation;
- C. in accepting the role of a volunteer, agrees to verification that a satisfactory background check may be conducted through appropriate State agencies or other applicable means.

The Superintendent shall also ensure that each volunteer is properly informed of the District's appreciation for their time and efforts in assisting the operation of the schools.

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Legal 120.20, Wis. Stats.

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Section	Board Approved 3-13-24
Title	PUBLIC RECORDS
Code	po8310
Status	
Adopted	June 9, 2008
Last Revised	November 8, 2023

8310 - PUBLIC RECORDS

The Board recognizes its responsibility to maintain the public records of this District and to make such records available for inspection and reproduction. The Board designates the Superintendent as the District Records Custodian (DRC), to be the legal custodian of records for the District. The DRC shall safely keep and preserve the public records of the District and shall have the authority to render decisions and carry out duties related to those public records, including providing the notice required under 19.34(1) Wis. Stats., identifying the positions of the District that constitute a local public office pursuant to 19.32(1dm), and 19.42 (7w), Wis. Stats., and other required information. The DRC may deny access to records only in accordance with the law. The DRC is authorized and encouraged to consult with the District's legal counsel to determine whether to deny access to a records request in whole or in part.

Under the Wisconsin Public Records Law, a "record" is defined as any material on which written, drawn, printed, spoken, visual, or electromagnetic information or electronically generated or stored data is recorded or preserved, regardless of physical form or characteristics, that has been created or is being kept by the authority. It includes handwritten, typed, or printed pages, maps, charts, photographs, films, recordings, tapes, optical discs, and any other medium on which electronically generated or stored data is recorded or preserved. A "record" does not include drafts, notes, preliminary computations, and like materials prepared for the originator's personal use or prepared by the originator in the name of a person for whom the originator is working; materials that are purely the personal property of the custodian and have no relation to his/her the office held; materials to which access is limited by copyright, patent, or bequest; and published materials in the possession of an authority other than a public library that are available for sale, or that are available for inspection at a public library. The personal use exception applies to notes created by the originator solely for the purpose of refreshing his/her the originator's recollection and as a matter of convenience (not part of his/her assigned job duties), but does not apply to notes that are distributed to others for the purpose of communicating information or notes that are created or retained for the purpose of memorializing agency activity.

In addition, records may be exempted from disclosure as a matter of statute or common law or, under the balancing test, the public interest in disclosure may be outweighed by the public interest in non-disclosure.

Any person may make an oral or written request for any public records of the District. The person may inspect, or receive copies of the public record requested. The District will respond as soon as practicable and without delay. The District will either provide the requested documents, subject to any redactions, or inform the requester of the District's decision to deny the request.

The District will comply with the Safe at Home/Address Confidentiality Program administered by the Wisconsin Department of Justice. (See Policy 5111 - Eligibility of Resident/Nonresident Students, Policy 8320 - Personnel Records and Policy 8330 - Student Records.)

The District may impose a fee upon the requester of a copy of a record of \$.25 per page, which represents the actual, necessary, and direct cost of reproduction of the record. In addition, the District may impose a fee upon a requester for the actual time spent by District employees in locating a record, if the cost is \$50.00 or more. In calculating location costs, the District will use the applicable employee's hourly rate for salary and benefits.

The District may also charge the requester for any equipment required to fill the request (such as videotapes, computer disks, etc.) The District may impose a fee upon a requester for the actual, necessary, and direct cost of mailing or shipping of any copies which are mailed or shipped to the requester.

The District may require prepayment of fees if the total amount exceeds \$5.00. If payment is required, the District will calculate the actual cost and charge the requester. If advance payment is required, the District will either invoice the requester for the difference between the estimate and actual cost or refund any overpayment.

No public record may be removed from the office in which it is maintained except by a Board officer or employee in the course of the performance of his/her their duties.

Nothing in this policy shall be construed as preventing a Board member from inspecting in the performance of his/her official duties any record of this District, except student records and certain portions of personnel records.

The Superintendent is authorized to develop guidelines to provide for proper compliance with the intent of this policy and the public records law.

Records Retention Schedule

19.21(6), Wis. Stats. requires that school districts retain public records, other than student records, for seven (7) years, unless a shorter period is fixed by the Public Records Board (PRB) in a records retention schedule subsequently adopted by the Board.

