

THE SCHOOL DISTRICT OF STURGEON BAY
Regular Board of Education Meeting
Wednesday, June 16, 2021

As noted in Board Policy 0166 - Agenda, each agenda shall contain the following statement:

“This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in the agenda.”

7:00 P.M. Board of Education Meeting

Council Chambers at City Hall

Please note that the City of Sturgeon Bay moved the 6:00 P.M. Plan Commission meeting to 5:00 P.M. to accommodate our Board of Education meeting. It is possible, however, that the Plan Commission meeting would go longer than anticipated, thereby delaying the start of the Board of Education meeting.

CALL TO ORDER:

1. Pledge of Allegiance
2. Roll Call
3. Motion to Adopt Agenda

PUBLIC PARTICIPATION SECTION—ALSO KNOWN AS AUDIENCE TO VISITORS AND DELEGATIONS

(As noted in Board Policy 0167.3 Public Participation at Board Meetings)

Note: Individuals who wish to address the Board should be residents of the School District of Sturgeon Bay or parents of students open-enrolled into the district. Speakers are asked to share their name, address, and be aware that comments may be limited to three minutes at the discretion of the Board President.

CONSENT AGENDA:

1. Approve Minutes
 - a. Regular Meeting May 19, 2021
 - b. Special meeting June 2, 2021
2. Approve May bills
3. Accept grants and donations
4. Approve resignations and retirements
5. Approve Second readings of the following employee handbook-related items:
Note: First readings took place at the May 19 regular Board of Education meeting
 - A. Professional Staff Employee Handbook
 - B. Professional Staff Salary and Supplemental Pay Guide
 - C. Support Staff Employee Handbook
6. Approve fundraising calendars for 2021-2022
 - A. Sturgeon Bay High School
 - B. TJ Walker Middle School
7. Approve Sturgeon Bay High School Student-Parent Handbook
8. Approve Sturgeon Bay High School Faculty and Staff Handbook
9. Approve TJ Walker Middle School Student-Parent Handbook
10. Approve TJ Walker Middle School Faculty and Staff Handbook
11. Approve Elementary Student-Parent Handbook
12. Approve Elementary Faculty and Staff Handbook
13. Approve Special Education Policies and Procedures
14. Approve At-Risk Plan
15. Approve Early Graduation Requests
16. Approve Wisconsin Association of School Boards (WASB) Membership Renewal
17. Approve Overnight Athletic Trips for the 2021-2022 School Year

OPERATIONS AGENDA:

1. Consent Agenda items requiring attention (if any)
2. 2021-2022 School Year Planning
3. Approve TJ Walker Middle School Special Education Teacher
4. Approve Sturgeon Bay High School Special Education Teachers
5. Approve District Speech and Language Pathologist
6. Approve TJ Walker Middle School Band Teacher
7. Approve High School Coach: Assistant Girls Volleyball
8. Approve 2021-2022 Board Meeting Calendar
9. Approve Preliminary 2021-2022 Budget
10. Achievement Gap Reduction School Board Review (informational item)
11. Facility Project Update (informational item)
12. Reports:
 - a. Legislative
 - b. CESA
 - c. Committee/Seminars
 - d. Administrative
 - i. High School
 - ii. Middle School
 - iii. Sawyer and Sunrise Elementary Schools
 - iv. Sunset Elementary School and District Teaching & Learning
 - v. Business Manager
 - vi. Special Education/Pupil Services
 - vii. Technology Department
 - viii. Food Services
 - ix. Community Engagement
 - x. Other
 - e. Superintendent
13. Closed Session –
 - a. 19.85(1) (c) Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.
 - i. Compensation Request from two Professional Staff Members
Action may take place in closed session on closed session's topics.
 - b. Return to open session
14. Adjourn

NOTE: This notice may be supplemented with additions to the agenda that come to the attention of the board prior to the meeting. If there are changes, a final agenda will be posted and provided to the media no later than 24 hours prior to the meeting or no later than 2 hours prior to the meeting in the event of an emergency.

To: Board of Education
From: Dan Tjernagel
Date: June 7, 2021
RE: Background Information for the June 16, 2021 Meeting

Reminder: We will hold the meeting in the Council Chambers on the second floor at City Hall due to the construction working occurring at SBHS.

CONSENT AGENDA:

1. Approve Minutes

- a. Regular Meeting May 19, 2021
- b. Learning Session Meeting June 2, 2021

2. Approve May bills

- 3. Accept Grants and Donations** – The Tech Ed department received a grant in support of updated equipment in the soon-to-be-remodeled labs. Lutz and Ria Buesing donated \$100 to the school lunch program.

Thank you to everyone involved in supporting our students and programs through grants and donations. A motion to accept these grants and donations is recommended.

- 4. Approve resignations and retirements:** Brian Pahl has resigned from his high school Tech Ed position.

A motion to approve the resignation and thank Brian for his service is recommended.

5. Second readings of the following employee-handbook related items:

Note: First readings took place at the May 19, 2021 regular Board of Education meeting

- a. Professional Staff Employee Handbook
- b. Professional Staff Salary and Supplemental Pay Guide
- c. Support Staff Employee Handbook

6. Approve fundraising calendars for 2021-2022:

This is done annually as part of our operational procedures and preparing for the next school year. Contained in your packet should be fundraising calendars for the middle and high school levels.

On a related note, the only elementary fundraiser is the PTO fall fundraiser in September and October. As Ann has reviewed for us in the past, items such as cookie dough and candy may be sold, but are not consumed at school. Additionally, the focus is on adults for something like a PTO fundraiser and different from some fundraisers at middle and high school levels.

Note: Approval of the various handbooks occurs annually to ensure smooth operations and that proper updates are done, communicated to the Board, and available to the public.

7. Approve Sturgeon Bay High School Student-Parent Handbook

8. Approve Sturgeon Bay High School Faculty and Staff Handbook

9. Approve TJ Walker Middle School Student-Parent Handbook

10. Approve TJ Walker Middle School Faculty and Staff Handbook

11. Approve Elementary Student-Parent Handbook

12. Approve Elementary Faculty and Staff Handbook

13. Approve Special Education Policies and Procedures

Approval of the policies and procedures occurs annually to ensure smooth operations and that proper updates are done, communicated to the Board, and available to the public. We typically use the DPI sample guide.

14. Approve At-Risk Plan

Approval of the plan occurs annually to ensure smooth operations and that proper updates are done, communicated to the Board, and available to the public.

15. Approve Early Graduation Requests

There are several early graduation requests appropriately working their way through the established process and now come before the Board for approval in alignment with our past practice. If something would cause a delay in getting those completely processed and to you, we'd plan to bump formal approval to next month's meeting. *(Those requests would be shared separate from the Board packet due to the personal nature of the requests and student information contained in the requests.)*

16. Approve Wisconsin Association of School Boards (WASB) Membership Renewal

Enclosed in the meeting packet is a scanned copy of the WASB renewal letter, as well as the Report to the Membership, a copy of complimentary subscriptions and publications we receive as part of our membership, and the dues invoice. After keeping the dues schedule flat since this past year, the annual dues would become \$4,884 (was \$4,336 for 2020-2021).

A motion to approve our Wisconsin Association of School Boards membership renewal for 2021-2022 is recommended.

17. Approve Overnight Athletic Trips for the 2021-2022 School Year

Athletic director, Todd Meikle has worked with our head coaches and Principal Nickel to assemble the overnight athletic trip request for this next school year. Obviously, a trip to State could impact this, but that would be nothing new or reason to be concerned.

As stated in the past, the thinking is to have all scheduled overnight athletic trips for the year approved at the same time at the start of the year in an organized fashion. It is appropriate to point out that special trips involve fundraising, cost to the student-athlete/family, and/or a supporting parent or community group. The school district does not use tax dollars in the form of budget dollars to pay for additional or special overnight trips and the related costs, upgrades from a school bus to a coach bus, and other such costs that may be associated with some of these trips now or in the future.

Here is a quick overview of the trips described in greater detail (see packet) by Athletic Director Todd Meikle:

- Varsity Football: Game at Belmont H.S. in Belmont October 1-2, 2021
- Varsity Boys Soccer: Tournament at the Prairie School in Racine September 3-4, 2021
- Varsity Boys Soccer: Tournament at Cedarburg High School October 1-2, 2021

- Varsity Wrestling: “War on the Shore” Holiday Wrestling Tournament at UW-Oshkosh December 29-30, 2021
- Ski and Snowboard Club trip to Big Powderhorn in the U.P. January 13-15, 2022

A motion to approve the overnight athletic trips is recommended.

OPERATIONS AGENDA:

1. Consent Agenda items requiring attention (if any)

This is a standing agenda item and utilized only if needed.

2. 2021-2022 School Year Planning

This has been noticed on the agenda as neither a formal approval item nor restricted to an informational item only. This is an opportunity for the Board to discuss things pertinent to the 2021-2022 school year based on our experiences with some practices and procedures that were new to us this past school year. If any action would be desired at this time, a Board member could make a motion and the Board could consider things from there.

As I prepare these notes for the Board, it would appear there are two main categories for consideration at this point: aspects around what procedures may or may not be in place for next year and a draft of the strategic action plan and priorities document for next year.

Procedures discussion

Dr. Amy Fogarty from DCMC serves as medical advisor for the school districts of Door County. In a typical year, most people probably don’t even realize that districts have a medical advisor. Topics such as lice and the occasional school board policy matter are examples of things that may come up. In the past year, however, things were very different as we all know. Since we now have an established continuum of procedures on many topics that can take into account, the level of uncertainty and anxiety should be considerably less. Plus, any discussions about even having in-person school should be nothing like they were last summer since we know that we plan to have in-person school five days per week.

Priorities discussion

Included in the meeting packet is a draft of what the Strategic Action Plan & Priorities document could look like for 2021-2022. You’ll see we kept the three main categories that go back to the 2017 Board Retreat. I took into account high points from our discussion in the June 2 learning session.

3. Approve TJ Walker Middle School Special Education Teacher

From Director Ferry:

Lindsay Ferry, Director of Special Education and Pupil Services, and Middle School Principal, Mark Smullen are happy to recommend Mary Harrington for the 8th grade special education teaching position. Mary has been teaching in the field of special education for 11 years. Her most recent position was teaching at Indian Springs High School in San Bernardino, California. Mary has experience working with students in

middle school and high school in a variety of settings including co-taught classrooms and Magnet Schools. Mary has great leadership skills and has developed and led professional development opportunities for her special education team. Mary is not only interested in acclimating to the Sturgeon Bay community in a teaching role, but will participate in coaching Middle School and High School Volleyball students. Mary will be a great addition to the middle school and the team is excited to work with her.

A motion to approve Mary Harington as a special education teacher at TJ Walker Middle School beginning with the 2021-2022 school year is recommended.

4. Approve Sturgeon Bay High School Special Education Teachers

From Director Ferry:

A. Lindsay Ferry, Director of Special Education and Pupil Services and High School Principal, Keith Nerby are happy to recommend Jaclyn Herlache for a special education teaching position. Jackie has earned her Sociology degree from St. Norbert's College and has been working as a Teaching Associate in the Sturgeon Bay School District for the past three years. Jackie has played an important role in establishing relationships with students, creating plans that meet student needs, and communicating with staff and parents. Jackie is eager to join the special education team as a teacher where she will continue to create innovative learning opportunities for students.

A motion to approve Jacyln Herlache as a special education teacher at Sturgeon Bay High School beginning with the 2021-2022 school year is recommended.

B. Lindsay Ferry, Director of Special Education and Pupil Services, and incoming high school Principal Keith Nerby are pleased to bring Casey Harrington to the special education teaching team. Casey has previously worked as a Sales Coach/Consultant for US Bank, training and organizing professional development opportunities for his team. From that experience, Casey learned that his passion in life revolved around teaching and training. Casey earned his Special Education license in California and will be moving with his family to Northeast Wisconsin. Casey is interested in not only working with children, but using his background in playing college basketball to coach. We are excited to have Casey and his family in the area and have Casey join our team in Sturgeon Bay.

A motion to approve Casey Harington as a special education teacher at Sturgeon Bay High School beginning with the 2021-2022 school year is recommended.

5. Approve District Speech and Language Pathologist

From Director Ferry:

Lindsay Ferry, Director of Special Education and Pupil Services, is pleased to recommend the hire of Morgan Meissen as the new Speech and Language Pathologist in the School District of Sturgeon Bay. Morgan earned her Master's Degree in Speech and Language Pathology from Florida State University, as well as her Bachelor's Degree in Communication Sciences and Disorders from the University of Wisconsin - Madison. Morgan completed her clinical training working in Minnesota at the elementary level.

She then furthered her understanding of speech and language pathology working in a private setting serving children who had medical speech needs. Morgan will be a great asset to the team bringing extensive medical knowledge of speech and language needs to the district. Our SLP team is excited to work with Morgan.

A motion to approve Morgan Meissen as a district speech and language pathologist beginning with the 2021-2022 school year is recommended.

6. Approve TJ Walker Middle School Band Teacher

As of the preparation of the Board meeting packet, there is no formal recommendation. It's possible a recommendation could come in time for the June 16 meeting. If not, we would plan to have the item on the agenda in July or August.

A motion to approve a Band teacher at TJ Walker Middle School beginning with the 2021-2022 school year is anticipated.

7. Approve High School Coach: Assistant Girls Volleyball

A. Assistant Girls Volleyball Coach: Principal Nickel and Athletic Director Meikle recommend Eric Dean as the JV1/Assistant Varsity girls volleyball coach. A motion to make this approval is recommended.

8. Approve 2021-2022 Board meeting Calendar

Based upon last month's Board reorganization meeting a meeting calendar has been prepared. Here are just a couple of things to highlight:

- With the Annual Education Convention falling during the third week of January in 2021, we would change our usual 3rd Wednesday meeting date to the second Wednesday. While we typically do not have a learning session meeting in January due to the annual convention, we usually add one in a referendum year to make sure everything is set for the resolution approval in the regular January meeting.
- Our annual retreat is scheduled in place of the February learning session again this next year.
- While I have included placeholders for various work or learning sessions as discussed in our June learning session, these may be modified by the Board as deemed appropriate.

A motion to approve the Board meeting calendar for the 2021-2022 fiscal year is recommended.

9. Approve Preliminary 2021-2022 Budget

As the Board knows, each October is when the Board formally adopts the budget for the current fiscal/school year and also sets the tax levy. However, Board Policy 0155 – Committees also states the following: “. . . *The Board as a whole shall act as a committee on school finance. . . C. During the months of April and May, the committee shall receive prepared estimates of the budget for the ensuing fiscal year, showing anticipated expenditures and needed*

revenues for the year. This budget shall be presented to the Board for preliminary approval in June and final approval in October. . .”

The way we’ve operated especially in the past couple of years, the Board sees regular updates based on the current year, as well as projections for the next year (and frankly the next three years due to our operational referendum cycle).

Business Manager Holtz will take us through additional explanation and information as we look to the 2021-2022 year, adjustments to revenues and expenditures, and the looming impact of the state’s next biennial budget. A Preliminary Budget spreadsheet plus Preliminary Budget Narrative will either be in the meeting packet with the Operations Agenda items, or will come as a separate document in light of other meetings as we prepare the meeting packet. (Near the end of the packet along with the Business Manager report are additional documents you see regularly with information regarding the end of year projection, a expenses dashboard, and a revenues dashboard.)

A motion to approve the preliminary budget for 2021-2022 is recommended.

10. Achievement Gap Reduction School Board Review (informational item)

Included in the meeting packet are the Achievement Gap Reduction (AGR) reports completed by Dr. Ann Smejkal. The report deals with math and reading for Kindergarten through third grade. The older program name or term SAGE (Student Achievement Guarantee in Education) may sound more familiar.

This is simply an informational item, so no formal action is necessary.

11. Facility Project Update (informational item)

The Board has seen and heard a variety updates in recent weeks and months. Any pertinent updates can be shared at this point in the meeting, as needed.

Just as we are tonight, the plan is that we will hold our regular Board of Education meeting next month on July 21 here at City Hall in the City Council Chambers. Thanks again to the City for accommodating us.

This is an informational item so no Board action is currently requested.

12. Reports

13. Closed Session –

- a. 19.85(1) (c) Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.
 - i. Compensation Request from two Professional Staff Members
Action may take place in closed session on closed session’s topics.

- b. Return to open session

14. Adjourn

THE SCHOOL DISTRICT OF STURGEON BAY
Regular Board of Education Meeting
Wednesday, May 19, 2021

Acting President Stephani called the regular meeting to order at 7:01 PM in the high school library. Present: Stephani, Holland, Hougaard, Jennerjohn, Chisholm, Alger, Wood, & Kruse. Virtual attendance by Howard. Also present were: Superintendent Tjernagel, R. Nickel, Smullen, B. O’Handley, Smejkal, Holtz, Ferry, Sterckx, and M. Rankin. The Pledge of Allegiance was recited.

Motion: Jennerjohn/Chisholm to adopt the agenda as presented. Motion carried unanimously.

PUBLIC PARTICIPATION SECTION—also known as audience to visitors and delegations (as noted in Board Policy 0167.3 Public Participation at Board Meetings): Jamie Haslam concerning masking.

STUDENT COUNCIL REPORT: Kruse reported on various items that took place during the school year. Dress up week, Candy Cane sale and the adopted Christmas family were among the items. Elden Antonio will be replacing Kruse next fall.

RECOGNITION: Retirees being recognized were Leslie Hill, Patti McKinnon, Sigrid Peot, Margaret Rose, Sharon Sullivan, Sharon Sanderson & Gerry Banks. Twenty-five-year employees being recognized were Brenda Hartl, Nancy Knapp and Joan Winkel. The math team was also recognized. A short recess followed to congratulate the retirees.

BOARD REORGANIZATION:

1. Review Board Policy 0152-Officers and determine nomination and voting process: After discussion, nominations will be by paper vote.
2. Election of President, Vice President, Treasurer & Clerk:
 - a. **President:** Ballots cast for Stephani. Motion: Hougaard/Alger to close nominations and cast a unanimous ballot for Stephani as President. Motion carried unanimously.
Vice-President: Ballots cast for Jennerjohn, Alger & Chisholm. Vote taken. Jennerjohn elected on a vote 7-1-1 respectively.
Treasurer: Ballots cast for Wood & Chisholm. Vote taken. Wood elected on a vote of 8-1 respectively.
Clerk: Ballots cast for Chisholm, Alger and Holland. Vote taken. Chisholm elected on a vote of 7-1-1 respectively.
 - b. Motion: Hougaard/Chisholm to appoint Ann DeMeuse as Board Secretary. Motion carried unanimously.
Motion: Stephani/Alger to appoint Jessica Holland as the CESA representative. Motion carried unanimously.
Motion: Alger/Hougaard to appoint Roger Wood for Legislative representative. Motion carried unanimously.
Motion: Holland/Chisholm to appoint Chad Hougaard as the EEN representative. Motion carried unanimously.
 - c. Motion: Hougaard/Alger to appoint Beth Chisholm as the delegate to the WASB convention and Jessica Holland as the alternate. Motion carried unanimously.
 - d. Motion: Wood/Holland to designate the official board meeting day as the third Wednesday of the month. Motion carried unanimously.
3. Motion: Hougaard/Alger to designate Nicolet Bank, the Local Government Pooled Investment Fund, Wisconsin Investment Series Cooperative (WISC) and the Wisconsin Investment Series Cooperative as the official depositories for 2021-22 year. Motion carried unanimously.

4. Motion: Hougaard/Jennerjohn to authorize Jake Holtz with the investment powers for the district. Motion carried unanimously.
5. Motion: Chisholm/Hougaard to designate the Door County Advocate as the official newspaper for the district. Motion carried unanimously.
6. Motion: Jennerjohn/Hougaard to maintain the current pay structure (President - \$1,200, Vice-President - \$1,050 and all other Board members - \$840). Additionally, there is a stipend of \$100 per day for attendance at the annual January Education Convention in Milwaukee, which occurs during the week. Motion carried unanimously.

CONSENT AGENDA:

1. Approve minutes from April 21, 2021 and May 5, 2021
2. Approve April bills
3. Accept grants and donations: Amy Sterckx received a \$2,000 donation from Quantum PC and a \$500 from Cellcom in support of the classroom displays refresh at the elementary levels and referendum classrooms within the high school. Jenny Spude received a donation from Hope United Church of Christ for \$450 (from the Superbowl of Caring event held this past year during Superbowl Sunday. Kids scoop soup and people buy soup on a donation basis). These funds will be used to help support families financially struggling to pay overdue lunch balances.

Bob Nickel received word that the Wisconsin Economic Development Corporation is awarding a Fabrication Laboratories (a.k.a. Fab Lab) grant of up to \$25,000 “to help the district purchase equipment for development” of the program.

4. Approve resignations and retirements: Joanne Benzshawel has resigned from her food service position at Sawyer effective this spring due to a move outside the area. Donna Parkansky is resigning from her special education teacher position at SBHS effective the end of the current school year. Corinne Rice is resigning from her bookkeeper position in the business office at the end of the calendar year (although she is interested in working in the district in a part-time capacity if possible in the future). Ria Buesing is retiring from her teacher associate position at Sunrise Elementary at the end of the current school year. Jill Forbes is retiring from her teacher associate position at Sawyer Elementary at the end of the current school year. Jackie Pfaff is retiring from her special education teacher position at SBHS at the end of the current school year.
5. Approve Sturgeon Bay High School WIAA Membership Renewal: The WIAA requires that Boards of member high schools act annually in either their May or June meeting to affiliate with the WIAA. We were reminded of this requirement by the WIAA on April 30 and told we should receive the renewal form in early June. As in recent years, membership fees have been eliminated so all we really need to do is approve our membership renewal, which signifies affiliation with the WIAA.
6. Approve Sturgeon Bay High School Band Trip: Board policy 2340 – District-Sponsored Trips governs a variety of details. SBHS Band Director Heidi Hintz has assembled the proper information that aligns with guidelines and a particular form on the topic pertaining to a trip over Spring Break in March of 2022. The first nine pages of the attachment lay out this information. The next several pages lay out two trip possibilities (with and without a Disney Performance) with itinerary, followed by a letter from Mrs. Hintz, a form for families to indicate their plans, a packing list, and a chaperone form.

Motion: Chisholm/Hougaard to accept and approve the consent agenda items as presented. Motion carried unanimously.

OPERATIONS AGENDA:

1. Consent Agenda items requiring attention (if any): None
2. Public Hearing on Request for the Waiver of Certain School District requirements of Wis. Stat. § 121.12(2m) and 115.415 and the administrative rules promulgated by the department regarding Educator Effectiveness requirements and Waiver of the requirements of Wis. Stat. § 121.02(1)(q) and the administrative rules promulgated by the department regarding Personnel Evaluations for the 2020-2021 school year only due to the COVID-19 public health emergency.

The Board navigated a very similar process last May with a waiver involving instructional hours. This year, the administrative team felt that the primary flexibility that would assist as our teachers and the team navigate the year would deal with the Educator Effectiveness and the lesser-known but related Personnel Evaluation requirements.

In a nutshell, the Educator Effectiveness requirements deal with evaluating the effectiveness of teachers and principals based upon measures of student performance and the practices of teachers and principals. The Personnel Evaluation requirement deals with written evaluation of certified school personnel (i.e. teachers and principals) “at the end of their first year and at least every third year thereafter.”

The administrative team felt it was important to continue with the evaluation of teachers in their first year so that still occurred. We did not have non-first-year teachers and principals spend time this year on the evaluation process (task examples: PPG, SLO, observations, and artifact gathering and documentation processes).

In alignment with the next agenda item, I will copy and paste some guidance from a Boardman & Clark legal memo as background for the Board and anyone else who may be interested in the process and related agenda items listed:

Before seeking waivers, school boards need to hold a public hearing on the waiver request pursuant to state law and document the date of the public hearing in the waiver request submitted to DPI. . . . The hearing can be noticed within the regular board agenda with the standard proper notice of at least 24 hours (including posting at the district's customary posting places or publishing, for districts that are still doing that). Class 1, Class 2, or Class 3 notices are not required.

Two agenda items must be specifically included on the notice. First, there must be an agenda item for holding the public hearing. The agenda item should clearly state that the hearing is with respect to a waiver of a particular statutory requirement (ex. Instructional Hours, Educator Effectiveness, or Civics Exam) that is being sought pursuant to Wis. Stat. § 118.38. Next, there must be an agenda item for adoption of the resolution or motion approving the request for the waiver and the submittal of the request to DPI. . . .

The Board should hold the public hearing, and, at the conclusion of the hearing, the Board should vote to approve or deny the resolution. Sample resolutions are available on the Wisconsin Association of School Board's website. The waiver should be submitted to DPI following board action to approve the resolution.

3. Approve Resolution for the Waiver of Certain School District requirements of Wis. Stat. § 121.12(2m) and 115.415 and the administrative rules promulgated by the department regarding Educator Effectiveness requirements and Waiver of the requirements of Wis. Stat. § 121.02(1)(q) and the administrative rules promulgated by the department regarding Personnel Evaluations for the 2020-2021 school year only due to the COVID-19 public health emergency. As noted with the background provided

in the previous agenda item, we are requesting a waiver of just the requirements described. These are also referenced in the formal resolution included in the meeting packet.

Holland/Hougaard to approve the resolution as presented. Motion carried unanimously.

4. Resolution Awarding the Sale of \$6,845,000 General Obligation School Building and Improvement Bonds, Series 2021

Quarles & Brady continues to assist us with navigating the various requirements for the overall process, specific wording for the agenda and related public notice, and so forth.

The resolution will be added to the meeting packet when received and/or sent to the Board if it does not arrive prior to the time the meeting packet is sent out.

Wood/Alger to approve the resolution as presented. Motion carried unanimously.

5. First reading of Professional Handbook & Salary and Supplemental Pay guide: As a first reading, no formal action is required by the Board.
6. First reading of Support Staff Handbook: As a first reading, no formal action is required by the Board at this time.
7. Approve 2021-2022 Health Insurance Plans: There are no substantive changes for the district, board, or staff to navigate this year. Jennerjohn/Hougaard to approve the health insurance plan offering for the 2021-2022 school year. Motion carried unanimously.
8. Approve 2021-2022 Dental Insurance Plan: After discussion, motion Holland/Wood to approve the dental insurance plan offering for 2021-2022 as presented. Motion carried unanimously.
9. Approve TJ Walker Middle School Choral Director (*for the 2021-2022 school year only*)
Chisholm/Hougaard to approve Kaara McHugh as the TJ Walker Middle School Choral Director for the 2021-2022 school year is anticipated.
10. Approve Elementary Art Teacher: Holland/Hougaard to approve Megan Jain as the new Sawyer and Sunrise Elementary School Art teacher beginning with the 2021-2022 school year. Motion carried unanimously.
11. Approve Technology Support Specialist
Motion Hougaard/Chisholm to hire J. Spencer Gustafson as our Technical Support Specialist beginning June 1, 2021. Motion carried unanimously.
12. Approve Bookkeeper
Recommendation by Business Manager Holtz to hire Cindy Lemens as Bookkeeper. Motion by Holland/Hougaard to approve the hire of Cindy Lemens as Bookkeeper beginning in the summer of 2021. Motion carried unanimously.
13. Approve Middle School Coaches
Principal Smullen and Athletic Director Meikle recommend the following:
 - A. Football Co-Head Coaches
 - i. Sam Mueller (*Current Physical Education teacher*)
 - ii. Derek Jennerjohn (*Current School Resource Officer*)
 - B. Girls Basketball Coaches

- i. 8th grade – Ben Herland (*MS Physical Education & Health teacher*)
- ii. 6th & 7th grade – Madeline Brosteau (*Sawyer 1st grade teacher who will be a Kindergarten teacher next year; Maddie assisted with MS girls basketball in 2020-2021.*)
- iii. 6th & 7th grade – Larry Woldt (*Larry assisted with MS girls basketball in 2020-2021.*)

C. Boys Basketball Coaches

- i. 8th grade - Ben Herland (*MS Physical Education & Health teacher*)
- ii. 6th & 7th grade – Chad Ulberg (*Chad has coached MS boys basketball & travel team basketball in the past.*)

Hougaard/Alger to approve the middle school football coaches, girls basketball coaches, and boys basketball coaching positions as presented. Motion carried with Jennerjohn abstaining.

14. Approve High School Advisor, Managers, and Coach

A. Future Teachers of America Advisor: Principal Nickel recommends Nicole Herbst as the advisor for Future Teachers of America beginning with the 2021-2022 school year.

B. Dance Manager

Principal Nickel recommends an arrangement that has Joan Winkel sharing the position with Abby Jacobson during the 2021-2022 school year.

C. Head Volleyball Coach

Athletic Director Meikle and Principal Nickel recommend Jackie Jeanquart as Head Volleyball Coach. From AD Meikle: Jackie provided the leadership needed to lead our team this past spring through a very exciting time for our volleyball program—our share of our first Packerland Conference Championship in 29 years. Coach Jeanquart will serve as our Head Volleyball Coach while Coach Judas takes a leave of absence from coaching.

Motion by Hougaard/Alger to approve the high school Future Teachers of America advisor, dance managers, and head volleyball coach as recommended. Motion carried unanimously.

15. Approve 2021-2022 Compensation for Returning Non-teacher Employees

Last month, the Board approved returning teacher contracts. This month, the Board would approve the 2021-2022 compensation for our non-teacher employee groups. I will list them below so the Board is able to take action on all non-teaching employees at once or take separate action on each of the three categories, if you will.

- A. Hourly employees
- B. Unclassified employees
- C. Administrative employees

Note: No increase at all would result in a salary total of \$3,249,739.06.

Percentage Increase:	<u>1.24 %</u>	<u>2.25 %</u>	<u>2.82 %</u>
Total Increase	\$36,286.52	\$65,842.48	\$82,522.57
Salary Total	\$3,286,025.58	\$3,315,581.54	\$3,332,261.63
Difference	-\$29,555.96	-----	+\$16,680.09

Hougaard/Jennerjohn to approve 2.25 % compensation for returning non-teacher employees. Motion carried unanimously.

16. Approve 2021-2022 CESA 7 Service Contract

Jennerjohn/Wood to approve the 2021-2022 CESA 7 Service contract. Motion carried unanimously.

17. Facility Project Update (informational item)

The Board has seen updates in the past month. While additional information could be shared as part of the meeting, the primary purpose of this item from the standpoint of the administration is to make it abundantly clear that our students, families, and staff members will not have access to Sawyer Elementary School, Sunrise Elementary School, TJ Walker Middle School, or Sturgeon Bay High School for a majority of the summer due to construction.

A combination of the Sunset Elementary School building and temporary trailers behind SBHS will house year-round staff this summer.

18. Receive Draft of 2021-2022 Board meeting calendar (informational item)

Since we just officially set the Board meeting days this evening, I do not have a draft that would reflect any significant changes from past years. However, the meeting calendar draft in your packet does take both our previous approach and the 2021-2022 school year calendar into account.

This is an informational item, so no Board action is currently requested. The Board would officially approve a meeting calendar in next month's meeting.

19. June 16, 2021 and July 21, 2021 Meeting Location Moved to the City Council Chambers Due to Construction at SBHS (informational item)

20. Reports:

- a. Legislative – none
- b. CESA – none
- c. Committee/Seminars – none.
- d. Administrative Reports presented.
- e. Superintendent's Report presented.

21. Adjourn Motion: Hougaard/Alger to adjourn at 9:37 PM. Motion carried unanimously.

Date: _____

President's Signature: _____

THE SCHOOL DISTRICT OF STURGEON BAY
Board of Education Learning Session
Wednesday, June 2, 2021

5:00 P.M. Board of Education Meeting

High School Library

CALL TO ORDER:

1. Roll Call at 5:19 PM: Present: Stephani, Wood, Kruse, Jennerjohn, Chisholm, Alger, Holland, Howard (5:22 PM). Excused was Hougaard. Also present Superintendent Tjernagel & Holtz.

2. **Motion:** Wood/Alger to adopt the agenda. Motion carried unanimously.

AGENDA AND DISCUSSION

1. Budget & Operational Referendum Planning: Discussed
2. Professional Staff compensation Planning
 - i. Post-employment benefits process: Discussed
 - ii. Annual compensation plan review process: Discussed
 - iii. Individual and special request process: Discussed
3. 2021-2022 School Year Planning: Discussed
4. Motion to adjourn: Holland/Chisholm to adjourn at 7:31 PM. Motion carried unanimously.

Date: _____

President's Signature: _____

CHECK DATE	CHECK NUMBER	CHE TYP	AMOUNT	ACCOUNT NUMBER	VENDOR	INVOICE DESCRIPTION
05/06/2021	202100489	A	290.30	50 L 000 000 815000 000	DENIL, MICHELLE	Lunch Balance Refund
05/06/2021	100898	R	1,250.00	10 E 800 310 239000 000	ERC INC	DOS 1/15/21, 1/29/21 critical incident response
05/06/2021	202100490	A	1,200.00	10 E 140 310 221300 000	PAYE-WEBER, JENNIFER	2/1/2021-4/25/2021 Tuition reimbursement for Administrative course.
05/06/2021	202100491	A	875.00	21 E 800 310 161942 000	PROPSOM, MATTHEW	4/23/2021 Clipper Clays Wabeno Tournament Reimbursement
05/06/2021	202100491	A	80.50	21 E 800 411 161942 000	PROPSOM, MATTHEW	4/26/2021 Clipper Clays Patches Order 4-25-21
05/06/2021	202100491	A	2,040.00	21 E 800 310 161942 000	PROPSOM, MATTHEW	4/27/2021 2021 Green Bay Regional Tournament Fees
05/06/2021	100899	R	275.40	21 E 400 411 162204 000	TEAM SPORTING GOODS	Customer# 54235-119: Baseball apparel
05/10/2021	100904	R	52.50	10 E 800 943 219000 000	EQUAL RIGHTS DIVISIO	April 2021 Work Permits (7)
05/12/2021	100901	R	5.00	98 L 000 000 811671 000	AXA EQUITABLE	J Schopf \$5
05/12/2021	100902	R	261.55	98 L 000 000 811680 000	GURSTEL LAW FIRM PC	Case No. 12-CV-224; File #802986
05/12/2021	100903	R	321.00	98 L 000 000 811660 000	SB LUNCH PROGRAM	Payroll accrual
05/13/2021	202100492	A	90.00	10 E 400 450 136431 000	ALGOMA LUMBER COMPAN	Lumber for resale
05/13/2021	100905	R	700.00	50 E 800 324 257220 000	BACKUS ENTERPRISES	District Hood Cleaning
05/13/2021	202100493	A	160.00	10 E 800 310 162000 000	BENTER, DANIEL	Softball umpire vs NEW
05/13/2021	202100494	A	160.00	10 E 800 310 162000 000	BLOHM, TED	Softball umpire vs Gibraltar
05/13/2021	100906	R	279.00	10 E 800 411 162000 000	BSN SPORTS REMIT	Order# 303670053- track and field supplies
05/13/2021	100906	R	1,337.50	10 E 800 411 162000 000	BSN SPORTS REMIT	Order# 303472216- Custom 6" x 8" plaques for athletics
05/13/2021	202100495	A	499.00	10 E 800 480 295000 000	CAMERA CORNER-CONNEC	Customer# 0019936- SAN Renewal
05/13/2021	100907	R	277.00	10 E 800 324 253000 000	CAPTAIN COMMODOES	Football and soccer field commodes
05/13/2021	100908	R	1,205.06	10 E 800 355 263300 000	CELLCOM WISCONSIN RS	Account# 003-00319495
05/13/2021	202100496	A	2,658.46	27 E 800 386 156600 341	CESA 7	Personnel charges 3/16/21 - 4/15/21
05/13/2021	100909	R	150.00	27 E 800 941 223300 341	CPI	Annual membership fee from 7/19/21 - 7/19/22 C.Vandenbogart
05/13/2021	100910	R	13,235.12	49 E 800 449 254400 000	CREATIVE BUSINESS IN	Project# 20743- Deposit for Sawyer Elementary furniture and fixtures
05/13/2021	100911	R	52.30	10 E 400 310 126000 000	CUSTOM CRAFT TROPHY	Cunningham math & science awards
05/13/2021	100912	R	20.00	10 E 800 411 162000 000	DC ENGRAVING	Athletic Recognition Plates
05/13/2021	100912	R	20.00	10 E 800 411 162000 000	DC ENGRAVING	Volleyball awards
05/13/2021	100913	R	2,065.81	10 E 800 348 256510 000	DOOR COUNTY COOPERAT	Account# 784909- monthly billing
05/13/2021	100913	R	13.50	10 E 800 411 253000 000	DOOR COUNTY COOPERAT	Account# 784909- monthly billing
05/13/2021	100914	R	340.83	10 E 800 411 253000 000	DOOR COUNTY HARDWARE	Account# 96718- Monthly billing April 2021
05/13/2021	100915	R	308.57	10 E 800 411 253000 000	DOOR COUNTY TREASURE	Customer# 31000- Winter Operations 2/21 - 3/20/21
05/13/2021	100916	R	150.00	10 E 800 411 239000 000	DESTINATION STURGEON	Gift certificates for 25 year service staff
05/13/2021	100917	R	262.59	50 E 800 324 257220 000	ECOLAB	Account# STUR0010-0005 Pest

CHECK DATE	CHECK NUMBER	CHE TYP	AMOUNT	ACCOUNT NUMBER	VENDOR	INVOICE DESCRIPTION
05/13/2021	100918	R	536.67	10 E 800 310 239000 000	ERC INC	Control Billing Monthly EAP Services- May 2021
05/13/2021	100919	R	21,581.95	49 E 800 310 239000 000	EUA	Project# 318509-01 April 2021 billing
05/13/2021	202100498	A	402.93	10 E 800 432 222200 031	FOLLETT SCHOOL SOLUT	Customer# 80045- Library Books-SR
05/13/2021	202100498	A	614.10	10 E 800 432 222200 031	FOLLETT SCHOOL SOLUT	Customer# 80045- Library Books-SR
05/13/2021	202100498	A	262.41	10 E 800 432 222200 031	FOLLETT SCHOOL SOLUT	Customer# 80045- Library Books-HS
05/13/2021	202100498	A	178.83	10 E 800 432 222200 031	FOLLETT SCHOOL SOLUT	Customer# 80045- Library Books: HS Classics
05/13/2021	202100498	A	485.06	10 E 800 432 222200 031	FOLLETT SCHOOL SOLUT	Customer# 80045- Library Books: HS
05/13/2021	202100498	A	117.90	10 E 800 432 222200 031	FOLLETT SCHOOL SOLUT	Customer# 80045- Library Books: SW
05/13/2021	202100498	A	206.79	10 E 800 432 222200 031	FOLLETT SCHOOL SOLUT	Customer# 80045- Library Books: SW
05/13/2021	202100498	A	399.00	10 E 800 432 222200 031	FOLLETT SCHOOL SOLUT	Customer# 80045- Library Books--SW
05/13/2021	202100499	A	2,731.50	10 E 800 480 252100 000	FORECAST5	06/01/2021-05/31/2022 license agreements and support fees
05/13/2021	202100499	A	5,463.00	10 E 800 480 252100 000	FORECAST5	06/01/2021-05/31/2022 license agreements and support fees
05/13/2021	202100499	A	2,731.50	10 E 800 480 252100 000	FORECAST5	06/01/2021-05/31/2022 license agreements and support fees
05/13/2021	202100499	A	3,500.00	10 E 800 480 252100 000	FORECAST5	06/01/2021-05/31/2022 license agreements and support fees
05/13/2021	202100500	A	160.00	10 E 800 310 162000 000	GLOE, RICHARD	Softball umpire DH vs Algoma
05/13/2021	202100501	A	160.00	10 E 800 310 162000 000	HABECK, RICK	Softball umpire vs NEW
05/13/2021	202100502	A	6,776.80	10 E 800 480 221500 000	ILLUMINATE EDUCATION	eduCLIMBER Achievement Dashboard software licenses 7/1/21 - 6/30/21
05/13/2021	202100503	A	160.00	10 E 800 310 162000 000	JAHNKE, KEITH	Softball umpire vs Gibraltar
05/13/2021	202100504	A	160.00	10 E 800 310 162000 000	JOLY, TIM	Softball umpire DH vs Algoma
05/13/2021	202100505	A	36,710.92	10 E 800 310 256210 000	KOBUSSEN BUSES LTD	April 2021 Bus Service Invoice
05/13/2021	202100505	A	2,315.45	27 E 800 341 256750 011	KOBUSSEN BUSES LTD	April 2021 Bus Service Invoice
05/13/2021	202100505	A	94.14	10 E 800 310 256270 000	KOBUSSEN BUSES LTD	April 2021 Bus Service Invoice
05/13/2021	202100505	A	4,827.85	10 E 800 310 256240 000	KOBUSSEN BUSES LTD	April 2021 Bus Service Invoice
05/13/2021	100920	R	345.95	27 E 800 310 223300 019	KYLES CONSULTING LLC	April 2021- Contracted Monthly SBS/MAC Fee
05/13/2021	202100506	A	122.50	10 E 800 310 162000 000	LEITERMAN, ANDY	Soccer Regional Official
05/13/2021	202100507	A	60.00	10 E 800 310 162000 000	LESLIE, THOMAS	Regional boys Soccer official vs Sev/Gib
05/13/2021	100921	R	324.73	10 E 110 435 110000 000	LITERACY RESOURCES I	Heggerty Reading Materials
05/13/2021	100921	R	235.13	10 E 100 480 221500 000	LITERACY RESOURCES I	Heggerty Reading Materials
05/13/2021	100922	R	6,425.00	27 E 800 370 436000 341	MACHT VILLAGE SCHOOL	Services for K.VanEgeren- April 2021
05/13/2021	202100508	A	70.00	10 E 800 310 162000 000	MEIKLE, TODD	Boys Soccer Regional manager
05/13/2021	100923	R	1,432.00	10 E 800 310 231500 000	NEOLA INC	Account# 4102- Continuing update services for school