The Board has approved the following records retention schedules developed by the Wisconsin Historical Society and PRB:

- A. Wisconsin Public School District and Related Records GRS (expiring March 20, 2033)
- B. Administrative and Related Records GRS (expiring March 21, 2032)
- C. Budget and Related Records GRS (expiring November 21, 2032)
- D. Facilities Management and Related Records GRS (expiring November 18, 2029)
- E. Fiscal and Accounting and Related Records GRS (expiring November 20, 2027)
- F. Human Resources and Related Records GRS (expiring March 25, 2029)
- G. Information Technology and Related Records GRS (expiring November 10, 2024)
- H. Payroll and Benefits and Related Records GRS (expiring August 30, 2031)
- I. Purchasing & Procurement and Related Records GRS (expiring November 11, 2023)
- J. Risk Management and Related Records GRS (expiring August 25, 2024)

The District will retain public records in accordance with the preceding general records schedule(s). In the event that the preceding general records schedules adopted do not define the retention period for a particular record, the District will retain the record for seven (7) years.

Revised 1/11/10

Revised 7/11/11

Revised 4/25/16

Revised 12/13/17

Revised 12/12/18

Revised 7/8/20

Revised 6/8/22

Revised 3/13/24

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19.21, 19.31-39, 19.42, 118.125, 120.13(12), Wis. Stats.

Last Modified by Jennifer Bower on February 5, 2024

Book Policy Manual
Section Board Approved 3-13-24
Title LACTATING EMPLOYEES
Code po8700
Status
Adopted November 8, 2023

8700 - ~~NURSING MOTHERS~~ **LACTATING EMPLOYEES**

The Board supports staff members who choose to ~~breast feed and/or~~ express breast milk following the birth of a child. When any staff member, whether a professional staff member or support staff member has notified their supervisor of the staff member's intent to express breast milk during the workday, the ~~p~~Principal shall make necessary arrangements to provide the following:

- A. An appropriate location that is suitable for expressing breast milk. The location must be shielded from view and not accessible during usage by any other person. The location provided may not be a bathroom.
- B. A reasonable amount of time to complete the activity based on an established schedule of frequency the staff member requires. The staff member is responsible for providing a schedule of frequency and for completing the process efficiently.

Additional requests from a covered employee to assist in the process of expressing breast milk under this policy should be addressed to a building administrator. Reasonable efforts will be made to facilitate full access to the benefits of this policy.

Any staff member who has given birth to a child and opts to express breast milk thereafter is entitled to the benefits of this policy.

Any staff member who has provided notice of the need to express breast milk at work and has complied with the responsibilities of doing so in this policy is eligible to do so for up to one (1) calendar year from the birth of the child.

No staff member who requires break time to express breastmilk consistent with this policy shall be subjected to retaliation or any form of adverse treatment for doing so.

Any staff member who feels they have been denied adequate protections or feels they have been retaliated against or otherwise treated unfairly as a result of availing themselves of the rights described in this policy shall report such concerns to the Superintendent. Any such report shall specify the alleged deficiency and desired resolution so that the Superintendent may provide an appropriate resolution, within ten (10) calendar days of the report.

The benefits described in this policy shall be administered concurrently with other benefits, such as Family Medical Leave Act (FMLA) rights.

This policy does not apply to students. Any student who is expressing breast milk following the birth of a child should contact () the Pupil Services Director () Principal (x) school nurse [END OF OPTION] to discuss arrangements to enable the student to do so.

Revised 3/13/24

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Last Modified by Jennifer Bower on February 9, 2024

Book	Policy Manual
Section	Board Approved 3-13-24
Title	PUBLIC REQUESTS, SUGGESTIONS, OR COMPLAINTS
Code	po9130
Status	
Adopted	June 9, 2008
Last Revised	August 25, 2023

9130 - PUBLIC REQUESTS, SUGGESTIONS, OR COMPLAINTS

Any resident and/or parent/guardian, having a legitimate interest in the staff, programs and operations of this District shall have the right to present a request, suggestion, or complaint to the District and the Board. At the same time, the Board reserves the right to protect District staff and students from harassment, disclosure of confidential information, and other violations of the staff or student's rights. It is the intent of this policy to provide a process for considering and addressing public requests, suggestions, or complaints in an efficient, reasonable, and equitable manner. Requests, suggestions, or complaints made by District staff members are covered by Policy 1422, Policy 3122, and Policy 4122 - **Nondiscrimination and Equal Employment Opportunity**. This policy is not to be used to appeal or to otherwise seek review of a personnel decision that was or could have been reviewed through the grievance policy, Policy 3340 or Policy 4340 - **Grievance Procedure**.

It is the desire of the Board to address any such matters through direct, informal discussions. It is only when attempts at informal resolution fail that more formal procedures shall be used.

Generally, requests, suggestions, or complaints reaching the Board or Board members shall be referred to the Superintendent for consideration. Only those items that are appropriate for consideration under this policy will be considered. The Superintendent may close out any such request presented to him/her that is not appropriate for consideration consistent with this policy. The Board reserves the right to reverse the Superintendent's decision to dismiss any item raised and to fully investigate or review the matter.

Guidelines for Consideration of Matters Brought Forward Under this Policy

A. First Level

Generally, if the matter raised involves a staff member, the individual(s) should discuss the matter with the staff member, if appropriate. The staff member shall take appropriate action within their authority and District guidelines to deal with the matter. Matters related to other aspects of the District operations, programming, or other decisions shall be brought generally to the Administrator closest to the issue (e.g. if the matter relates to a decision, procedure, or the like in one of the schools, the matter should be raised first with the building principal or a designated person in the school).

Discussion with the staff member may not be appropriate in some situations including, for example, where the matter involves suspected child abuse, substance abuse, or any other serious allegation that may require investigation or inquiry by school officials prior to approaching the staff member.

As appropriate, the staff member shall report the matter and whatever action may have been taken to their supervisor.

B. Second Level

If the matter has not been satisfactorily addressed at the First Level or it would be inappropriate to discuss the matter with the staff member, the individual(s) may discuss the matter with the staff member's supervisor, if applicable. Discussions with the supervisor shall occur promptly following any discussion with the staff member. If the matter involves allegations of harassment, discrimination, bullying, or other conduct implicating other policies and investigative procedures, the supervisor shall proceed to follow the applicable procedures which may include informing the District Compliance Officer for further review. Matters not resolved at the Second Level may be brought to the Third Level.

C. Third Level

If the matter has not been satisfactorily addressed at the Second level, and the matter does not involve the Superintendent, the individual(s) may submit a written request for a conference to the Superintendent. This request should include:

1. the specific nature of the request, suggestion or complaint and a brief statement of the facts giving rise to it;

2. the respect in which it is alleged that the individual(s) (or child of a complainant) has been affected adversely, if at all, or an explanation of other adverse results or impact of the matter;
3. the action which the individual(s) wishes taken and the reasons why it is felt that such action be taken.

The request must be submitted promptly after discussion with the staff member's supervisor. The Superintendent shall respond in writing to the individual(s) and shall advise the Board of any resolution of the matter.

D. Fourth Level

If the matter has not been satisfactorily addressed at the Third Level, or at the First Level in the case of a matter involving the Superintendent, the individual(s) may submit a written request to the Board to address the matter. Any such request must be submitted within thirty (30) business days of the latest attempt to resolve the matter. The written submission shall include all correspondences pertaining to the matter between the individual and any School District officials or employees.

The Board, after reviewing all material relating to the matter, will provide a written response or may, at its discretion, grant an opportunity to address the Board or a committee of the Board prior to making a final decision on the matter.

The Board's decision, or the decision of the committee of the Board to which the matter was referred, will be final on the matter. The Board may choose to consolidate complaints or other communications for consideration if more than one individual raises similar concerns before it, but reserves the right to refuse to consider any subsequent complaint on the same matter unless previously unknown material facts are raised.

If the individual(s) contacts an individual Board member to discuss the matter, the Board member shall refer the individual(s) to this policy or the Superintendent for further assistance.

Guidelines for Matters Regarding Classroom Instructional Materials

The Superintendent shall inform students and parents each year regarding their right to inspect instructional materials used as part of the educational curriculum and the procedure for completing such an inspection. ~~See Policy 5780—Student/Parent Rights.~~

Parents of children attending school in the District and District residents may request formal reconsideration of the inclusion of specific instructional materials.

Concerns about specific textbooks or other classroom materials should be raised first with the classroom teacher and then the Principal if necessary, in an effort to resolve the matter informally. () Concerns about specific library materials should be raised first with the library media specialist, then with the Principal, if necessary, in an effort to resolve the matter informally. If a satisfactory resolution is not reached, requests for consideration of removal of any instructional materials shall be submitted in writing to the Director of Instructional Services.