CHECK DATE	CHECK NUMBER	CHE TYP	AMOUNT	ACCOUNT NUMBER	VENDOR	INVOICE DESCRIPTION
						board policies and consulting services
05/13/2021	202100509	A	65.00	10 E 800 310 162000 000	NEUVILLE, ROBERT	Jv Baseball umpire vs Mishicot
05/13/2021	100924	R	628.26	10 E 800 411 253000 000	O'REILLY AUTO PARTS	Customer# 1451981 monthly maintenance supplies billing-April 2021
05/13/2021	100925	R	90.00	10 E 800 411 239000 000	ONSITE MAINTENANCE S	District Toner
05/13/2021	100926	R	78.28	10 E 800 351 239000 000	PENINSULA PULSE	April postings
05/13/2021	100927	R	253.41	10 E 800 411 162000 000	PINKERT, LEANNE	State meet- HS cross country expenses
05/13/2021	100928	R	180.00	10 E 800 310 162000 000	PIVONKA, CASEY	Baseball umpire DH vs Algoma
05/13/2021	202100510	A	4,088.12	50 E 800 415 257220 549	PRAIRIE FARMS	Account# 47-471- monthly food service billing April 2021
05/13/2021	100929	R	88.25	10 E 800 310 239000 000	PREVEA HEALTH WORKME	Staff physical and testing 4/20/21
05/13/2021	202100511	A	95.00	10 E 800 310 162000 000	RODELL, NICK	JV baseball umpire vs SD
05/13/2021	202100512	A	50.00	10 E 800 310 162000 000	ROSENTHAL, JOHN	MS track Meet starter
05/13/2021	100930	R	180.00	10 E 800 310 162000 000	RYKAL, NATHAN	Baseball umpire DH vs Algoma
05/13/2021	100931	R	363.00	10 E 140 411 241000 000	SB LUNCH PROGRAM	SR Testing Snacks- G.Grahl
05/13/2021	100931	R	60.00	21 E 100 411 164900 000	SB LUNCH PROGRAM	Chocolate chip cookies for SW
05/13/2021	100932	R	65.00	10 E 800 310 162000 000	SCHARTNER, JEFFREY	Jv Baseball umpire vs Mishicot
05/13/2021	100933	R	180.00	10 E 800 310 162000 000	SCHLOUGH, DAVID	Baseball umpire vs Gibraltar DH
05/13/2021	202100513	A	607.96	10 E 100 411 121000 000	SCHOOL SPECIALTY, LL	Order# 57111210- Elem art supply
05/13/2021	202100513	A	310.25	10 E 120 411 241000 000	SCHOOL SPECIALTY, LL	Order# 57264095 Literacy Binders
05/13/2021	100934	R	1,312.40	10 E 800 449 253000 000	SHAW INDUSTRIES	Customer# 0225115- Band room flooring
05/13/2021	100935	R	20.00	21 E 800 310 161926 000	STARR, BEATRICE	2nd Place in TJ Walker Library Poetry Contest
05/13/2021	100936	R	180.00	10 E 800 310 162000 000	STEINKE, DOUGLAS	Baseball umpire vs Gibraltar DH
05/13/2021	202100514	A	2,372.03	10 E 800 353 263300 000	SUNSHINE HOUSE INC	SBSD public newsletter printing and postage-A.Stephens
05/13/2021	202100514	A	1,235.00	27 E 800 370 436000 341	SUNSHINE HOUSE INC	Prevocational training and transportation for R.Gonzales- April 2021
05/13/2021	100937	R	10.00	21 E 800 310 161926 000	TARKOWSKI, LUCY	3rd Place in TJ Walker Library Poetry Contest
05/13/2021	100938	R	203.65	10 E 800 411 162000 000	TEAM SPORTING GOODS	Baseball catcher protector and equipment bag
05/13/2021	100938	R	275.40	21 E 400 411 162204 000	TEAM SPORTING GOODS	Mock Turtlenecks for HS Baseball
05/13/2021	100939	R	30.00	21 E 800 310 161926 000	UECKER, JAMES	1st Place in TJ Walker Library Poetry Contest
05/13/2021	202100515	A	1,823.80	10 E 800 354 258000 000	US BANK EQUIPMENT FI	Customer# 1268355- monthly lease
05/13/2021	100940	R	100.00	10 E 800 310 162000 000	WANDER SPRINGS GOLF	Conference Championship fee for Boys Golf
05/13/2021	100941	R	27.68	50 E 800 415 257220 000	WASEDA FARMS COUNTRY	Eggs- 1 Flat
05/13/2021	202100516	A	65.00	10 E 800 310 162000 000	WERY, MICHAEL	JV baseball umpire vs SD
05/13/2021	202100516	A	50.00	10 E 800 310 162000 000	WERY, MICHAEL	MS track Meet official

CHECK DATE	CHECK NUMBER	CHE TYP	AMOUNT	ACCOUNT NUMBER	VENDOR	INVOICE DESCRIPTION
05/13/2021	202100517	A	60.00	10 E 800 310 162000 000	WETTSTEIN, JEFF	Regional boys Soccer official vs Sev/Gib
05/13/2021	202100518	A	187.44	10 E 800 310 162000 000	WISC INTERSCHOLASTIC	Regional Host for boys soccer
05/13/2021	100942	R	4,884.00	10 E 800 941 231000 000	WISCONSIN ASSOCIATIO	WASB Membership Dues 21-22
05/13/2021	202100519	A	154.00	10 E 800 310 239000 000	WIS DRUG TESTING & C	Background checks- April 2021
05/13/2021	202100520	A	44.81	10 E 800 354 258000 000	WISCONSIN DOCUMENT I	Staples- SS
05/20/2021	202100521	A	927.30	10 E 800 411 253000 000	BELSON CO	SO# 0000321874- District paper towels
05/20/2021	100943	R	192.50	10 E 800 310 231500 000	BUELOW VETTER BUIKEM	Account# 3101.86522- April 2021 billing
05/20/2021	100944	R	66.41	10 E 800 411 253000 000	CARQUEST AUTO PARTS	Customer# MAR.880328- April 2021 monthly billing
05/20/2021	202100522	A	6,875.00	10 E 800 386 431000 000	CESA #9	Course enrollments for March 2021
05/20/2021	100945	R	382.27	10 E 800 411 253000 000	CULLIGAN SERVICE	Account number 8566801- Monthly billing
05/20/2021	100946	R	1,156.74	10 E 800 348 256510 000	DOOR COUNTY TREASURE	Fuel- April 2021
05/20/2021	100946	R	724.62	10 E 800 348 254500 000	DOOR COUNTY TREASURE	Fuel- April 2021
05/20/2021	100947	R	7,280.00	10 E 800 310 214000 000	DOOR COUNTY MEDICAL	April 2021 School Nursing
05/20/2021	100947	R	14,578.89	27 E 800 310 218100 011	DOOR COUNTY MEDICAL	OT/PT- April 2021
05/20/2021	100947	R	2,581.82	27 E 800 310 218200 011	DOOR COUNTY MEDICAL	OT/PT- April 2021
05/20/2021	100948	R	170.00	10 E 800 310 239100 000	DOOR COUNTY YMCA	Group 1 memberships- May 2021
05/20/2021	100948	R	340.00	10 E 800 310 239100 000	DOOR COUNTY YMCA	Group 2 memberships- May 2021
05/20/2021	100949	R	2,510.12	10 E 800 730 270000 000	DWD-UI	Account# 696368-000-4 Unemployment Insurance April 2021
05/20/2021	100950	R	2,756.00	10 E 800 411 253000 798	FASTENAL COMPANY	Disposable face masks
05/20/2021	202100523	A	20.00	21 E 400 411 162216 000	FLS BANNERS LTD	Girls Soccer Apparel- per R.Desotelle
05/20/2021	202100523	A	43.31	21 E 400 411 161908 000	FLS BANNERS LTD	HS Art Club- Artwork/Screen
05/20/2021	202100523	A	809.58	21 E 400 411 163906 000	FLS BANNERS LTD	HS Les Mis Tshirts for resale- per B.Olejniczak and N.Townsend
05/20/2021	202100524	A	76.88	10 E 800 432 222200 031	FOLLETT SCHOOL SOLUT	Customer# 80045- Library Books: SR
05/20/2021	202100524	A	447.65	10 E 800 432 222200 031	FOLLETT SCHOOL SOLUT	Customer# 80045- Library Books: SR NF Sets
05/20/2021	202100524	A	341.53	10 E 800 432 222200 031	FOLLETT SCHOOL SOLUT	Customer# 80045- Library Books: HS
05/20/2021	202100524	A	532.08	10 E 800 432 222200 031	FOLLETT SCHOOL SOLUT	Customer# 80045- Library Books-SR Animals
05/20/2021	100951	R	800.00	10 E 400 310 241000 000	GIBRALTAR AREA SCHOO	Project 180 Presenter- Michael McGowan
05/20/2021	202100525	A	180.00	10 E 800 310 162000 000	GLAESER, LEE	Baseball umpire 5-18-21
05/20/2021	100952	R	45.00	10 E 800 310 162000 000	HASENJAGER, TROY	Worker for the MS track Meet 5-13-21
05/20/2021	202100526	A	3.00	10 E 800 310 125000 000	HEID MUSIC CO	Repair# 2781253- HS Band
05/20/2021	202100527	A	80.00	10 E 800 310 162000 000	HEMMINGER, ERIN	Umpire softball vs Manitowoc Lutheran
05/20/2021	100953	R	150.00	10 E 400 310 125400 000	HENKEL, CHRISTINE	Choreography and teaching for City Rhythm rehearsals
05/20/2021	100954	R	20.95	10 E 800 411 253000 000	HERLACHE SMALL ENGIN	Maintenance supplies
05/20/2021	202100528	A	33.50	10 E 200 411 125500 000	INSTRUMENTAL MUSIC C	MS Reeds and Books
05/20/2021	100955	R	350.00	21 E 400 411 162121 000	JEANQUART, JACKIE	Girls Volleyball gift certificates for Old Mexico
05/20/2021	100956	R	840.00	21 E 800 310 161942 000	JOE'S CLAY & GUN	Manitowoc Tournament Sporting

CHECK DATE	CHECK NUMBER	CHE TYP	AMOUNT	ACCOUNT NUMBER	VENDOR	INVOICE DESCRIPTION
05/20/2021	100957	R	450.00	10 E 800 310 256240 000	KEWAUNEE HIGH SCHOOL	Clays Fees- Clipper Clays Transportation share cost for the state Cross Country Meet in Janesville Wisconsin
05/20/2021	202100529	A	45.00	10 E 800 310 162000 000	LARDINOIS, JOSH	MS track Announcer 5-13-21
05/20/2021	202100530	A	80.00	10 E 800 310 162000 000	LECAPTAIN, MARK	Umpire softball vs Manitowoc Lutheran
05/20/2021	100958	R	500.00	10 E 400 310 125400 000	LEDFORD, LIAM	Tech assistance and preparation of final products from HS City Rhythm, Mixed & Treble Choirs
05/20/2021	100959	R	45.00	10 E 800 310 162000 000	LEROY, NATHAN	Worker for the MS track Meet 5-13-21
05/20/2021	100960	R	300.00	10 E 400 310 125400 000	LUCARELI, MOLLY	Choreography for City Rhythm
05/20/2021	100961	R	206.93	10 E 800 411 241000 000	MAAS FLORAL & GREENH	HS Floral Arrangement
05/20/2021	100962	R	1,592.50	21 E 800 310 161942 000	MANITOWOC GUN CLUB	Manitowoc Tournament TRAP and Skeet Fees- Clipper Clays
05/20/2021	202100531	A	45.00	10 E 800 310 162000 000	MEIKLE, REX	Worker for the MS track Meet 5-13-21
05/20/2021	100963	R	3,909.60	27 E 800 480 158100 341	N2Y- NEWS-2-YOU, LLC	N2Y 2021-22 Renewals
05/20/2021	202100532	A	65.00	10 E 800 310 162000 000	NEUVILLE, ROBERT	Jv baseball Umpire 5-14-21 vs Peshtigo
05/20/2021	202100532	A	90.00	10 E 800 310 162000 000	NEUVILLE, ROBERT	Umpire baseball vs Manitowoc Lutheran
05/20/2021	100964	R	772.65	50 E 800 415 257220 000	PAN O GOLD	Account# 40014- monthly billing
05/20/2021	100965	R	45.00	10 E 800 310 162000 000	PINKERT, LEANNE	Worker for the MS track Meet 5-13-21
05/20/2021	202100533	A	63.77	10 E 100 411 241000 000	QUILL LLC	Order# 150023331- SW office supplies
05/20/2021	202100533	A	46.44	10 E 800 411 252100 000	QUILL LLC	Order# 149577798- Business office supplies- replacement stapler, 3-hole punch
05/20/2021	202100534	A	180.00	10 E 800 310 162000 000	RODELL, RICHARD	Baseball umpire 5-18-21
05/20/2021	202100535	A	45.00	10 E 800 310 162000 000	ROSENTHAL, JOHN	Worker for the MS track Meet 5-13-21
05/20/2021	202100536	A	12,326.66	10 E 800 336 253300 000	STURGEON BAY UTILITI	Monthly billing- April 2021
05/20/2021	202100536	A	1,308.76	10 E 800 337 253300 000	STURGEON BAY UTILITI	Monthly billing- April 2021
05/20/2021	202100536	A	802.91	10 E 800 338 253300 000	STURGEON BAY UTILITI	Monthly billing- April 2021
05/20/2021	202100536	A	79.88	10 E 800 339 253300 000	STURGEON BAY UTILITI	Monthly billing- April 2021
05/20/2021	100966	R	160.00	10 E 800 310 162000 000	SCHAEFER, JAMES	Softball umpire 5-18-21
05/20/2021	100967	R	65.00	10 E 800 310 162000 000	SCHARTNER, JEFFREY	Jv baseball Umpire 5-14-21 vs Peshtigo
05/20/2021	100967	R	90.00	10 E 800 310 162000 000	SCHARTNER, JEFFREY	Umpire baseball vs Manitowoc Lutheran
05/20/2021	202100537	A	87.50	10 E 800 310 162000 000	SCHNEIDER, CHAD	MS track meet timer at SD
05/20/2021	100968	R	135.00	10 E 800 310 162000 000	STOVER, THOMAS	MS Track Meet Starter and Head Official 5/14/21
05/20/2021	202100538	A	160.00	10 E 800 310 162000 000	SWIATNICKI, RON	Softball umpire 5-18-21
05/20/2021	100969	R	158.41	10 E 200 411 135200 000	TADYCH'S ECONO FOODS	Account# 42000040035- Monthly billing
05/20/2021	100969	R	91.61	10 E 400 411 135200 000	TADYCH'S ECONO FOODS	Account# 42000040035- Monthly billing
05/20/2021	100969	R	40.63	50 E 800 415 257220 000	TADYCH'S ECONO FOODS	Account# 42000040035- Monthly billing
05/20/2021	100969	R	240.20	50 E 800 415 257220 549	TADYCH'S ECONO FOODS	Account# 42000040035- Monthly

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05/20/2021	100969	R	317.00	50 E 800 415 257250 000	TADYCH'S ECONO FOODS	billing Account# 42000040035- Monthly
05/20/2021	100970	R	1,320.50	10 E 800 324 253000 000	TWEET/GAROT MECHANIC	billing Work Order 250514- SW Boiler Maintenance
05/20/2021	100971	R	31.86	10 E 800 353 263300 000	UNITED PARCEL SERVIC	Shipper# 586902- monthly billing
05/20/2021	202100539	A	87.50	10 E 800 310 162000 000	VANDERVEST, TROY	Timing crew for the MS track Meet 5-13-21
05/20/2021	202100540	A	50.00	10 E 800 310 162000 000	VANDERVEST, WADE	Timing crew for the MS track Meet 5-13-21
05/20/2021	100972	R	219.89	10 E 800 411 122115 141	VOYAGER SOPRIS LEARN	Sales Order# 6371521- Rewards Intermediate Student Books
05/20/2021	202100541	A	2,041.68	10 E 800 354 258000 000	WISCONSIN DOCUMENT I	Account number GB3909- monthly billing
05/20/2021	100973	R	21.55	10 E 800 411 239000 000	WOLTER ENGRAVING SER	District mailbox name plates and Hauser award
05/24/2021	100975	R	5.00	98 L 000 000 811671 000	AXA EQUITABLE	J Schopf \$5
05/24/2021	100976	R	30.00	98 L 000 000 811690 000	CROSSROADS AT BIG CR	Employee Donations
05/24/2021	100976	R	30.00	98 L 000 000 811690 000	CROSSROADS AT BIG CR	Employee Donations
05/24/2021	100977	R	262.46	98 L 000 000 811680 000	GURSTEL LAW FIRM PC	Case No. 12-CV-224; File #802986
05/24/2021	100978	R	3,628.40	98 L 000 000 811634 000	MADISON NATIONAL LIF	Group Life
05/24/2021	100979	R	680.81	98 L 000 000 811639 000	MADISON NATIONAL LIF	Short-Term Disability Ins.
05/24/2021	100979	R	3,067.68	98 L 000 000 811635 000	MADISON NATIONAL LIF	LTD Insurance
05/24/2021	100979	R	531.73	98 L 000 000 811639 000	MADISON NATIONAL LIF	Short-Term Disability Ins.
05/24/2021	100980	R	271.15	98 L 000 000 811637 000	MADISON NATIONAL LIF	Voluntary Life - 24 Pay
05/24/2021	100980	R	237.57	98 L 000 000 811637 000	MADISON NATIONAL LIF	Voluntary Life - 18 Pay
05/24/2021	100980	R	166.15	98 L 000 000 811637 000	MADISON NATIONAL LIF	Voluntary Life - 24 Pay
05/24/2021	100981	R	321.00	98 L 000 000 811660 000	SB LUNCH PROGRAM	Payroll accrual
05/24/2021	100982	R	642.22	98 L 000 000 811647 000	SUPERIOR VISION INSU	Policyholder 03928901; Invoice #523281
05/24/2021	100982	R	599.04	98 L 000 000 811647 000	SUPERIOR VISION INSU	Policyholder 03928901; Invoice #523281
05/24/2021	100983	R	565.49	98 L 000 000 811646 000	UNITEDHEALTHCARE SPE	303472; Accident Insurance
05/24/2021	100983	R	498.80	98 L 000 000 811648 000	UNITEDHEALTHCARE SPE	303472; Critical Illness Ins.
05/24/2021	100983	R	416.83	98 L 000 000 811646 000	UNITEDHEALTHCARE SPE	303472; Accident Insurance
05/24/2021	100983	R	399.85	98 L 000 000 811648 000	UNITEDHEALTHCARE SPE	303472; Critical Illness Ins.
05/24/2021	100984	R	181.50	98 L 000 000 811690 000	UNITED WAY	Employee Donations
05/24/2021	100984	R	186.50	98 L 000 000 811690 000	UNITED WAY	Employee Donations
05/27/2021	100985	R	130.00	10 E 800 449 214000 000	AED SUPERSTORE	Customer ID# 518967- Physio-Control Lifepak electrode pads
05/27/2021	100986	R	50.00	21 E 400 310 161911 000	ALGER, LAUREN	FBLA Officer Appreciation for Senior Award Ceremony
05/27/2021	100987	R	50.00	21 E 400 310 161911 000	ANDERSON, AUTUMN	FBLA Officer Appreciation for Senior Award Ceremony
05/27/2021	100988	R	179.51	10 E 800 355 263300 000	AT&T	Account#920 743-5493 930 7- monthly service charges
05/27/2021	100989	R	600.00	10 E 800 411 162000 000	BSN SPORTS REMIT	Order# 303640877- Benesh Strong face masks
05/27/2021	100990	R	27,437.29	49 E 800 449 254400 000	CREATIVE BUSINESS IN	50% deposit for Sawyer Elementary furniture
05/27/2021	100991	R	30.00	10 E 800 411 162000 000	DC ENGRAVING	Girls DCU Swim Team Plaques
05/27/2021	100991	R	400.00	10 E 800 411 162000 000	DC ENGRAVING	Track awards
05/27/2021	100992	R	1,003.20	10 E 800 310 231500 000	EMC INSURANCE	Insurance claim- 1582690