If the request, suggestion, or complaint relates to classroom instructional materials, the following procedure shall be followed:

A. The criticism is to be addressed to the Principal, in writing, and shall include:

1. author;
2. title;
3. publisher;
4. the complainant's familiarity with the material objected to;
5. ~~sections objected to by page and item;~~
6. ~~reasons for objections~~ specific concerns upon which the request to reconsider is based. This should include a specific description of the offending material (e.g. contains content that is harmful to minors or prohibited under State law, violates the District's policy on nondiscrimination, is not age-appropriate or developmentally appropriate for the grade level for which the material is used, or some other specified reason). This should include specific references to the text of the material by page number and excerpted text if known.

B. Upon receipt of the information, the Principal may, after advising the Superintendent of the complaint, and upon the Superintendent's approval, refer the matter to the Superintendent for resolution.

C. If the request, suggestion, or complaint relates to the human growth and development curriculum or instructional materials, it shall be referred to the advisory committee responsible for developing the human growth and development curriculum and advising the Board on the design, review and implementation of the curriculum. (See Policy 2414 - **Human Growth and Development**).

D. The material in question will remain in circulation pending final resolution of the matter.

E. The individual(s) may submit an appeal of the Superintendent's decision in writing to the Board President within thirty (30) business days of receiving the decision. The written appeal and all written material relating to it shall be referred to the Board for consideration.

F. The Board shall review the matter and advise the individual(s), in writing, of its decision as soon as practicable. The Board shall determine on a case-by-case basis whether its review will include appearances by the petitioner and administration, be conducted based on written submissions, or only on the record produced by the Superintendent.

G. **The Decision of the Board is final.**

No challenged material may be permanently removed from the curriculum or from a collection of resource materials except by action of the Board, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.

Revised 11/22/10

Revised 9/23/13

Revised 3/13/17

Revised 4/11/18

Revised 12/12/18

Revised 7/10/19

Revised 7/8/20

Revised 8/11/21

T.C. 5/11/22

T.C. 8/25/23

Revised 3/13/24

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118.01, Wis. Stats.

118.019, Wis. Stats.

20 U.S.C. 1232h

Last Modified by Jennifer Bower on February 9, 2024

Book	Policy Manual
Section	Board Approved 3-13-24
Title	CITIZENS' ADVISORY COMMITTEES
Code	po9140
Status	
Adopted	June 9, 2008
Last Revised	April 11, 2018

9140 - **CITIZEN'S ADVISORY COMMITTEES**

The Board of Education, in its discretion, may establish advisory committees and assign to each committee a particular function for which the committee has been formed. All appointments of citizens to advisory committees shall be approved by the Board, **except as otherwise provided in policy or as required by law**. All appointments of staff members to citizens' advisory committees shall be made by the Superintendent, **except as may be expressly required by law**. Every effort shall be made to ensure that the makeup of an advisory committee is as truly representative of the community as possible. Board members may be members of an advisory committee.

Specific topics for study or well-defined areas of activities shall be assigned in writing to each committee immediately following its appointment. Upon completing its assignment, a committee either shall be given a new assignment or shall be dissolved promptly. No advisory committee shall be permitted to continue for prolonged periods without a definite assignment. Each committee shall be instructed as to the length of time each member is asked to serve, the resources the Board intends to provide, the approximate dates on which the Board wishes it to submit reports, and the approximate date on which the Board wishes it to dissolve. Furthermore, the committee shall be instructed as to the relationship it has to the Board, to individual Board members, to the Superintendent, and to the remainder of the professional staff.

The structure and organization of an advisory committee shall be determined by the Board as appropriate to the assignment. Advisory committees shall be encouraged to draw upon a wide variety of resources both inside and outside the School District. Each committee shall be encouraged to draw upon the talents of other local residents and to recommend to the Board the official appointment of any such additional member(s) as the committee may desire.

Expenditure of District funds by an advisory committee shall be made only upon the prior approval of the Superintendent. Supplies, equipment, and personnel from within the School District may be obtained through the appointed staff resource person.

Correspondence between the Board and its committees shall ordinarily be conducted by the Superintendent.

The Superintendent shall transmit the contents of any communication from a committee to the Board at the next meeting of the Board.

When a committee is ready to submit a report on its assigned topic, the Superintendent shall arrange a meeting for the purpose of receiving the report.

The Board shall have the sole power to dissolve any of its advisory committees and shall reserve the right to exercise this power at any time during the life of any committee.

All advisory committees created by the Board are subject to the notice provisions of the Open Meetings Law.

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Legal 19.81 et seq., Wis. Stats.

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