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05/27/2021	202100542	A	20.79	10 E 800 432 222200 031	FOLLETT SCHOOL SOLUT	Customer# 80045- Library Books: SR NF Sets
05/27/2021	202100542	A	291.87	10 E 800 432 222200 031	FOLLETT SCHOOL SOLUT	Customer# 80045- Library Books-SR
05/27/2021	100993	R	8,800.00	21 E 400 310 163901 000	GROUP TRAVEL PLANNER	HS Band 2022 Trip to Disney initial payment per H.Hintz
05/27/2021	202100543	A	290.70	10 E 120 411 111000 000	HUBBARD, ELIZABETH	4/25/2021-5/19/2021 Reading Curriculum Engaging Readers Bundle
05/27/2021	202100544	A	95.00	10 E 800 310 125000 000	INSTRUMENTAL MUSIC C	MS Band Repairs
05/27/2021	202100545	A	90.00	21 E 200 411 161923 000	JEANQUART, DEBORAH	5/12/2021 Paid for Teacher Appreciation Luncheon with a personal check and would like to get reimbursed
05/27/2021	202100546	A	80.00	10 E 800 310 162000 000	KRZEWINA, NICHOLAS	Softball umpire vs SD
05/27/2021	202100547	A	80.00	10 E 800 310 162000 000	LEDVINA, PETER	Center Official Girls soccer game vs NEW
05/27/2021	100994	R	2,326.78	21 E 400 411 165910 000	MEYER, CATHY	Reimbursement for Senior Night 2021 gifts/prizes
05/27/2021	202100548	A	70.00	10 E 800 310 162000 000	MILLS, JOSEPH	AR Girls soccer game vs NEW
05/27/2021	202100549	A	351,719.85	49 E 800 324 254300 000	MIRON CONSTRUCTION C	Order# 203170- HS/MS Sunrise
05/27/2021	202100549	A	519,983.37	49 E 800 324 254300 000	MIRON CONSTRUCTION C	Order# 203160- Sawyer Elementary
05/27/2021	100995	R	50.00	21 E 400 310 161911 000	MOATS, KAYLA	FBLA Officer Appreciation for Senior Award Ceremony
05/27/2021	202100550	A	45.00	10 E 800 310 162000 000	NEWTON, PRESTON	Softball announcer 5-18-21 vs Kewaunee
05/27/2021	202100551	A	70.00	10 E 800 310 162000 000	PFUFF, SCOTT	AR Official Girls soccer game vs NEW
05/27/2021	100996	R	7,463.00	21 E 400 310 162205 000	PGC BASKETBALL	PGC Boys Basketball Camp St.Norbert College- July 19-23 2021
05/27/2021	100996	R	1,600.00	21 E 400 310 162205 654	PGC BASKETBALL	PGC Boys Basketball Camp St.Norbert College- July 19-23 2021
05/27/2021	100997	R	2,292.00	21 E 100 411 165900 000	PHOTOS BY MATT INC	2020-2021 Elementary Yearbooks/Memory Books
05/27/2021	100998	R	60.00	21 R 400 291 161912 000	PROPSOM, JENNIFER	Refund for accidental purchase of HS yearbook
05/27/2021	202100552	A	840.00	21 E 800 310 161942 000	PROPSOM, MATTHEW	5/14/2021 Clipper Clays Two Rivers Tournament Reimbursement
05/27/2021	202100553	A	156.25	10 E 200 411 241000 000	QUILL LLC	Order# 150241271- MS office supplies
05/27/2021	202100554	A	235.20	10 E 120 411 143000 000	RETZLAFF, KYLE	11/2/2020-5/26/2021 Mileage for traveling from Sawyer to Sunrise and back for Adapted P.E. Went there and back every Mon, Tue, and Wed starting in November. 6 mile round trip.
05/27/2021	100999	R	60.00	10 E 800 411 231000 000	SB LUNCH PROGRAM	Cookies for HS Groundbreaking Ceremony
05/27/2021	202100555	A	689.70	10 E 200 411 223900 000	SCHOPF, JEANNE	7/12/2020-9/29/2020 LETRS professional development course for teachers of

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05/27/2021	101000	R	80.00	10 E 800 310 162000 000	SEEHAFER, WILLIAM	reading, spelling, and related language skills.
05/27/2021	202100556	A	1,213.56	10 E 800 331 253300 000	SYMMETRY ENERGY SOLU	Softball Umpire vs SD Customer# 34642- District gas
05/27/2021	101002	R	150.00	50 E 800 324 257220 000	WDATCP-LICENSE RENEW	School Inspection Sunset Elem- 2021
05/27/2021	101002	R	440.00	50 E 800 324 257220 000	WDATCP-LICENSE RENEW	School Inspection SB HS- 2021
05/27/2021	101002	R	150.00	50 E 800 324 257220 000	WDATCP-LICENSE RENEW	School Inspection Sunrise Elem- 2021
05/27/2021	101002	R	150.00	50 E 800 324 257220 000	WDATCP-LICENSE RENEW	School Inspection St John Bosco- 2021
05/27/2021	101002	R	150.00	50 E 800 324 257220 000	WDATCP-LICENSE RENEW	School Inspection Sawyer Elem- 2021
05/27/2021	101003	R	225.00	10 E 800 941 239000 000	WIS ASSOC SCHOOL PER	Membership renewal SBSB through 6/20/2022
05/27/2021	101004	R	66.00	21 R 400 291 161912 000	WODACK, MARY	Refund on second HS yearbook purchased accidentally
05/27/2021	101005	R	125.00	10 E 800 310 162000 000	WRIGHTSTOWN HIGH SCH	Golf Boys Regional fees
05/05/2021	202000742	W	-67.90	10 E 200 411 241000 000	AMAZON.COM	Credit Card Payment AP Invoice.
05/05/2021	202000742	W	5.99	27 E 400 411 158102 341	AMAZON.COM	Credit Card Payment AP Invoice.
05/05/2021	202000742	W	118.96	50 E 800 415 257220 000	AMAZON.COM	Credit Card Payment AP Invoice.
05/05/2021	202000742	W	162.77	10 E 800 411 253000 000	AMAZON.COM	Credit Card Payment AP Invoice.
05/05/2021	202000742	W	43.80	50 E 800 415 257220 000	AMAZON.COM	Credit Card Payment AP Invoice.
05/05/2021	202000742	W	39.92	50 E 800 411 257000 000	AMAZON.COM	Credit Card Payment AP Invoice.
05/05/2021	202000742	W	-1.17	10 E 200 411 136000 000	AMAZON.COM	Credit Card Payment AP Invoice.
05/05/2021	202000742	W	-2.73	10 E 200 449 136000 000	AMAZON.COM	Credit Card Payment AP Invoice.
05/05/2021	202000742	W	-22.31	10 E 800 411 232100 000	AMAZON.COM	Credit Card Payment AP Invoice.
05/05/2021	202000742	W	118.39	10 E 400 470 241000 000	AMAZON.COM	Credit Card Payment AP Invoice.
05/05/2021	202000742	W	26.99	10 E 800 411 232100 000	AMAZON.COM	Credit Card Payment AP Invoice.
05/05/2021	202000742	W	54.00	10 E 800 411 253000 000	AMAZON.COM	Credit Card Payment AP Invoice.
05/05/2021	202000742	W	-0.66	10 E 200 411 241000 000	AMAZON.COM	Credit Card Payment AP Invoice.
05/05/2021	202000742	W	25.99	10 E 110 411 241000 000	AMAZON.COM	Credit Card Payment AP Invoice.
05/05/2021	202000742	W	25.97	50 E 800 411 257000 000	AMAZON.COM	Credit Card Payment AP Invoice.
05/05/2021	202000742	W	28.30	10 E 800 411 232100 000	AMAZON.COM	Credit Card Payment AP Invoice.
05/05/2021	202000742	W	322.10	50 E 800 415 257220 000	AMAZON.COM	Credit Card Payment AP Invoice.
05/05/2021	202000742	W	51.34	10 E 800 411 253000 000	AMAZON.COM	Credit Card Payment AP Invoice.
05/05/2021	202000743	W	18.99	27 E 400 411 158102 341	AMAZON.COM	Supplies
05/05/2021	202000744	W	19.99	10 E 120 411 112000 000	AMAZON.COM	science supplies and

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	NUMBER	TYP		NUMBER					DESCRIPTION
05/05/2021	202000745	W	49.83	10 E	400 450	136431 000	AMAZON.COM	classroom supplies	
05/05/2021	202000746	W	14.29	10 E	120 411	112000 000	AMAZON.COM	Classroom Supplies for resale science supplies and classroom supplies	
05/05/2021	202000747	W	17.13	10 E	120 411	112000 000	AMAZON.COM	science supplies and classroom supplies	
05/05/2021	202000748	W	29.99	27 E	400 411	158102 341	AMAZON.COM	Supplies	
05/05/2021	202000749	W	120.93	10 E	120 411	112000 000	AMAZON.COM	science supplies and classroom supplies	
05/05/2021	202000750	W	197.31	27 E	400 411	158102 341	AMAZON.COM	Supplies	
05/05/2021	202000751	W	113.66	27 E	140 411	158106 341	AMAZON.COM	classroom supplies	
05/05/2021	202000752	W	235.15	10 E	200 411	136000 000	AMAZON.COM	Middle School Materials and Supplies	
05/05/2021	202000752	W	548.66	10 E	200 449	136000 000	AMAZON.COM	Middle School Materials and Supplies	
05/05/2021	202000753	W	59.90	10 E	140 449	110000 000	AMAZON.COM	Playground chalk	
05/05/2021	202000754	W	8.59	27 E	400 411	158102 341	AMAZON.COM	Supplies	
05/05/2021	202000755	W	81.05	27 E	400 411	158102 341	AMAZON.COM	Supplies	
05/05/2021	202000756	W	271.89	10 E	200 411	241000 000	AMAZON.COM	Arcade Electronics for Gaming Class/Club Build	
05/05/2021	202000757	W	40.95	27 E	140 411	158107 341	AMAZON.COM	Rolling stool	
05/05/2021	202000758	W	34.95	27 E	120 411	152002 019	AMAZON.COM	STEAM lessons	
05/05/2021	202000759	W	59.98	10 E	800 411	162000 000	AMAZON.COM	Metal Ipad holder 1/4 screw mount	
05/05/2021	202000760	W	-36.34	27 E	120 411	158115 341	AMAZON.COM	velcro	
05/05/2021	202000761	W	33.90	10 E	200 411	122200 000	AMAZON.COM	Luxor LP42E-B multipurpose presentation cart	
05/05/2021	202000762	W	57.31	27 E	400 411	158105 341	AMAZON.COM	Supplies for Special Education	
05/05/2021	202000763	W	124.71	10 E	140 411	113000 000	AMAZON.COM	3rd grade supplies	
05/05/2021	202000764	W	197.43	27 E	800 411	218200 341	AMAZON.COM	supplies	
05/05/2021	202000765	W	373.84	27 E	400 411	158104 341	AMAZON.COM	supplies	
05/05/2021	202000766	W	236.21	27 E	140 411	158107 341	AMAZON.COM	wobble stool, laptop stand, books, fidgets, Zoom ball, office supplies	
05/05/2021	202000767	W	218.61	27 E	800 411	218101 341	AMAZON.COM	supplies	
05/05/2021	202000768	W	19.89	27 E	800 411	218101 341	AMAZON.COM	supplies	
05/05/2021	202000769	W	49.99	27 E	140 411	158107 341	AMAZON.COM	wobble stool, laptop stand, books, fidgets, Zoom ball, office supplies	
05/05/2021	202000770	W	35.47	27 E	800 411	218101 341	AMAZON.COM	supplies	
05/05/2021	202000771	W	60.29	10 E	140 411	115000 000	AMAZON.COM	classroom supplies	
05/05/2021	202000772	W	9.09	27 E	800 411	218200 341	AMAZON.COM	supplies	
05/05/2021	202000773	W	149.50	27 E	400 411	158105 341	AMAZON.COM	Supplies for Special Education	
05/05/2021	202000774	W	13.50	10 E	200 411	136000 000	AMAZON.COM	Middle School Materials and Supplies	
05/05/2021	202000774	W	31.50	10 E	200 449	136000 000	AMAZON.COM	Middle School Materials and Supplies	
05/05/2021	202000775	W	33.44	27 E	120 411	158115 341	AMAZON.COM	velcro	
05/05/2021	202000776	W	35.98	27 E	120 411	158115 341	AMAZON.COM	velcro	
05/05/2021	202000777	W	14.85	10 E	200 411	136000 000	AMAZON.COM	Middle School Materials and Supplies	
05/05/2021	202000777	W	34.65	10 E	200 449	136000 000	AMAZON.COM	Middle School Materials and Supplies	
05/05/2021	202000778	W	14.40	10 E	200 411	136000 000	AMAZON.COM	Middle School Materials and	

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05/05/2021	202000778	W	33.60	10 E 200 449 136000 000	AMAZON.COM	Supplies Middle School Materials and Supplies
05/05/2021	202000779	W	45.60	10 E 200 411 136000 000	AMAZON.COM	Supplies Middle School Materials and Supplies
05/05/2021	202000779	W	106.41	10 E 200 449 136000 000	AMAZON.COM	Supplies Middle School Materials and Supplies
05/06/2021	202000829	W	48.01	10 E 800 324 253000 000	AIRGAS SAFETY INC	Credit Card Payment AP Invoice.
05/06/2021	202000820	W	675.12	10 E 800 411 253000 000	BRIGHTERBLOOMS.COM	Credit Card Payment AP Invoice.
05/06/2021	202000842	W	150.00	10 E 800 310 221300 000	CESA 5	Credit Card Payment AP Invoice.
05/06/2021	202000808	W	76.41	50 E 800 415 257220 000	COSTCO WHOLESALE	Credit Card Payment AP Invoice.
05/06/2021	202000808	W	76.91	50 E 800 415 257220 000	COSTCO WHOLESALE	Credit Card Payment AP Invoice.
05/06/2021	202000808	W	80.95	10 E 800 999 239000 000	COSTCO WHOLESALE	Credit Card Payment AP Invoice.
05/06/2021	202000832	W	34.54	21 E 200 411 161939 000	CULVERS OF GREEN BAY	Credit Card Payment AP Invoice.
05/06/2021	202000845	W	39.95	21 E 400 411 166301 000	DAIRY QUEEN	Credit Card Payment AP Invoice.
05/06/2021	202000839	W	65.66	21 E 400 411 161911 000	DC FIRE CO LLC	Credit Card Payment AP Invoice.
05/06/2021	202000839	W	60.60	10 E 800 411 295000 000	DC FIRE CO LLC	Credit Card Payment AP Invoice.
05/06/2021	202000818	W	25.00	10 E 200 411 241000 000	DEBORAH R GLASER, LL	Credit Card Payment AP Invoice.
05/06/2021	202000837	W	100.00	27 E 800 949 159100 341	DPI-TEACHER LICENSIN	Credit Card Payment AP Invoice.
05/06/2021	202000834	W	63.62	27 E 800 411 158100 341	FATZO SUBS	Credit Card Payment AP Invoice.
05/06/2021	202000813	W	98.00	27 E 800 480 158100 341	GEMIINI	Credit Card Payment AP Invoice.
05/06/2021	202000828	W	2,286.80	10 E 800 339 253300 000	GFL ENVIRONMENTAL	Credit Card Payment AP Invoice.
05/06/2021	202000823	W	319.60	10 E 800 411 253000 000	HALLMAN LINDSAY QUAL	Credit Card Payment AP Invoice.
05/06/2021	202000846	W	149.97	10 E 100 411 126000 000	INSECT LORE	Credit Card Payment AP Invoice.
05/06/2021	202000816	W	148.47	10 E 800 342 264400 000	JIMMY JOHN'S	Credit Card Payment AP Invoice.
05/06/2021	202000816	W	47.18	21 E 400 411 161911 000	JIMMY JOHN'S	Credit Card Payment AP Invoice.
05/06/2021	202000824	W	154.96	10 E 800 411 253000 000	JUSFILTERS.COM	Credit Card Payment AP Invoice.
05/06/2021	202000838	W	10.00	10 E 800 310 221300 000	KRYTERION INC	Credit Card Payment AP Invoice.
05/06/2021	202000841	W	55.12	10 E 800 411 162000 000	KWIK TRIP	Credit Card Payment AP Invoice.
05/06/2021	202000815	W	9.95	10 E 800 355 263300 000	METROFAX	Credit Card Payment AP Invoice.
05/06/2021	202000817	W	89.00	10 E 800 310 221300 000	MONTESSORIPARENTING.	Credit Card Payment AP Invoice.
05/06/2021	202000848	W	735.00	10 E 200 414 120000 000	MUSIC THEATRE INTERN	Credit Card Payment AP

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05/06/2021	20200825	W	345.53	10 E 800 411 253000 000	NEW PIG	Invoice. Credit Card Payment AP
05/06/2021	20200833	W	151.20	21 E 200 310 161939 000	NEW ZOO	Invoice. Credit Card Payment AP
05/06/2021	20200843	W	17.86	10 E 200 411 143000 000	PACK & SHIP PLUS	Invoice. Credit Card Payment AP
05/06/2021	20200843	W	4.51	10 E 200 411 143000 000	PACK & SHIP PLUS	Invoice. Credit Card Payment AP
05/06/2021	20200835	W	24.32	27 E 800 411 158100 341	PICK'N SAVE ROUNDYS	Invoice. Credit Card Payment AP
05/06/2021	20200827	W	149.00	10 E 200 411 143000 000	REALITYWORKS	Invoice. Credit Card Payment AP
05/06/2021	20200807	W	200.00	10 E 800 941 239000 000	ROTARY CLUB OF STURG	Invoice. Credit Card Payment AP
05/06/2021	20200819	W	201.58	10 E 800 411 253000 000	SHIFFLER EQUIPMENT S	Invoice. Credit Card Payment AP
05/06/2021	20200844	W	56.00	10 E 200 411 126000 000	SHORE TO SHORE RENTA	Invoice. Credit Card Payment AP
05/06/2021	20200814	W	97.24	10 E 800 411 231000 000	SONNY'S PIZZERIA LLC	Invoice. Credit Card Payment AP
05/06/2021	20200811	W	5.00	10 E 140 411 241000 000	TADYCH'S ECONO FOODS	Invoice. Credit Card Payment AP
05/06/2021	20200830	W	12.63	27 E 800 411 158100 341	TARGET	Invoice. Credit Card Payment AP
05/06/2021	20200830	W	125.00	27 E 800 411 158100 341	TARGET	Invoice. Credit Card Payment AP
05/06/2021	20200847	W	620.34	10 E 800 480 295000 000	TEAMVIEWER.COM	Invoice. Credit Card Payment AP
05/06/2021	20200840	W	200.00	10 E 400 411 241000 000	THE HONOR CORD COMPA	Invoice. Credit Card Payment AP
05/06/2021	20200836	W	90.15	27 E 800 411 158100 341	THE SPOON	Invoice. Credit Card Payment AP
05/06/2021	20200836	W	8.70	27 E 800 411 158100 341	THE SPOON	Invoice. Credit Card Payment AP
05/06/2021	20200821	W	685.97	10 E 800 411 253000 000	ULINE	Invoice. Credit Card Payment AP
05/06/2021	20200831	W	142.33	21 E 200 411 161939 000	US BANK	Invoice. Credit Card Payment AP
05/06/2021	20200831	W	67.92	10 E 800 411 162000 000	US BANK	Invoice. Credit Card Payment AP
05/06/2021	20200831	W	187.35	10 E 800 411 162000 000	US BANK	Invoice. Credit Card Payment AP
05/06/2021	20200831	W	52.50	10 E 800 411 162000 000	US BANK	Invoice. Credit Card Payment AP
05/06/2021	20200831	W	553.00	10 E 800 310 162000 000	US BANK	Invoice. Credit Card Payment AP
05/06/2021	20200831	W	20.88	10 E 800 411 162000 000	US BANK	Invoice. Credit Card Payment AP
05/06/2021	20200826	W	5,490.50	10 E 800 355 263300 000	US CELLULAR	Invoice. Credit Card Payment AP
05/06/2021	20200810	W	8.45	10 E 140 411 241000 000	US POSTMASTER	Invoice. Credit Card Payment AP
05/06/2021	20200809	W	56.37	21 E 800 411 161926 000	WALMART COMMUNITY	Invoice. Credit Card Payment AP
05/06/2021	20200809	W	213.64	21 E 200 411 161939 000	WALMART COMMUNITY	Invoice. Credit Card Payment AP

CHECK DATE	CHECK NUMBER	CHE TYP	AMOUNT	ACCOUNT NUMBER	VENDOR	INVOICE DESCRIPTION
05/06/2021	20200809	W	183.33	21 E 200 411 161939 000	WALMART COMMUNITY	Invoice. Credit Card Payment AP Invoice.
05/06/2021	20200809	W	115.83	21 E 200 411 161939 000	WALMART COMMUNITY	Credit Card Payment AP Invoice.
05/06/2021	20200809	W	239.22	21 E 200 411 161939 000	WALMART COMMUNITY	Credit Card Payment AP Invoice.
05/06/2021	20200809	W	7.52	10 E 800 411 162000 000	WALMART COMMUNITY	Credit Card Payment AP Invoice.
05/06/2021	20200809	W	16.97	21 E 100 411 164900 000	WALMART COMMUNITY	Credit Card Payment AP Invoice.
05/06/2021	20200809	W	12.58	10 E 200 411 126000 000	WALMART COMMUNITY	Credit Card Payment AP Invoice.
05/06/2021	20200809	W	57.91	10 E 200 411 121000 000	WALMART COMMUNITY	Credit Card Payment AP Invoice.
05/06/2021	20200809	W	16.48	10 E 200 411 126000 000	WALMART COMMUNITY	Credit Card Payment AP Invoice.
05/06/2021	20200809	W	39.88	10 E 110 411 241000 000	WALMART COMMUNITY	Credit Card Payment AP Invoice.
05/06/2021	20200812	W	320.00	10 E 800 310 252100 000	WASBO FOUNDATION	Credit Card Payment AP Invoice.
05/06/2021	20200822	W	346.42	10 E 800 411 253000 000	ZORO.COM	Credit Card Payment AP Invoice.
05/06/2021	20200822	W	304.41	10 E 800 411 253000 000	ZORO.COM	Credit Card Payment AP Invoice.
05/06/2021	20200822	W	3.93	10 E 800 411 253000 000	ZORO.COM	Credit Card Payment AP Invoice.
05/06/2021	20200822	W	164.75	10 E 800 411 253000 000	ZORO.COM	Credit Card Payment AP Invoice.
05/12/2021	202000780	W	87.64	98 L 000 000 811640 000	WEA TRUST ADVANTAGE	WEA Auto Insurance
05/12/2021	202000780	W	80.76	98 L 000 000 811641 000	WEA TRUST ADVANTAGE	WEA Home Owner's Ins
05/12/2021	202000780	W	1,300.00	98 L 000 000 811642 000	WEA TRUST ADVANTAGE	WEA Roth IRA
05/12/2021	202000780	W	2,163.65	98 L 000 000 811642 000	WEA TRUST ADVANTAGE	WEA Roth TSA
05/12/2021	202000780	W	958.94	98 L 000 000 811676 000	WEA TRUST ADVANTAGE	WEA Tax Sheltered Annuity (% calc)
05/12/2021	202000780	W	3,275.00	98 L 000 000 811676 000	WEA TRUST ADVANTAGE	WEA Tax Sheltered Annuity
05/12/2021	202000781	W	1,810.00	98 L 000 000 811672 000	WISCONSIN DEFERRED C	Plan #98971-01 Employee Contributions
05/12/2021	202000781	W	275.00	98 L 000 000 811672 000	WISCONSIN DEFERRED C	Plan #98971-01 Roth Employee Contributions
05/12/2021	202000782	W	220.96	98 L 000 000 811680 000	WIS DEPT OF REVENUE	Payment Key 2893844
05/13/2021	202000788	W	167.38	50 E 800 415 257250 000	PEPSI-COLA OF GREEN	HS Vending Beverages
05/13/2021	202000789	W	1,942.72	10 E 800 331 253300 000	WISCONSIN PUBLIC SER	District Gas 03/18/21 - 04/16/21
05/20/2021	202000790	W	302.44	50 E 800 415 257250 000	PEPSI-COLA OF GREEN	HS Vending Beverages
05/24/2021	202000794	W	15,514.72	98 L 000 000 811901 000	DEAN HEALTH INC	Health Insurance - 6/1 - 6/30/21
05/24/2021	202000794	W	114,336.17	98 L 000 000 811630 000	DEAN HEALTH INC	Health Insurance - 6/1 - 6/30/21
05/24/2021	202000794	W	22,157.46	10 E 800 290 292000 000	DEAN HEALTH INC	Health Insurance - 6/1 - 6/30/21
05/24/2021	202000795	W	13,246.66	98 L 000 000 811632 000	DELTA DENTAL	Dental Insurance 6/1 - 6/30/21
05/24/2021	202000795	W	2,379.21	98 L 000 000 811901 000	DELTA DENTAL	Dental Insurance 6/1 - 6/30/21
05/24/2021	202000795	W	339.10	10 E 800 290 292000 000	DELTA DENTAL	Dental Insurance 6/1 -

CHECK DATE	CHECK NUMBER	CHE TYP	AMOUNT	ACCOUNT NUMBER	VENDOR	INVOICE DESCRIPTION
						6/30/21
05/26/2021	202000791	W	87.64	98 L 000 000 811640 000	WEA TRUST ADVANTAGE	WEA Auto Insurance
05/26/2021	202000791	W	80.76	98 L 000 000 811641 000	WEA TRUST ADVANTAGE	WEA Home Owner's Ins
05/26/2021	202000791	W	1,300.00	98 L 000 000 811642 000	WEA TRUST ADVANTAGE	WEA Roth IRA
05/26/2021	202000791	W	2,184.50	98 L 000 000 811642 000	WEA TRUST ADVANTAGE	WEA Roth TSA
05/26/2021	202000791	W	975.22	98 L 000 000 811676 000	WEA TRUST ADVANTAGE	WEA Tax Sheltered Annuity (% calc)
05/26/2021	202000791	W	3,275.00	98 L 000 000 811676 000	WEA TRUST ADVANTAGE	WEA Tax Sheltered Annuity
05/26/2021	202000792	W	1,810.00	98 L 000 000 811672 000	WISCONSIN DEFERRED C	Plan #98971-01 Employee Contributions
05/26/2021	202000792	W	275.00	98 L 000 000 811672 000	WISCONSIN DEFERRED C	Plan #98971-01 Roth Employee Contributions
05/26/2021	202000793	W	224.23	98 L 000 000 811680 000	WIS DEPT OF REVENUE	Payment Key 2893844
05/27/2021	202000798	W	0.73	10 E 800 355 263300 000	CENTURYLINK	Account# 89646324- monthly service charges
05/27/2021	202000796	W	186.86	50 E 800 415 257250 000	PEPSI-COLA OF GREEN	HS Vending Beverages
05/27/2021	202000797	W	465.49	10 E 800 331 253300 000	WISCONSIN PUBLIC SER	HS Bus Garage Gas- April 2021
05/31/2021	202000806	W	11,106.18	50 E 800 415 257220 000	GORDON FOOD SERVICE	MAY FOOD BILLS
05/31/2021	202000806	W	2,012.74	50 E 800 415 257250 000	GORDON FOOD SERVICE	MAY FOOD BILLS
05/31/2021	202000806	W	6,852.19	50 E 800 415 257220 549	GORDON FOOD SERVICE	MAY FOOD BILLS
05/31/2021	202000804	W	119,388.52	98 L 000 000 811611 000	INTERNAL REVENUE SER	FED TAXES
05/31/2021	202000804	W	56,710.52	98 L 000 000 811612 000	INTERNAL REVENUE SER	FED TAXES
05/31/2021	202000803	W	35,393.05	98 L 000 000 811613 000	WISCONSIN DEPARTMENT	STATE TAXES
05/31/2021	202000805	W	75,642.14	98 L 000 000 811621 000	WISCONSIN RETIREMENT	MARCH RETIREMENT
05/31/2021	202000805	W	25,063.68	98 L 000 000 811622 000	WISCONSIN RETIREMENT	MARCH RETIREMENT

1,712,597.77 Totals for checks

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	0.00	0.00	189,210.28	189,210.28
21	SPECIAL REVENUE - GIFTS	0.00	126.00	32,189.69	32,315.69
27	SPECIAL EDUCATION	0.00	0.00	36,634.49	36,634.49
49	CAPITAL PROJECTS FUND	0.00	0.00	933,957.58	933,957.58
50	FOOD SERVICE FUND	290.30	0.00	28,820.73	29,111.03
98	PAYROLL CLEARING FUND	491,368.70	0.00	0.00	491,368.70
***	Fund Summary Totals ***	491,659.00	126.00	1,220,812.77	1,712,597.77

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

Brian Pahl
5616 W. Carlsville Rd.
Sturgeon Bay, WI 54235
920-419-4660

June 6, 2021

Robert Nickel
Sturgeon Bay High School
1230 Michigan St.
Sturgeon Bay, WI 54235

Dear Robert Nickel,

Please accept this letter as formal resignation from my teaching position at Sturgeon Bay High School, effective at the end of my 2020-2021 school year contract.

After much consideration, I have decided to pursue a different teaching position. Thank you for all the opportunities and support you have provided me during my time at Sturgeon Bay High School.

If I can be of any assistance during the transition, please let me know.

Sincerely,

A handwritten signature in black ink that reads "Brian Pahl". The signature is written in a cursive style with a large, sweeping initial "B".

Brian Pahl

Sturgeon Bay School District

EMPLOYMENT HANDBOOK

FOR

PROFESSIONAL STAFF MEMBERS

DATE JULY 1, 2021

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B – Supplemental Pay for Yearly Leadership Opportunities

C – Co-Curricular Pay Schedule

D – Additional Employment Payment Schedule

E – School Year Calendar

F – Cafeteria Plan/Alternative Benefit Plan (ABP)

G – Post-Employment Benefits

I. INTRODUCTION

INTRODUCTORY STATEMENT

This Employee Handbook has been prepared for professional staff members including Certified Teachers and Licensed Administrators. The provisions described herein are the terms and conditions governing employment in the School District of Sturgeon Bay ("District") and compliance with them is required.

This Employee Handbook is a collection of selected employment policies and administrative guidelines, as well as rules and regulations of District. It has been prepared to acquaint all professional staff members with the policies and administrative guidelines, rules, and regulations that govern their employment in the District, and to provide for the orderly and efficient operation of the District.

It is each professional staff member's responsibility to read and become familiar with this information and to comply with the policies adopted by the Board and/or the administrative guidelines promulgated by the District Administrator that are available electronically on the District website, as well as the rules and regulations contained herein.

If you have questions regarding any of the Board policies and/or District Administrator's administrative guidelines, and/or the rules or regulations set forth in this Handbook, or about matters which are not covered, please direct them to your immediate supervisor.

DISCLAIMER STATEMENT

This Employee Handbook has been prepared for informational purposes only. None of the statements, policies and administrative guidelines, rules, or regulations contained herein constitutes a guarantee of employment, a guarantee of any other right or benefit, or a contract of employment, express or implied. All of the District's employees are employed, "at-will", and employment is not for any definite period, unless otherwise provided by individual contract. Termination of employment may occur at any time, with or without notice, and with or without cause, at the option of the District or the employee, subject to contractual or statutory provisions, if any. The District's professional staff members employed under individual contracts with the Board may be terminated or non-renewed consistent with the terms of the contract and consistent with Board Policy.

Furthermore, any professional staff member who violates any of the terms and conditions of employment set forth in this Employee Handbook may be subject to disciplinary action in accordance with [Policy 3139](#) – Staff Discipline.

The provisions set forth in this Handbook may be altered, modified, changed, or eliminated at any time by the District, with or without notice. This Employee Handbook supersedes any and all previous handbooks, statements, policies and administrative guidelines, rules, or regulations given to employees, whether verbal or written.

Whenever any words are used in this Handbook in the masculine gender, they shall also be construed to include the feminine or neutral gender in all situations where they would so apply, and whenever any words are used in the singular, they shall also be construed to include the plural in all situations where they would so apply, and wherever any words are used in the plural, they shall also be construed to include the singular.

This Handbook does not encompass all teacher employment policies or staff guides. The Board may initiate, delete, or modify such policies and guides as it deems necessary.

STATEMENT OF PHILOSOPHY

The School District of Sturgeon Bay believes that a school system in America has an obligation to continually strive to instill in each individual, according to his/her abilities, the knowledge, skills, attitudes, and values necessary for effective living in a free and changing society based on the rights and responsibilities embodied in our American heritage.

It is the aim of this District to provide a diversified program of educational experiences to youth and to cooperate with the home, church and community to promote the development of individually different but effectively-educated citizens.

Within the classroom, emphasis should be on the development of fundamental skills and knowledge, as well as on breadth and depth of materials according to the student's ability. This can best be accomplished through a varied and flexible curriculum presented in surroundings that promote good work and study. The needs of the students, their parents, and the community demand an honest appraisal of student ability, flexible learning programs, and a healthy respect for learning itself. Likewise, recognition of the obligation to stimulate the ability to think objectively, to draw conclusions, and to make decisions is accompanied by an awareness of significant and desirable social and personal values.

CHAIN OF COMMAND – ORGANIZATIONAL CHART

The chain of command is the formal line of authority, communication, and responsibility within the District.

[Policy 3112](#) – Board-Staff Communications

The chain of command depicted on the *organizational chart* identifies the relationships in the District.

PURPOSE

- A. The primary goal is the development and operation of an educational program of the highest quality for the benefit of students and the community.
- B. Teaching is a profession and the quality of the educational program is dependent upon the quality of the teaching service. The ultimate aim of education is the continuing development, continuity and implementation of quality in our educational program and constant welfare of the students.
- C. Wisconsin law expressly prohibits strikes at any time by the teaching personnel covered by this Handbook.
- D. In the event of any violation of the preceding clause, the Board may take whatever disciplinary action it deems appropriate including immediate discharge and such action shall not be subject to arbitration except on the basis that the employee involved did not participate in the prohibited activity.
- E. The Board shall continue to operate and manage the school system and its programs, facilities, properties and school related activities of its employees, and it is expressly recognized that this operational and managerial responsibility includes, but is not limited to, the determination and direction of the teaching force; the right to subcontract for goods, services or work that is deemed desirable by the Board or the District Administrator; the right to plan, direct and control school activities; the right to establish and revise the school calendar; establish hours of employment; to schedule classes and assign work loads; to determine teaching methods, subjects to be taught; to select textbooks, teaching aids and materials, to maintain the effectiveness of the school system, to make necessary assignments for all programs of an extracurricular nature; to determine teacher complement; to create, revise and eliminate positions; to establish and require observance of reasonable rules and regulations; to select, hire and terminate teachers; to determine teacher qualification and conditions of employment; to promote or demote and to discipline and discharge teachers.

- F. The foregoing enumerations of the functions of the Board shall not be considered to exclude other functions of the Board not specifically set forth.

II. EMPLOYMENT

EQUAL EMPLOYMENT OPPORTUNITY

The Board of Education does not discriminate in the employment of professional staff on the basis of any characteristic protected under State or Federal law including, but not limited to: race, color, age, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in Section 111.32, Wisconsin Statutes), sexual orientation, national origin, ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, or declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters or any other characteristic protected by law in its employment practices.

If the professional staff member has questions regarding Equal Employment Opportunity or how to file a complaint regarding equal employment (s)he should refer to:

[Policy 3122](#) - Nondiscrimination and Equal Employment Opportunity

ANTI-HARASSMENT POLICY

The Board of Education is committed to a work environment that is free of harassment of any form. The Board will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it. Any member of the District community who violates this policy will be subject to disciplinary action, up to and including termination of employment. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our employees.

For purposes of anti-harassment, "School District community" means individuals subject to the control and supervision of the Board including, but not limited to, student, teachers, staff, volunteers, and Board members. "Third party" means individuals outside the School District community who participate in school activities and events authorized by the Board including, but not limited to, visiting speakers, participants on opposing athletic teams, and vendors doing business with, or seeking to do business with, the District.

Harassment consists of unwelcome conduct, whether verbal, physical, or visual, that is based on a person's protected status, such as sex, color, race, ancestry, creed, religion, genetic information, national origin, age, handicap, disability, marital status, veteran status, citizenship status, sexual orientation, arrest record, conviction record, or other protected group status, which affects tangible job benefits, interferes unreasonably with an individual's work performance, or creates an intimidating, hostile, or offensive working environment. Harassment may occur employee-to-employee, student-to-employee, male-to-female, female-to-male, male-to-male, or female-to-female.

The District Administrator has prepared written administrative guidelines for professional staff members to follow when reporting alleged harassment. The process that will be followed when conducting an investigation regarding alleged harassment that is prohibited is also set forth in these administrative guidelines.

For more information employees shall refer to:

[Policy 3362](#) - Employee Anti-Harassment

[Policy 3362.01](#) - Threatening Behavior Toward Staff Members

AG 3362 - Employee Anti-Harassment

AG 3362A - Reporting Threatening Behaviors

JOB DESCRIPTIONS

The Board of Education recognizes that it is essential for professional staff member accountability that each professional staff member is fully aware of the duties and responsibilities of his/her position. Job descriptions document and describe the essential functions for professional staff positions and thereby promote organizational effectiveness and efficiency.

For more information regarding job descriptions, professional staff members shall refer to [Policy 3120.01](#) – Job Descriptions. Further, if a copy of a job description is required or desired, the professional staff member shall ask their immediate supervisor or go to the central office and request a duplicate copy.

IMMIGRATION REFORM ACT COMPLIANCE

The District complies with the provisions of the Federal Immigration Reform and Control Act of 1986, including, but not limited to, requiring verification of authorization to accept employment in the United States from all employees.

For more information regarding this compliance, please refer to the following:

[Policy 3111](#) - Creating a Position

CONFLICT OF INTEREST

Professional staff members are expected to maintain high standards of honesty, integrity, impartiality, and professional conduct. Further, professional staff members are expected to perform their duties in a manner free from conflict of interest pursuant to Section 19.59 Wisconsin Statutes.

[Policy 1130](#) - Conflict of Interest – Private Practice

[Policy 3210](#) - Staff Ethics

OUTSIDE ACTIVITIES OF STAFF

It is imperative that professional staff members avoid situations in which their personal interests, activities, and associations may conflict with the interests of the District. If a professional staff member is involved in an activity that threatens that staff member's effectiveness within the school system, the District Administrator shall evaluate the impact of such interest, activity, or association upon the professional staff member's responsibilities.

For more information regarding the Board's expectations concerning interests, activities or associations that may conflict with the interests of the District, professional staff members should review the following:

[Policy 3231](#) - Outside Activities of Staff

COMMUNICATIONS AND SUGGESTIONS

The District values the comments and suggestions of its employees concerning work methods and operations. Employees should follow the chain-of-command when offering a suggestion or comment.

Professional staff members should refer to the detailed procedure regarding communication set forth in

[Policy 3112](#) - Board-Staff Communication

POLITICAL ACTIVITIES

Political activities that do not contribute to a positive learning climate may be disruptive, divisive and distracting. Therefore, the Board has concluded that such activities are not appropriate within the school setting. It is the intention of the Board of Education to regulate such activities on all Board owned or

used property, within all District buildings and at all District-sponsored activities.

REPORTING SUSPECTED CHILD ABUSE AND NEGLECT

Wisconsin law requires District personnel to report all suspected incidents of child abuse and/or neglect to the Door County Department of Human Services, law enforcement or other legal authorities. Because the Board of Education is concerned with the welfare of all children, it recognizes the legal and ethical obligations to report suspected abuse or neglect and expects District staff to act in accordance with all appropriate Wisconsin statutes.

All District Employees are required to report suspected abuse or neglect when there is “reasonable cause” to suspect abuse or neglect has or will occur. Anyone who, in good faith, participates in the making of a report pursuant to the legal mandate shall in so doing be immune from any liability, civil or criminal, that might otherwise be imposed. State law also protects Employees from being discharged from employment as a direct result of such a report.

The Board of Education supports a preventative approach to child abuse and neglect and will provide training to school personnel in recognizing the indicators of abuse or neglect and in working with families in attempting to eliminate the conditions which may have contributed to the suspected abuse or neglect.

Further information, guidelines and requirements relating to the District’s child abuse and neglect reporting policy are set forth in Board of Education [Policy 8462](#) which is available on the District’s website. If you have questions regarding the policy, please contact the District’s administration office.

III. EMPLOYMENT STATUS AND RECORDS

EMPLOYMENT CATEGORIES

The Board establishes the specific categories of employment by which staff are identified as members of the professional staff if they fall into a category established in [Policy 3120](#) – Employment of Professional Staff, or are identified as members of the support staff if they fall into a category established in [Policy 4120](#) – Employment of Support Staff. For further details regarding the employment categories, an employee should refer to the applicable collective bargaining unit.

PERSONNEL FILES

It is critical to effective human resource management and necessary for satisfaction of legal obligations that the Board maintains accurate personnel records. Further, the access granted for review and inspection of a personnel file must be completed in accordance with state law. The District shall maintain personnel records of professional staff members and grant access to inspect or review those records in accordance with [Policy 8320](#) – Personnel Records and State law.

PERSONNEL FILE RECORD CORRECTION

If there is any disagreement with the content or information contained in an employee's personnel record, the employee will follow the process established in [Policy 8320](#) – Personnel Records to either have a correction made to the information in question, or to have the content in question removed from the file.

PERFORMANCE EVALUATION

The District Administrator has established and will implement a program of staff evaluation.

This program shall focus upon the early identification of specific areas in which the professional staff member needs improvement so that appropriate assistance may be provided in a systematic way. The evaluations shall be consistent with the following:

Applicable State statutes
[Policy 3220](#) - Staff Evaluation
AG 3220A - Evaluation of Staff

CONFIDENTIALITY

As a result of an Employee's responsibilities with the District, an Employee may have access to confidential student or personnel records or other sensitive information. This may include, without limitation, information concerning the educational and medical status or condition of a student, the medical status or condition of an Employee, Employee records as well as the District's business practices including purchasing and negotiating strategies (collectively

“confidential information”). Pupil information obtained as the result of employment with the District is confidential information and protected by law unless such information has been designated as pupil directory data in School Board policy, and parents or guardians have not otherwise exercised their right to opt out of the release of designated directory data information.

Confidential information cannot be disclosed to any District personnel who are not authorized to receive such information or to persons outside of the District without the express authorization of Administration. Likewise, no information concerning the internal operations of the District, including but not limited to the release of records of the District, may occur except through, and with the permission of Administration.

Unless directed by Administration, Employees shall not act as the District’s custodian of records or disseminate confidential information. State and federal laws govern the collection, maintenance and dissemination of confidential information. As a result, the improper and unauthorized disclosure of confidential information may constitute a violation of law. All inquiries or requests for pupil or personnel records should be directed to the District Administrator or building supervisor.

PROFESSIONAL GROWTH REQUIREMENTS

Professional staff members are expected to comply with the Professional Development Plan requirements of their license and provide timely verification of progress towards fulfilling this responsibility.

[Policy 3242](#) – Professional Growth Requirements

STUDENT SUPERVISION AND WELFARE

The Board requires each professional staff member to maintain a standard of care for supervision, control and protection of students commensurate with the employee’s assigned duties and responsibilities.

For the Board’s expectations in this regard, administrators should refer to [Policy 1213](#) – Student Supervision and Welfare, and other professional staff members should refer to [Policy 3213](#) - Student Supervision and Welfare.

ASSIGNMENT AND TRANSFERS

The District Administrator is responsible for the proper assignment of all professional staff members in conformance with any legal requirements or

certification requirements Assignments for the forthcoming school year will be made in accordance with AG 3130 – Assignment and Transfer of Professional Staff.

Further, professional staff members may be transferred between schools when the District Administrator determines that the needs of the students, the school or District so require.

AG 3130 - Assignment and Transfer of Professional Staff

STAFF DISCIPLINE

Staff discipline and required investigations regarding potential wrongdoings of an administrator or a professional staff member shall be consistent with the terms established in [Policy 3139](#) – Staff Discipline

REDUCTION IN STAFF

The Board may abolish professional staff positions and/or reduce the administrative and/or professional staff as necessary. Such staff reductions will be made in compliance with [Policy 3131](#) – Reduction in Staff.

TERMINATION AND RESIGNATION

Individual employment contracts may be terminated or non-renewed upon a majority vote of the full membership of the Board.

Employees may be terminated or non-renewed for any reason, provided that the decision is not arbitrary or capricious, or in violation of any applicable law. Any decision to terminate a staff member's employment contract shall be subject to review consistent with [Policy 3340](#) - Grievance Procedure. Finally, a staff member may resign in accordance with the terms of his/her individual employment contract.

[Policy 3140](#) – Termination, Non-Renewal and Resignation

IV. EMPLOYEE PAY AND BENEFITS

PAY PERIODS

All professional staff members shall be paid in accordance with the provisions established in AG 6510B – Payroll Authorization

COMPENSATION

The District will negotiate total base wages with certified bargaining units in accordance with the provisions of § 111.70 of the Wisconsin Statutes. The District will otherwise set compensation for Employees on an annual basis and will provide Employees notice of their salary or wages upon completion of negotiations and in accordance with contract dates. The District exclusively reserves the right to provide other compensation, such as merit pay, performance pay, supplemental compensation, or other forms of compensation. Said compensation will be based upon objective evaluations and teacher effectiveness.

Beginning in the 2015-2016 school year, compensation information is contained in the Salary and Supplemental Pay Guide.

Appendix A of the Salary and Supplemental Pay Guide will contain the Salary Ladder that accompanies the new system. Appendix B will contain the Supplemental Pay for Yearly Leadership Opportunities. Appendix C will contain the co-curricular pay schedule established by the Board of Education. Appendix D will contain the Additional Employment Payment Schedule.

The supervising administrator and Superintendent must approve all master degree credit requests as described in the Continuing Education Support section of the Salary and Supplemental Pay Guide.

BENEFITS

The Board provides a competitive and comprehensive package of benefits to its employees. The Board retains the final authority to establish, modify, rescind, add or in any way affect employee benefits. Annually, in conjunction with the budget process, the anticipated share cost of all employee benefits, specifying both the employee and employer share shall be approved through Board action.

[Policy 3425](#) - Benefits

LEAVES OF ABSENCE (extended leave)

Any professional staff member may request a voluntary leave of absence from employment by the Board. All requests for unpaid leaves shall be presented to the Board for approval and will provide the reason for the leave and the expected duration of the leave.

If the leave is approved, the Board action will also provide the conditions applicable for the employee to return to work.

Leaves will be granted in accordance with [Policy 3430](#) - Leaves of Absence

EMPLOYEE LEAVES

Administrators and professional staff members may request leave for several qualifying circumstances. Those circumstances may include the following:

A. Personal leave

1. When a request has been submitted, and when satisfactory arrangements can be made, the District Administrator may grant leave for professional, semi-professional, community service, personal and family business; for three such leave days per year the deduction shall be for the cost of a substitute or equivalent (regardless of whether or not a substitute is required for the absence); for each day over three days per year, the deduction shall be in full. For teachers with ten years or more of local service, the first personal day shall be at no deduction. For teachers with twenty-five (25) or more years of local service the teacher will be eligible for four (4) days of personal leave, the first two (2) days shall be at no deduction.

B. Funeral leave in the event of the death of a relative

1. Funeral leave (with deduction from sick leave) will be granted due to death in the immediate family and shall be limited to five (5) days per occurrence but may be extended at the discretion of the Board of Education. Immediate family shall include employee's spouse, parents, step-parents, siblings, step-siblings, children, step-children, father/mother-in-law, brother/sister-in-law, grandparents, step-grandparents, and grandchild.
2. Funeral leave (with deduction from sick leave) for non-family members [*family* is defined in B(1)(a)], usually for one-half day but not to exceed one day, may be granted by the Superintendent of the District. If such leave exceeds one day, deduction for the

additional day(s) shall be for the cost of the substitute or equivalent.

C. Military leave

It is the District's policy that employees will be granted all military leave rights available under the Uniformed Services Employment and Reemployment Rights Act (USERRA). Upon notification of the need for military leave, the employee should contact the Director of Human Resources as soon as possible to arrange for the leave. Benefits due employees while on voluntary or involuntary military leave will be determined by applicable State and Federal laws and only those benefits as required by such laws will be provided. If State and Federal laws are not applicable to a specific benefit no such benefit will be provided. Any Employee who enters service in any of the armed forces of the United States shall, upon termination of such service by honorable discharge or other evidence of good standing, be entitled to reemployment in accordance with provisions of USERRA and other applicable federal and state laws.

D. Leave for jury duty when called to perform their civic responsibility as a potential juror or to serve on a jury.

1. Any employee, who shall be called for jury duty or be required to appear as a witness in court, shall receive regular salary or wages for such day or days while serving or appearing. Upon completion of jury duty, the employee shall remit to the District any compensation received from the court for such jury duty. In case of court appearance, required because of a violation by the employee, the section will not apply.

E. National Board Certification Absences

1. The District will provide 1 day of paid leave for a teacher taking the National Board Certification test.

F. Forced Absences

1. Absences caused by snow or other natural hazards when school is in session will be treated as emergencies and deductions will be made accordingly.

If an administrator or professional staff member has approved leave under these specific circumstances they may be provided compensation or job protection during such absence from their assigned job duties for the District. These leaves will be granted pursuant to [Policy 3431](#) – Employee Leaves.

EMPLOYEE SICK LEAVE

Administrators who are not employed under an individual employment contract and professional staff members may use paid sick leave and must follow the protocol established in [Policy 3432](#) – Employee Sick Leave.

- A. All regular part time and full time employees shall be granted "sick leave" credit with full pay not to exceed ten (10) days per year; Unused days shall be cumulative to a maximum of one hundred twenty (120) days.
- B. No sick leave will be paid beyond the first day for which a teacher would become eligible for long-term disability whether the teacher applies or not for that benefit.
- C. Sick leave shall cover absences due to employee's illness, including child bearing.
- D. Sick leave for critical illness and/or emergency medical treatment for the employee's immediate family shall be in accordance with the provisions of state and federal Family and Medical Leave Acts (FMLA) for leave requests beyond three (3) days.
- E. Employee's immediate family is defined to include: Employee's spouse, parents, step-parents, siblings, step-siblings, children, stepchildren, father/mother-in-law, brother/sister-in law, grandparents, step-grandparents, grandchild, step-grandchild, or significant other.
- F. Sick leave for non-emergency medical treatment and nonemergency medical examination of family or others would be granted only in exceptional cases with prior approval of the Superintendent of the District, and the deduction would be in full.
- G. A doctor's certificate is required for any sick leave absences in excess of three (3) days. This requirement may be waived by the Superintendent under certain circumstances.

FAMILY AND MEDICAL LEAVE

Medical leave is defined under the Family and Medical Leave Acts found in the state and federal laws as leave or other medical leave that renders an employee unable to be at work, and requires written documentation from a licensed healthcare provider indicating that the employee is unable to be at work. In accordance with Federal and State law, the Board of Education will provide family and medical leave for administrators who are not employed under individual employment contract professional staff members. The provisions of both the Federal and State family and medical leave provisions require specific eligibility and qualifying reasons to access this leave; to determine if you are eligible or qualify for family and medical leave refer to [Policy 3430.01](#) – Family and Medical Leave of Absence (FMLA).

HEALTH INSURANCE BENEFITS

Health Insurance will be provided to all full-time professional staff members in accordance with the District's Health Insurance Plan and [Policy 3420](#) – Health Insurance Benefit. Health benefits will be prorated for employees less than full-time. An employee must be at least 50% to qualify for health benefits. The district does offer an alternative benefit that is defined in Appendix F of the Salary and Supplemental Pay Guide.

PRIVACY PROTECTIONS OF FULLY INSURED GROUP HEALTH PLANS

Eligible Professional Staff members who are provided coverage under fully insured group health plans are assured the privacy protections required by Federal and State law.

[Policy 3419.02](#) - Privacy Protections of Fully Insured Group Health Plans.

RETIREMENT

- A. All persons officially and legally employed by the District who are eligible for the Wisconsin Retirement System shall be covered by that system.
- B. The teacher's contribution to the fund and the benefit levels including benefits upon retirement, variable annuity payments, death benefits and separation benefits are governed by Wisconsin Statutes, Chapter 42.
- C. Employees shall be required to make full payment towards the employee required contribution to the WRS.
- D. Appendix G of the Salary and Supplemental Pay Guide contains post-employment benefits.

V. WORKING CONDITIONS AND HOURS OF WORK

TEACHING HOURS

Teaching Hours

High school and middle school	7:45 a.m. to 3:45 p.m.
Elementary school	7:35 a.m. to 3:35 p.m.

The District may have a teacher's work day differ in order to accommodate for before and after school programming.

The listed times include a guaranteed 30 minute duty-free lunch period.

High School and Middle School Teaching Loads

Within an eight-period day:

- A. 5 classes 1 duty 2 preparation periods
- B. 6 classes 0 duties 2 preparation periods
- C. 6 classes 1 duty 1 preparation period

Within a seven-period day:

- A. 5 classes 1 duty 1 preparation period
- B. 6 classes 0 duties 1 preparation period

Within a four-period day:

- A. 3 classes 1 rotating duty 1 preparation
(Duty = 30 minutes) (Preparation = minimum 60 minutes)

The normal full time teaching assignment is illustrated in each schedule above.

The regular work day for teachers in the four-year old preschool program may vary significantly from the hours worked by a regular elementary classroom teacher but in no instances shall the total hours worked per day exceed that of a regular elementary school classroom teacher.

The preparation period provided for all teachers K-12 shall average to be approximately 50 minutes per day. The preparation time need not occur as a single total consecutive block of time and need not occur daily, but the average shall apply on a weekly scheduled basis as far as practical and possible.

It is recognized that a teacher's work load extends beyond the scheduled hours of required in-school attendance. When middle school and high school teachers are required to attend more than one (1) meeting per week that extends beyond 3:45 p.m. these teachers may take an equal amount of release time under a "flexible schedule" arranged with their immediate supervisor (principal), computed from 3:30 p.m. When elementary teachers have more than one (1) meeting per week that extends beyond 3:35 p.m. these teachers may request a flexible schedule to be arranged for an equal amount of time computed from 3:10 p.m. Flexible schedules must be arranged for a mutually agreeable work day and taken before May 1 of the school year. Elementary teachers required to attend non-contract evening meetings may submit a voucher at the hourly rate.

Title I teachers shall schedule parent teacher conferences during the first month of the school year (September) to aid in forming partnerships with the parents of their Title I students. Title I teachers will be excused from participation in the regular parent-teacher conferences normally scheduled during the month of November except as follows: The Title I teachers will participate in regular classroom parent-teacher conferences with the Title I students regular teacher when a timely request is made by the regular classroom teacher of the student(s) receiving Title I services.

On Fridays and on any day immediately preceding a student holiday, elementary teachers and secondary teachers may leave at the close of day as soon as they have satisfactorily supervised the departure of their pupils. Teachers with last period free are to remain on duty unless otherwise excused. Elementary teachers with students identified as having learning disabilities may receive, at the discretion of the Superintendent of the District, release time to permit work with special education teachers. Special education teachers at the secondary level may be granted similar privileges in order to work with classroom teachers during their prep time.

SCHOOL CALENDAR

The length and structure of the teacher calendar shall be determined by the Superintendent. The Board will set the school calendar for student and work days. Appendix E of the Salary and Supplemental Pay Guide is the school calendar for the current school year.

In the event a situation beyond the control of the Board requires the closing of one or more or all schools the first two days will not be rescheduled. All other days will be rescheduled by the Superintendent.

DRESS CODE

The Board has exercised its authority to specify dress and grooming guidelines for staff.

When on duty, professional staff members are expected to dress in a manner that is consistent with the expectations described in [Policy 3216](#)-Staff Dress and Grooming.

ATTENDANCE AND REPORTING ABSENCES

Staff members are expected to report for duty daily; however, when a staff member must be absent, the following procedure shall be followed:

Following all absences, regardless of whether they are absences which may be classified under the leave provision or other types of absences, all employees are required to fill out and file with the Superintendent a "Report of Absence" form. This form is to be signed by the principal, and the employee is to see that it is filed with the District Administrator within three days.

- A. All requests for leave except illness and death must have prior approval of the principal and the District Administrator. The principal must contact the District Administrator in all questionable cases.
- B. A doctor's certificate may be required for any absence where it appears that sick leave may be abused.
- C. The Board reserves the right to require a physician's report of examination whenever deemed necessary; cost of examination will be paid by the Board
- D. Teachers on leave due to illness, child rearing or child adoption leave who have exhausted sick leave and have exceeded twelve (12) weeks of leave allowable under state and federal FMLA regulations may, at the employee's expense, continue insurance coverage within the district health insurance. Payment for continued insurance coverage must be received by the District by the 15th day of the month prior to the month of coverage (i.e. February 15th for March insurance coverage, March 15th for April insurance coverage, etc.)

USE OF EMPLOYER PROPERTY/EQUIPMENT

Personal use of District equipment or facilities by employees will be in accordance with the District Administrator's guidelines.

[Policy 7530](#) – Lending of District-Owned Equipment
AG 7530 – Personal use of District Equipment/Facilities

USE OF PERSONAL PROPERTY AT THE DISTRICT

Employees may wish to bring personal property to school either for reasons associated with their professional responsibilities or for use during off-duty time. This practice is authorized provided it is understood that the District will not be responsible for any loss, damage, or misuse of such property.

The District does not assume any responsibility for loss, theft or damages to personal property. The District is not liable for vandalism, theft or any damage to cars parked on District property. The District carries no accident insurance or other insurance coverage for any loss or injury for which the District does not have legal responsibility.

AG 3281 – Personal Property of Staff Members

EMERGENCY CLOSINGS

The District Administrator shall make the decision regarding emergency closings in accordance with the Plan for Emergency Preparedness as established in accordance with [Policy 8420](#) – Emergency Evacuation of Schools.

TRAVEL EXPENSES

The Board of Education will provide for the payment of the actual and necessary expenses, including travel expenses, of any professional staff member that is incurred in the course of performing services for the District, whether within or outside the District, under the direction of the Board and in accordance with the District Administrator's administrative guidelines.

[Policy 3440](#) – Job-Related Expenses
AG 3440A – Job-Related Expenses
AG 3440 B – Use of Private Car for School Business

VI. SAFETY AND HEALTH

PHYSICAL EXAMINATION AND TB TESTING

- A. All new personnel shall have a physical examination and a tuberculin test (04 70 mm chest X-Ray), with follow-up 14 x 17 X-Ray if necessary, as a condition of entering employment except that a certificate of health examination as prescribed by Statute will be accepted if taken within the two years prior to local employment. (The latter would apply to teachers transferring from another school system.)
 - 1. The procedures employed will be those established by the Statutes.
 - 2. The prescribed examination form will be furnished by the District.
 - 3. The Record of Examination Form will be retained in the physician's file.
 - 4. The Confidential Physician's Recommendation Form will be forwarded by the physician to the office of the Superintendent of the District.
- B. Since there is no physician in the employ of or under contract with the Sturgeon Bay Board of Education, the employee may be examined by any licensed physician.
- C. The physician will forward the statement of charges for the examination at the time he forwards the Recommendation Form to the office of the Superintendent of the District.
- D. Costs of the examination and X-Rays (when they are required) will be paid by the Sturgeon Bay Board of Education.
- E. Orders authorizing examinations shall be signed by the Superintendent of the District.

SMOKING

The Board of Education is committed to providing students, professional staff, and visitors with a tobacco and smoke-free environment. Accordingly, the Board prohibits professional staff members from using tobacco in any form on District premises, in District vehicles within any indoor facility owned or leased or contracted for by the District and used to provide education or library services to children, and at all District-sponsored events.

[Policy 3215](#) – Use of Tobacco by Professional Staff

TRAINING

Professional staff members, for whom training in the following areas is deemed necessary and appropriate, shall be trained in:

- A. The use of automated external defibrillators ([Policy 8452](#) – Automated External Defibrillators),
- B. The control of blood borne pathogens ([Policy 8453.01](#) - Control of Blood-Borne Pathogens)
- C. The control of casual-contact communicable diseases ([Policy 8450](#) – Control of Casual Contact Communicable Diseases), and
- D. Understanding the method of transmission and prevention of diseases that are direct contact communicable diseases ([Policy 8453](#) – Direct Contact Communicable Diseases).

REPORTING WORK RELATED INJURY

Any accident that results in an injury, however slight, to an employee of the Board, must be reported promptly and in writing to the District Business Office in compliance with [Policy 8442](#) – Reporting Accidents. The injured employee shall complete a form that includes the date, time and place of the incident; the names of persons involved; the nature of the injury to the extent that it is known; and a description of all relevant circumstances.

VII. EMPLOYEE COMMUNICATION & TECHNOLOGY

ACCEPTABLE USE OF DISTRICT EDUCATION TECHNOLOGY

Staff use of the District's Education Technology will be governed by [Policy 7540.04](#) – Staff Education Technology Acceptable Use and Safety and the related administrative guidelines.

The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have a limited privacy expectation in the content of their personal files and records of their online activity while on the Network.

EMAIL

When available, the District's e-mail system must be used by employees for any official District e-mail communications.

Employees are required to keep their inbox and folders organized by regularly reviewing e-mail messages, appropriately saving e-mails that constitute a public record or student record and e-mails that are subject to a litigation hold, and purging all other e-mails that have been read.

The District complies with all Federal and State laws pertaining to electronic mail. Accordingly, e-mails written by or sent to District employees may be public records or education records if their content includes personally identifiable information about a student. E-mails that are public records are subject to retention and disclosure, upon request, in accordance with [Policy 8310](#) – Public Records.

The District retains the right to monitor or access any District e-mail accounts at any time. Users should not expect that their communications sent or received through the District e-mail system will remain confidential and personal.

Employees should be aware of the framework for the proper use of e-mail established in [Policy 7540.06](#) – Electronic Mail and the District Administrator's established guidelines regarding e-mail.

SOCIAL MEDIA

In accordance with [Policy 1213](#) – Student Supervision and Welfare and [Policy 3213](#) - Student Supervision and Welfare, professional staff members are discouraged from engaging students in social media and online networking media, such as Facebook, Twitter, MySpace, etc. any reason outside of educational use.

VIII. EMPLOYEE CONDUCT AND DISCIPLINARY ACTION

STAFF DISCIPLINE

Staff discipline and required investigations regarding potential wrongdoings of a staff member shall be consistent with [Policy 3139](#) – Staff Discipline

GRIEVANCE PROCEDURE

Each professional staff member of the District shall be provided an opportunity to understand and resolve matters affecting employment that the employee believes to be unjust as provided in [Policy 3340](#) – Grievance Procedure.

The grievance procedure is available in the case of any employee's disagreement with discipline or termination of employment, as well as any matter relating to workplace safety.

All employee grievances must be filed by the aggrieved employee(s). The grievance must be filed within five (5) working days after the employee knew or should have known of the cause of such grievance. The procedures detailed in [Policy 3340](#) – Grievance Procedure shall be followed when a grievance has been filed.

DRUG AND ALCOHOL USE

Consistent with the Drug-Free Workplace Act, the Board prohibits the manufacture, possession, use, distribution, or dispensing of any controlled substance, including alcohol, by any member of the District's administrative and/or professional staff at any time while on District property or while involved in any District-related activity or event. Any staff member who violates [Policy 3122.01](#) – Drug-Free Workplace shall be subject to disciplinary action in accordance with [Policy 3139](#) – Staff Discipline and the District Administrator's guidelines.

Any employee who feels that he or she needs assistance with drug or alcohol dependency is encouraged to contact District Administrator for information about the District's Employee Assistance Program (EAP). Employees receiving assistance in this regard are not exempted from compliance with the District's prohibition on the manufacture, possession, use, distribution, or dispensing of any controlled substance while on duty or on District premises or at any school sponsored activity.

[Policy 3170.01](#) – Employee Assistance Program (EAP)

IX. EMPLOYEE RECEIPT AND ACKNOWLEDGMENT

I acknowledge that I have received and read Sturgeon Bay School District's Employee Handbook for Professional Staff Members and understand the provisions contained herein. I understand that the terms described in the Employee Handbook for Professional Staff Members may be altered, modified, changed, or eliminated by the Board at any time, with or without prior notice.

I further understand that the Employee Handbook for Professional Staff Members and any other provisions contained therein do not constitute a guarantee of employment or an employment contract, express or implied.

(Employee Signature)

(Printed Name)

(Date)

School District of Sturgeon Bay



2021-2022 Professional Staff Salary and Supplemental Pay Guide

School District of Sturgeon Bay
1230 Michigan Street
Sturgeon Bay, WI 54235

920-746-2800

www.sturbay.k12.wi.us

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History

The Compensation Study Committee met during the 2013-2014 and 2014-2015 school years. During the first year and a half of the process, compensation background and a series of twenty-one (21) school district compensation plans were studied. In the second semester of the 2014-2015 school year, the focus became the design of our new model.

Key consideration was given to the following concepts throughout the process:

- Retain quality staff
- Attract quality staff
- Establish clear goals and aligning a pathway that links goals to salary
- Have a simple system that is not overly complex
- Have a system that helps staff continue to develop and provides incentives

In addition to the concepts mentioned above, the following concepts were deemed as critically important and things the compensation model needed to support:

- Growth
- Improvement
- Leadership

Educator Effectiveness & Teacher Evaluation

Compensation models we studied took a variety of approaches to incorporating the teacher evaluation process. In the end, we decided upon an approach that recognizes the important and unique working relationship between the teacher and principal, recognizes the instructional coaching inherent in the Danielson Framework, and embraces the roles these components have in helping staff members, and the school as a whole, grow and improve.

In order for a teacher to progress to the next rung in the salary ladder, the teacher must have a satisfactory evaluation (may not be on any plan of improvement) whether in the summative evaluation year or any year of the three-year cycle. Additionally, in order to be eligible for any supplemental pay, the teacher must have a satisfactory evaluation and may not be on any plan of improvement. We will have more data once we have implemented Educator Effectiveness and can examine the role it plays in the future.

Salary Ladder Conversion

Ten lanes (five BA and BA+ credits; five MA and MA+ credits) were in existence prior to the development of the new salary ladder. Teachers were placed onto the new salary ladder by taking into account their 2014-2015 Sturgeon Bay salary, moving to the most comparable salary amount rung on the new ladder, and then going up one rung. Teachers with a Master's Degree had \$2,000 subtracted from their current salary amount prior to moving to the new ladder; \$2,000 was then added to their new base pay rung placement as ongoing supplemental pay (see next section). No professional staff member could

have their salary reduced from the 2014-2015 school year to the 2015-2016 school year during the transition from one system to the new system.

Salary Ladder Conversion (continued)

Additionally, to be more competitive with beginning salary payment, three steps at the bottom of the previous scale were eliminated. The salary ladder will have the capability of being adjusted through flat dollar increases, percentage increases, the elimination of one or more rungs in the future, or any other allowable modification as approved by the Board of Education. For the 2018-2019 school year, the salary ladder was updated once again. The bottom two rungs were removed and a new top rung was added. Beginning with the 2019-2020 school year, the salary ladder was updated yet again by removing the bottom two rungs, effectively moving the starting salary from \$30,231 to \$39,440 in five years. The salary ladder placement of approximately 25 individuals (who were in close proximity to the adjusted base two or three times) was also approved for the 2019-2020 school year.

Supplemental Pay

Ongoing supplemental pay will be awarded to individuals with a Master's Degree. Individuals with a Master's Degree will receive \$2,000 annually in supplemental pay on top of their base pay designated by the current salary ladder (see Continuing Educational Support below for support details related to earning a Master's Degree).

Yearly supplemental pay will be awarded to individuals based upon activities in that school year. Leadership activities and priority areas identified on "Appendix B" are eligible.

Note: Teachers who earn a Doctoral Degree will receive a one-time \$1,000 stipend in recognition of the accomplishment, and are also encouraged to work with their building principal regarding leadership opportunities described in Appendix B: Supplemental Pay for Yearly Leadership Opportunities.

Continuing Educational Support

In an effort to support professional staff members in professional growth, improvement, and to facilitate leadership opportunities within the district, pre-approved continuing education courses will be reimbursed at a rate of half the cost per credit (up to \$200 reimbursement per credit), up to a maximum of 12 credits per school district fiscal year. All credits must be directly connected to the subject area, student learning, or duties associated with a position that the district has asked the professional staff member to prepare for.

The Supervising Principal and Superintendent must approve in writing all Master's Degree coursework or above and any credits being taken prior to the course(s) beginning, if reimbursement will be requested or if Master's Degree supplemental pay will be requested once the degree is complete. Credits earned shall be graduate credits (a) directly related to the teacher's current teaching assignment (e.g. English, Math, or elementary education) or (b) part of a Master's Degree program in education into which the teacher has been formally accepted or (c) if (a) and (b) do not apply, in education or any subject matter area in which the teacher is certified, with the prior written approval of the supervising Principal AND Superintendent. In all instances, such credits shall qualify only if taken in an accredited program offered by an accredited

graduate school, if they meet Wisconsin Department of Public Instruction Certification requirements, and if the institution is approved by the district. The graduate credits must be in the best interest of the District as determined by the Superintendent.

Note: A teacher may not receive payment for attending a workshop or course AND also receive credit reimbursement for the same workshop or course.

A professional staff member who leaves the district within five years of receiving reimbursement owes the district a pro-rated amount (20% less per year) prior to receiving their release and resignation approval. If leaving within one year, the person would owe the district 100% of the reimbursement paid; 2 years = 80%; 3 years = 60%; 4 years = 40%; 5 years = 20%.

National Board Certification Support

A professional staff member who obtains a National Board certification may receive a one-time reimbursement up to \$2,500 for expenses associated with obtaining the National Board Certification. (Note: this refers to expenses not eligible for reimbursement by the State or any other organization.) This may be awarded upon the initial completion and earning of the certification. This applies only to initial certification at this time and not to any expenses associated with renewing the National Board Certification credential. Additional support from the school district:

- The District will provide up to four (4) days of paid leave per year to work collaboratively on the National Board Certification process.
- The District will provide one (1) day of paid leave for a teacher taking the National Board Certification test.
- The District will provide support in the form of a National Board Certified coach/mentor for staff members going through the National Board certification process.

A professional staff member who leaves the district within five years of receiving reimbursement owes the district a pro-rated amount (20% less per year) prior to receiving their release and resignation approval. If leaving within one year, the person would owe the district 100% of the reimbursement paid; 2 years = 80%; 3 years = 60%; 4 years = 40%; 5 years = 20%.

Note: At the present time, the State of Wisconsin also pays teachers with their National Board Certification \$2,500 annually while holding the certification. The district will assist the professional staff member in receiving their State stipend by verifying their employment with the district. If the State stipend is eliminated or drastically reduced, the school district could examine the possibility of adding some sort of supplemental pay or stipend.

Salary & Supplemental Pay Model Review Procedures

Annually an assessment of the current framework will be conducted to determine impact, functionality, and financial sustainability. The review will be conducted by a district team under the leadership of the superintendent. The assessment will consider the following:

- Does the model support key concepts, such as the following:
 - Retain quality staff
 - Attract quality staff
 - Establish clear goals and aligning a pathway that links goals to salary
 - A simple system that is not overly complex
 - A system that helps staff continue to develop and provides incentives
 - Growth
 - Improvement
 - Leadership
- Does the model take into account priority areas for the district?
- Is the model sustainable over the next three years?

Effective with the 2019-2020 school year, we plan to move the annual review meeting from April to February. The Board would receive an informational update in a Board meeting, likely the February regular meeting. Professional staff members should watch for information in the annual review meeting minutes and the informational Board meeting update.

Annual review meetings were conducted on the following dates:

April 26, 2016

April 11, 2017

April 12, 2018

April 8, 2019

The annual review was conducted via Google Doc from March 31 - April 6, 2020 due to the COVID-19 school closure and Safer-at-Home order situation.

April 15, 2021

The Original Sturgeon Bay Compensation Study Committee Members
from the 2013-2014 and/or 2014-2015 school years:

Melissa Benzinger, Sunset teacher

Amy Richard, Sawyer teacher & elementary Math coach

Travis Grooters, Sawyer teacher

Aaron Pairolero, Sunrise teacher

Kasee Jandrin, TJ Walker teacher

Matt Propsom, TJ Walker teacher

Mike LeRoy, Sturgeon Bay High School teacher

Gordy Saron, Sturgeon Bay High School teacher (13-14) & retiree (14-15)

John Hauser, Board of Education

Joel Kitchens, Board of Education (13-14)

Keith Miller, Board of Education

Amy Stephens, Board of Education (14-15)

Roger Wood, Board of Education

Joe Stutting, Superintendent (13-14)
Tom Olsen, Business Manager (14-15)
Dan Tjernagel, Superintendent (14-15)

Original version approved by the Sturgeon Bay Board of Education on May 20, 2015.

Appendix A - Salary Ladder 2021-2022

R	\$67,069	0.0200
Q	\$65,754	0.0200
P	\$64,465	0.0200
O	\$63,201	0.0200
N	\$61,962	0.0200
M	\$60,747	0.0200
L	\$59,556	0.0350
K	\$57,542	0.0350
J	\$55,596	0.0350
I	\$53,716	0.0350
H	\$51,899	0.0350
G	\$50,144	0.0400
F	\$48,216	0.0400
E	\$46,361	0.0400
D	\$44,578	0.0400
C	\$42,864	0.0400
B	\$41,215	0.0450
A	\$39,440	

Reminder: Ongoing Supplemental Pay such as the \$2,000 for a Master's Degree would be in addition to the base pay ladder above.

Appendix B – Supplemental Pay for Yearly Leadership Opportunities

A. Mentor program – by building

Educator Effectiveness Mentor	\$400
New Teacher Mentor	\$700
Technology Mentor	\$700

B. Instructional Coaching program

Leader/Coach/Mentor	\$175-\$700 range
---------------------	-------------------

C. Recognition program

Statewide recognition/award	\$50-\$250 range
Election to officer position of state or national organization	\$50-\$250 range

D. Certified Trainer program

\$ To be determined by administration

Certification to provide professional development to our district staff within the district rather than needing to send district staff to out-of-district trainings for more time away and greater cost.

E. Grant writer & program coordinator

5% of grant award up to a total of \$250

A one-time award provided by the district may be paid provided ongoing coordination within the district will be needed and will occur. Certain local grants may not be eligible.

F. Identified Priority Area(s) – This category may be adjusted as needs change.

Reading certification (#316) will earn \$500 a year for up to three years. The teacher’s job duties will be evaluated annually to ensure that the Reading certification is still being utilized and appropriate for that person’s position. If so, another three-year cycle and accompanying supplemental pay of \$500 a year for three years would be paid.

Other priority areas may be added (or eliminated) in the future as deemed appropriate by the administration with approval from the Board of Education.

G. National Board Certification

One-time Reimbursement

A one-time reimbursement up to \$2,500 for expenses associated with obtaining the National Board Certification will be awarded upon initial completion and earning the certification.

(Note: this refers to expenses not eligible for reimbursement by the State or any other organization.)

H. Special consideration category

\$ To be determined by administration

This category is intended to allow for special consideration for supplemental pay if it is determined by the administration that leadership supplemental pay is appropriate, but the activity that will benefit the district does not already fit into an existing category.

Appendix C – Co-curricular Pay Schedule

Athletic Coaching Pay Schedule Computed Upon a \$39,440 Base

	% of Base	Amount	After 5 Years	After 10 Years
Athletic Director	22.0%	\$8,677.02	\$9,071.42	\$9,465.82
Strength & Conditioning Coach	7.0%	\$2,760.87	\$3,155.27	\$3,549.67
Baseball				
Head	7.0%	\$2,760.87	\$3,155.27	\$3,549.67
Assistant	4.5%	\$1,774.85	\$2,169.25	\$2,563.65
Basketball				
Head	11.0%	\$4,338.51	\$4,732.91	\$5,127.31
Assistant	8.0%	\$3,155.28	\$3,549.68	\$3,944.08
Freshman Assistant	6.0%	\$2,366.46	\$2,760.86	\$3,155.26
8th Grade	5.0%	\$1,972.05	\$2,169.25	\$2,366.45
7th Grade	5.0%	\$1,972.05	\$2,169.25	\$2,366.45
Cheerleading	2.5%	\$986.03	\$1,183.23	\$1,380.43
Cross Country (Co-Ed)				
Head	6.0%	\$2,366.46	\$2,760.86	3155.26
Assistant	4.5%	\$1,774.85	\$1,972.05	\$2,169.25
Football				
Head	11.0%	\$4,338.51	\$4,732.91	\$5,127.31
Assistant (2)	8.0%	\$3,155.28	\$3,549.68	\$3,944.08
Freshman (2)	6.0%	\$2,366.46	\$2,760.86	\$3,155.26
MS - 8th & 7th grade	5.0%	\$1,972.05	\$2,169.25	\$2,366.45
Golf	5.0%	\$1,972.05	\$2,169.25	\$2,366.45
Intramurals (1)	4.0%	\$1,577.64	\$1,774.84	\$1,972.04
Soccer				
Head	7.0%	\$2,760.87	\$3,155.27	\$3,549.67
Assistant (2) If numbers - approved 8-20-14	4.5%	\$1,774.85	\$1,972.05	\$2,169.25
Softball				
Head	7.0%	\$2,760.87	\$3,155.27	\$3,549.67
Assistant	4.5%	\$1,774.85	\$1,972.05	\$2,169.25
MS -				
Swimming (Boys & Girls)				
Head	8.5%	\$3,352.49	\$3,746.89	\$4,141.29
Assistant	4.0%	\$1,577.64	\$1,774.84	\$1,972.04
Track (Co-ed)				
Head	9.0%	\$3,549.69	\$3,944.09	\$4,338.49
Assistant (3)	5.0%	\$1,972.05	\$2,366.45	\$2,760.85
MS - Head (1)	3.0%	\$1,183.23	\$1,380.43	\$1,577.63
- Assistant (3)	1.5%	\$591.62	\$788.82	\$986.02
Volleyball				
Head	7.0%	\$2,760.87	3155.27	\$3,549.67
Assistant	6.0%	\$2,366.46	\$2,760.86	\$3,155.26
Freshman	6.0%	\$2,366.46	\$2,760.86	\$3,155.26
MS - 8th & 7th Grades	5.0%	\$1,972.05	\$2,169.25	\$2,366.45
Wrestling				
Head	9.0%	\$3,549.69	\$3,944.09	\$4,338.49
Assistant	6.0%	\$2,366.46	\$2,760.86	\$3,155.26
MS - Head & Assistant	5.0%	\$1,972.05	\$2,169.25	\$2,366.45

Extra Duties Pay Schedule Computed Upon a \$39,440 Base

	<u>% of Base</u>	<u>Amount</u>	<u>After 5 Years</u>	<u>After 10 Years</u>
HS Yearbook	3.5%	\$1380.40	\$1577.60	\$1774.84
Academic Decathlon	2.5%	\$986.03	\$1,183.23	\$1,380.43
All Clubs	2.5%	\$986.03	\$1,183.23	\$1,380.43
Audio/Visual Club Advisor	11.0%	\$4,338.51	\$4,732.91	\$5,127.31
Dance Manager - High School	7.5%	\$2,958.08	\$3,352.48	\$3,746.88
Forensics-Head	4.0%	\$1,577.64	\$1,774.84	\$1,972.04
MS Forensics	1.0%	\$394.41	\$591.61	\$788.81
Gifted & Talented Coordinator	5.5%	\$2,169.26	\$2,366.46	\$2,563.66
Gifted & Talented Assistants	1.5%	\$591.62	\$788.82	\$986.02
Math Team Advisor	2.5%	\$986.03	\$1,183.23	\$1,380.43
MS Math Team Advisor	1.0%	\$394.41	\$591.61	\$788.81
Middle School Publications	2.0%	\$788.82	\$986.02	\$1,183.22
Mock Trial Team	4.0%	\$1,577.64	\$1,774.84	\$1,972.04
Noon Hour-Supervisor/Helper (High School)	7.0%	\$2,760.87	\$3,155.27	\$3,549.67
Noon Hour-Middle School Supervisor (2)	6.3%	\$2,484.78	\$2,879.18	\$3,273.58
Plays & Musical Productions	5.0%	\$1,972.05	\$2,169.25	\$2,366.45
Ticket Taking Game Day Scheduler	7.0%	\$2760.87	\$3155.27	\$3549.67
Public School Music-Instrumental	9.0%	\$3549.60	\$3944.00	\$4338.40
Public School Music-Vocal (Includes Swing Group)	9.0%	\$3549.60	\$3944.00	\$4338.40
Public School Music-Swing Choir Assistant	4.5%	\$1,774.85	\$1,972.05	\$2,169.25
MS Jazz Band	1.0%	\$394.41	\$591.61	\$788.81
MS Jazz Choir	1.0%	\$394.41	\$591.61	\$788.81
Senior Activities Counselor	2.0%	\$788.82	\$986.02	\$1,183.22
Student Council-High School	3.0%	\$1,183.23	\$1,380.43	\$1,577.63
Student Council-Middle School	2.5%	\$986.03	\$1,183.23	\$1,380.43

Appendix D – Additional Employment Pay Schedule

Formerly titled “Non-teaching Employment Pay”

Hourly Rates from Teachers			
Item		Hourly Rate	
Curriculum Writing, Summer Guidance, In-District Training, Open House, HS & MS Student Orientation, Book Leveling, Saturday School, Study Table, Detention, Summer School enrichment, Summer Band	BA	\$ 17.25	
	MA	\$ 19.45	
Summer School Teaching:			
	BA	\$ 20.55	
	MA	\$ 23.20	
Sporting events, Ticket Selling, Dance Chaperones, Non-teaching teacher employment (painting, moving classrooms, etc.)		\$ 15.00	
Overload pay may be awarded at the discretion of the superintendent, with a recommendation from the principal, provided there is a benefit to students, the school, and the district.			

Appendix E – School Calendar

STURGEON BAY SCHOOL CALENDAR FOR 2021-2022

Approved 11-18-2020

Revised 3-12-2021 Staff Version

AUGUST 2021				
M	T	W	TH	F
16	17	18	19	20
23	24	25	26	27
30	**31			

- No school–Full day of in-service
- No School–Half day In-service & half day teacher records.
- No school–New Teacher In-Service
- No School–Breaks
- Classes in session
- Half day for students–P.M. Teacher Records

SEPTEMBER 2021				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

FEBRUARY 2022				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

OCTOBER 2021				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

MARCH 2022				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

NOVEMBER 2021				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

APRIL 2022				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DECEMBER 2021				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

MAY 2022				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JANUARY 2022				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JUNE 2022				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17

Quarter:	I	46 days	Ends Fri. 11/5/21
	II	42 days	Ends Fri. 1/14/22
	III	44 days	Ends Fri. 3/18/22
	IV	47 days	Ends Fri. 6/3/22
	TOTAL	179 days	

School begins Wednesday, September 1

In-service/No School: Oct. 8, Feb. 18, & May 27

No School due to breaks:
Nov. 25-28; Dec. 24 - Jan. 2; March 19 - 27;
& May 30

Note: SBHS can adjust quarters, if needed.

**Staff: In-service day on Aug. 31 to fulfill the 180th day, unless we'd utilize a flexible day.

Appendix F – Cafeteria Plan/Alternative Benefit Plan (ABP)

A. Professional staff may elect through the cafeteria plan either to be provided with the District’s health insurance coverage as described above or to receive additional payment of cash compensation/alternative benefit plan (ABP) as set forth below.

B. Where the District employs both spouses prior to March 2011 one spouse will be eligible for participation in the alternative benefit plan (ABP) if the other spouse enrolls in group insurance coverage. Any new employed spouses after March 2011 will not be eligible for the alternate benefit.

C. Employees eligible for insurance may choose, at the beginning year of each cafeteria plan year, between:

1. participation in the District’s health plan
2. a cash payment equal to the amount listed below

D. Cash Compensation: The cash contribution dollar amount shall be \$5,000 and less the District’s share of social security and Medicaid.

The amount of each additional cash contribution dollar amount shall be calculated by dividing the dollar amount stated above by twenty-four (24) times per year.

Health insurance eligible part-time employees who select the cash compensation shall receive a pro-rated amount of the District’s contribution based upon the part-time employee’s percentage of full-time employment.

E. The cash compensation amount shall be paid to the employee as additional taxable earnings which are not subject to Wisconsin Retirement System (WRS) contributions to the extent permitted by WRS rule or law, with the appropriate employee F.I.C.A., state and federal taxes deducted from the teacher’s payroll check.

F. Beginning Eligibility Date for Cafeteria Plan:

1. New Employees: Payments shall be based on the employee’s eligibility date. For new employees, this constitutes the employee’s first day of active service. Employees must enroll in the cafeteria plan prior to the employee’s first day of active service. Absent a “qualifying event”, i.e. loss of spouse health coverage, etc., the employee must continue to take the chosen option until the end of the cafeteria plan year.

If the new employee’s first date of active service is after the 15th of the month, no cash contribution is required in that month. If the employee’s first date of active service is on the 1st through the 15th of the month, the District will contribute the payment.

2. Current Employees: Current employees, when permitted by applicable Internal Revenue Code section 125 “cafeteria plan” rules, must make written cafeteria plan election initially prior to the

beginning of the subsequent cafeteria plan year. Absent a “qualifying event”, i.e. loss of spouse health coverage, etc., the employee must continue with the chosen option until the end of the cafeteria plan year. Once the employee is eligible to begin cash in lieu of health status contributions will begin with the first paycheck beginning after the cafeteria plan year starts.

G. Any professional staff who waives participation in the District group health insurance plan and elects to receive cash compensation in lieu of health insurance may enroll in the group health insurance plan at a later date in the case of a “qualifying event”, pursuant to the late enrollment terms, timelines, and conditions set forth in the group health insurance contract and the plan’s cafeteria rules. The cash compensation payments shall cease effective with the month in which the staff member commences participation in the group health insurance plan.

H. As part of the cafeteria plan, the District will automatically deduct all employees’ health and dental premiums on a pre-tax basis.

I. The district will offer eligible employees the option to elect a Section 125 Flexible Spending Plan for uninsured medical and/or daycare expenses. The District will choose the Section 125 Flexible Spending Plan provider.

Appendix G – Post-Employment Benefits

Note: The district has been working through a process to examine post-employment benefits. Professional staff would be notified when the process is complete and Appendix G is updated. At this time, it would not appear that there would be changes for teachers who had 15 years of full-time equivalent experience in the District at the end of the 2012-2013 school year.

The following is an early retirement plan for which Sturgeon Bay Public School teachers are eligible if at the time of retirement they qualify as per policy of the insurance provider. Retirees accepting the post-employment benefits are subject to all future changes in the health insurance plan structure, plan carrier and plan benefits that are applied to active employees.

Teachers retiring in January, typically the end of the first semester of a school year, shall be entitled to continuing health insurance benefits, as provided to active employees, with the District paying the required premium equivalent to the flat dollar amount of the premium in effect at the time of their retirement. Teachers retiring at the end of the second semester of the school year, typically in June, shall be entitled to continued health insurance benefits at the flat dollar rate established for the subsequent school year or the current school year – whichever is higher. (If the current school year is a higher rate, those teachers will begin paying the difference of the insurance premium as soon as the health insurance premium is higher than when they retired.)

For teachers who have reached their years of service at the end of the 2012-2013 school year, there shall be three (3) categories of teachers eligible for retirement benefits as follows:

Category A - Teachers with at least fifteen (15) years of full-time equivalent experience in the District.

Category B - Teachers with at least twenty (20) years of full-time equivalent experience in the District.

Category C - Teachers with at least twenty-five (25) years of full-time equivalent experience in the District.

Full-time equivalent experience in the District shall be defined as follows:

- (1) Worked at least 15, 20 or 25 years as a full time teacher in the Sturgeon Bay District or;
- (2) Obtained at least 15, 20 or 25 years of Wisconsin Retirement System (WRS) full-time equivalency credits as a teacher in the District. The WRS reports full-time equivalency employment credits on its annual statements to participants in the WRS system. It shall be the responsibility of the employee to notify the District of their employment credits.

Teachers in categories A, B or C above shall be eligible to retire between the ages of fifty-five (55) and sixty-five (65). Such teachers shall be eligible for four (4) years (Category A), six (6) years (Category B) or eight (8) years (Category C) of health insurance coverage or shall be eligible for health insurance coverage until the retiree becomes eligible for Medicare/Medicaid.

A teacher will be eligible for retirement benefits with at least 15 years of full-time equivalent experience in the District.

Full time equivalent experience in the District shall be defined as follows:

- (1) Worked at least 15 years as a full time teacher in the District
- or;
- (2) Obtained at least 15 of Wisconsin Retirement System (WRS) full-time equivalency credits as a teacher in the District. The WRS reports full-time equivalency employment credits on its annual statements to participants in the WRS system. It shall be the responsibility of the employee to notify the District of their employment credits.

Teachers, who have 14 years or less experience in the district at the end of the 2012-2013 school year shall be eligible to retire between the ages of fifty-five (55) and sixty-five (65), but are not in Categories A, B, or C. Such teachers shall be eligible for three (3) years of health insurance coverage or shall be eligible for health insurance coverage until the retiree becomes eligible for Medicare/Medicaid.

In addition to the health insurance benefit described in Categories A, B, or C, teachers who have already had 15, 20, or 25 years of service in the District at the end of the 2012-2013 school year, upon early retirement, retirees with accumulated, unused sick leave may exchange at the minimum rate of ten (10) days of unused sick leave for one (1) additional month of health insurance coverage, at the flat dollar amount of the premium in effect at the time of their retirement, up to a maximum of twelve (12) months. Such additional health insurance coverage terminates when the retiree becomes eligible for Medicare/Medicaid. Additional provisions pertaining to Categories A, B, or C are as follows:

When the cost of the monthly health insurance premium exceeds the per diem value of ten (10) days of unused sick leave, based on salary only, additional sick leave days must be used.

The per diem value of the sick leave used must equal or exceed the cost of the monthly insurance benefit using the least number of extra days. In applying the value of sick leave to the monthly cost of the health insurance benefit, the per diem value of the sick leave at the time of retirement shall be used.

The dollar difference between the flat dollar amount of health insurance premium and the actual premium must be paid by the retired teacher on a timely basis (15th day of the preceding month) as requested by the District.

Teachers who plan to take early retirement shall notify the District in writing on or before October 15 for a second semester retirement or on or before March 15 for a first semester retirement.

In the event an early retiree, who is receiving a health insurance benefit should die, the surviving spouse may continue to receive a single health insurance plan benefit for a period of time not to exceed four months from the date the retiree died. The District's obligation to the surviving spouse shall not exceed the maximum benefit the retiree would have received had the retiree survived. All other District payments and liabilities will cease.

A retiree receiving benefits, who establishes eligibility for unemployment compensation benefits, shall have the amount of the insurance payments reduced by the same amount of unemployment compensation benefits paid by the District as a secondary employer unless the retiree makes full payment to the District.

In the event governmental requirements result in duplication of insurance benefits provided in this article, the costs of providing insurance benefits under this article will be offset against the costs of governmentally required programs. Unless required by law, all insurance payments payable under this article shall cease when the retired teacher becomes eligible for Medicare/Medicaid.

If any teacher, who participates in this post-employment benefits program and who receives unemployment compensation benefits that the District is responsible for paying, during the period that they are receiving post-employment benefits, the amount the District is obligated to pay to such retired teacher under this post-employment benefits program shall be reduced by an amount equal to the unemployment compensation benefits received by such retired teacher.

A teacher retiring underneath this provision forfeits all re-employment rights with the District, except that the retired teacher will be eligible for substitute teaching positions, co-curricular advisor, mentor or curriculum work.

Validity: If any aspect of this agreement is found to be discriminatory or violative of the Federal Age Discrimination in Employment Act, the Wisconsin Fair Employment Act, or any other state or federal law by any court of competent jurisdiction or administrative agency, then the entire article shall be considered null and void.

It is agreed that any teacher who elects to participate in this post-employment benefits incentive must, as a condition on eligibility for the post-employment benefits herein, shall provide the District with a written waiver and release of claims signed by such teacher which unequivocally and explicitly:

- A. Waives any rights or claims which the employee may have under the Federal Age Discrimination in Employment Act of 1967 (29 U.S.C 621 et seq.) as amended by the Older Workers Benefit Protection Act (S. 1511 1990) and the Wisconsin Fair Employment Act (§§ 111.31, 111.33, Wis. Stats).
- B. Acknowledges that the employee has been placed on notice by this statement that he/she had the right to consult with his/her attorney before signing this post-employment benefits agreement. The employee, by voluntarily accepting this incentive, unequivocally and explicitly acknowledges that he/she has received the requisite notice.
- C. Acknowledges that the employee has received at least forty-five (45) days to consider whether or not to accept the post-employment benefits incentive contained in this Agreement.

The employee has the right to revoke the waiver contained herein, if he/she notifies the District within seven (7) calendar days after signing the waiver.

**THE SCHOOL DISTRICT OF
STURGEON BAY**

**EMPLOYEE HANDBOOK
FOR
Support Staff**

JULY 1, 2021

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INTRODUCTION

INTRODUCTORY STATEMENT

This Employee Handbook has been prepared for support staff employees including Maintenance, Custodian, General Custodian, Secretary I& II, General Secretary, Kitchen Manager, Head Cook, Food Service Helpers and Servers, Teacher Associate. The provisions described herein are the terms and conditions governing employment in the Sturgeon Bay School District (“District”) and compliance with them is required.

This Employee Handbook is a collection of selected employment policies and procedures, as well as rules and regulations of the District. It has been prepared to acquaint all support staff members with these policies and procedures, rules, and regulations that govern their employment in the District, and to provide for the orderly and efficient operation of the District.

It is each support staff member’s responsibility to read and become familiar with this information and to comply the policies adopted by the Board and/or the administrative guidelines promulgated by the Superintendent that are available electronically on the District website, as well as the rules and regulations contained herein.

If you have questions regarding any of the Board policies and/or Superintendent’s administrative guidelines, and/or the rules or regulations set forth in this Handbook, or about matters which are not covered, please direct them to your immediate supervisor.

DISCLAIMER STATEMENT

This Employee Handbook has been prepared for informational purposes only. None of the statements, policies and procedures, rules, or regulations contained herein constitutes a guarantee of employment, a guarantee of any other right or benefit, or a contract of employment, express or implied. All of the District’s employees are employed “at-will”, and employment is not for any definite period, unless otherwise provided by individual contract. Termination of employment may occur at any time, with or without notice, and with or without cause, at the option of the District or the employee. The District’s staff employed under individual contracts with the Board may be terminated or nonrenewed consistent with the terms of the individual contract.

Furthermore, any staff members who violate any of the terms and conditions of employment set forth in this Employee Handbook may be subject to disciplinary action in accordance with Policy 4139-Staff Discipline.

The provisions set forth in this Handbook may be altered, modified, changed, or eliminated at any time by the District, with or without notice. This Employee Handbook supersedes any and all previous handbooks, statements, policies and procedures, rules, or regulations given to employees, whether verbal or written.

STATEMENT OF PHILOSOPHY

The School District of Sturgeon Bay believes that a school system in America has an obligation to continually strive to instill in each individual, according to his/her abilities, the knowledge, skills, attitudes, and values necessary for effective living in a free and changing society based on the rights and responsibilities embodied in our American heritage.

It is the aim of this school district to provide a diversified program of educational experiences to youth and to cooperate with the home, church and community to promote the development of individually different but effectively-educated citizens.

Within the classroom, emphasis should be on the development of fundamental skills and knowledge, as well as on breadth and depth of materials according to the student's ability. This can best be accomplished through a varied and flexible curriculum presented in surroundings that promote good work and study. The needs of the students, their parents, and the community demand an honest appraisal of student ability, flexible learning programs, and a healthy respect for learning itself. Likewise, recognition of the obligation to stimulate the ability to think objectively, to draw conclusions, and to make decisions is accompanied by an awareness of significant and desirable social and personal values.

CHAIN OF COMMAND – ORGANIZATIONAL CHART

The chain of command is the formal line of authority, communication, and responsibility within the District.

(See also Policy 3112– Board-Staff Communications)

The chain of command depicted on the *organizational chart* (this will be a hyperlink to the District's Organizational Chart) identifies the relationships in the District.

PURPOSE

The Board will operate and manage the school system and its programs, facilities, properties and school-related activities of its employees, and it is expressly recognized that this operational and managerial responsibility includes, but is not limited to, the determination and direction of the working force; the right to subcontract for goods, services or work that is deemed desirable by the Board or the Superintendent; the right to plan, direct and control school activities; the right to establish and revise the school calendar; establish hours of employment; to schedule classes and assign workloads; to maintain the effectiveness of the school system, to make necessary assignments for all programs of an extracurricular nature; to create, revise and eliminate positions; to establish and require observance of reasonable rules and regulations; to select, hire and terminate employees; to determine qualifications and conditions of employment; to promote or demote and to discipline and discharge employees. The foregoing enumerations of the functions of the Board shall not be considered to exclude other functions of the Board not specifically set forth.

II. EMPLOYMENT

EQUAL EMPLOYMENT OPPORTUNITY

The Board of Education (the “Board”) does not discriminate in the employment of staff on the basis of any characteristic protected under State or Federal law including, but not limited to: race, color, age, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in § 111.32, Wis. Stats.), sexual orientation, national origin, ancestry, arrest record, conviction record, use or non-use of lawful products off the District’s premises during non-working hours, or declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters or any other characteristic protected by law in its employment practices.

If the employee has questions regarding Equal Employment Opportunity or how to file a complaint regarding equal employment (s)he should refer to:

Policy

AG 4122	Nondiscrimination and Equal Employment Opportunity
AG 4122A	Federal Regulations for Section 504 34 CFR Ch. 1 (7-1-88 Edition) Subpart B – Employment Practices
AG 4122B	Complaint Procedures for Nondiscrimination and Equal Opportunity/Access
AG 4122C	Comparative Analysis of Employment Related Provisions of ADA and Section 504

ANTI-HARASSMENT POLICY

The Board is committed to a work environment that is free of harassment of any form. The Board will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it. Any member of the District community who violates this policy will be subject to disciplinary action, up to and including termination of employment. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our employees.

For purposes of anti-harassment, “District community” means individuals subject to the control and supervision of the Board including, but not limited to, student, teachers, staff, volunteers, and Board members. “Third party” means individuals outside the District community who participate in school activities and events authorized by the Board including, but not limited to, visiting speakers, participants on opposing athletic teams, and vendors doing business with, or seeking to do business with, the District.

Harassment consists of unwelcome conduct, whether verbal, physical, or visual, that is based on a person’s protected status, such as sex, color, race, ancestry, creed, religion, genetic information, national origin, age, handicap, disability, marital status, veteran status, citizenship status, sexual orientation, arrest record, conviction record, or other protected group status, which affects tangible job benefits, interferes unreasonably with an individual’s work performance, or creates an intimidating, hostile, or offensive working environment. Harassment may occur

employee-to-employee, student-to-employee, male-to-female, female-to-male, male-to-male, or female-to-female.

The Superintendent has prepared written administrative guidelines for employees to follow when reporting alleged harassment. The process that will be followed when conducting an investigation regarding alleged harassment that is prohibited is also set forth in these guidelines.

For more information employees shall refer to:

Policy 4362	Employee Anti-Harassment,
Policy 4362.01	Threatening Behavior Toward Staff Members,
AG 4362	Employee Anti-Harassment,
AG 4362A	Reporting Threatening Behaviors.

JOB DESCRIPTIONS

The Board recognizes that it is essential for District and employee accountability for each staff member to be fully aware of the duties and responsibilities of his/her position. Job descriptions document and describe the essential functions for professional staff positions and thereby promote organizational effectiveness and efficiency.

For more information regarding job descriptions, support staff employees shall refer to Policy 4120.01 – Job Descriptions. Further, if a copy of a job description is required or desired, the employee shall ask their immediate supervisor or go to the district office and request a duplicate copy.

IMMIGRATION REFORM ACT NOTICE

The District complies with the provisions of the Federal Immigration Reform and Control Act of 1986, including, but not limited to, requiring verification of authorization to accept employment in the United States from all employees.

For more information regarding this compliance, please refer to the following:

Policy 4111 - Creating a Position

CONFLICT OF INTEREST

Employees are expected to maintain high standards of honesty, integrity, impartiality, and professional conduct. Employees are expected to perform their duties in a manner free from conflict of interest pursuant to Section 19.59 Wisconsin Statutes.

Policy 4210 Staff Ethics

OUTSIDE ACTIVITIES OF STAFF

It is imperative that employees avoid situations in which their personal interests, activities, and associations may conflict with the interests of the District. If an employee is involved in an activity that threatens a staff member's effectiveness within the school system, the Superintendent shall evaluate the impact of such interest, activity, or association upon the staff member's responsibilities.

For more information regarding the Board's expectations concerning interests, activities or associations that may conflict with the interests of the District, support staff employees should review the following:

Policy 4231 - Outside Activities of Support Staff

COMMUNICATIONS AND SUGGESTIONS

The District values the comments and suggestions of its employees concerning work methods and operations. Employees should follow the chain-of-command when offering a suggestion or comment.

Support staff members should refer to the detailed procedure regarding communication set forth in

Policy 4112 Board-Staff Communication

POLITICAL ACTIVITIES

Political activities that do not contribute to a positive learning climate may be disruptive, divisive and distracting. Therefore, the Board has concluded that such activities are not appropriate within the school setting. It is the intention of the Board to regulate such activities on all Board owned or used property, within all District buildings and at all District-sponsored activities.

AG 4231A – Participation in Political Activities

REPORTING SUSPECTED CHILD ABUSE AND NEGLECT

Wisconsin law requires District personnel to report all suspected incidents of child abuse and/or neglect to the Door County Department of Human Services, law enforcement or other legal authorities. Because the Board is concerned with the welfare of all children, it recognizes the legal and ethical obligations to report suspected abuse or neglect and expects District staff to act in accordance with all appropriate Wisconsin statutes.

All District Employees are required to report suspected abuse or neglect when there is "reasonable cause" to suspect abuse or neglect has or will occur. Anyone who, in good faith, participates in the making of a report pursuant to the legal mandate shall in so doing be immune from any liability, civil or criminal, that might otherwise be imposed. State law also protects Employees from being discharged from employment as a direct result of such a report.

The Board supports a preventative approach to child abuse and neglect and will provide training to school personnel in recognizing the indicators of abuse or neglect and in working with families in attempting to eliminate the conditions which may have contributed to the suspected abuse or neglect.

Further information, guidelines and requirements relating to the District's child abuse and neglect reporting policy are set forth in Board policy 8462 which is available on the District's website. If you have questions regarding the policy, please contact the District's administration office.

III. EMPLOYMENT STATUS AND RECORDS

EMPLOYMENT CATEGORIES

A regular employee is hereby defined as a person hired to fill either a regular full-time or regular part-time position and is intended to be retained for a period longer than 90 calendar days. An employee hired for a period that is expected not to exceed 90 calendar days is considered a temporary employee and as such is not entitled to any benefits outlined in this handbook.

A full-time position works a minimum of 35 hours per week or more. Less than 35 hours per week is considered part-time.

The Board establishes the specific categories of employment by which staff are identified as administrators or members of the professional staff if they fall into a category established in Policy 3120 – Employment of Professional Staff, or are identified as members of the support staff if they fall into a category established in Policy 4120 – Employment of Support Staff.

PERSONNEL FILES

It is critical to effective human resource management and necessary for satisfaction of legal obligations that the Board maintains accurate personnel records. Further, the access granted for review and inspection of a personnel file must be completed in accordance with state law. The District shall maintain personnel records and grant access to inspect or review the record in accordance with Policy 8320 – Personnel Records and State law.

PERSONNEL FILE RECORD CORRECTION

If there is any disagreement with the content or information contained in an employee's personnel record, the employee will follow the process established in Policy 8320 – Personnel Records to either have a correction made to the information in question, or to have the content in question removed from the file.

PERFORMANCE EVALUATION

The Superintendent has established and will implement a program of staff evaluation.

This program shall focus upon the early identification of specific areas in which the support staff member's performance needs improvement so that appropriate assistance may be provided in a systematic way. The evaluations shall be consistent with the following:

- A. State statutes
- B. Policy 4220 – Staff Evaluation
- C. AG 4220 – Evaluations of Staff

CONFIDENTIALITY

As a result of an Employee's responsibilities with the District, an Employee may have access to confidential student or personnel records or other sensitive information. This may include, without limitation, information concerning the educational and medical status or condition of a student, the medical status or condition of an Employee, Employee records as well as the District's business practices including purchasing and negotiating strategies (collectively "confidential information"). Pupil information obtained as the result of employment with the District is confidential information and protected by law unless such information has been designated as pupil directory data in School Board policy, and parents or guardians have not otherwise exercised their right to opt out of the release of designated directory data information.

Confidential information cannot be disclosed to any District personnel who are not authorized to receive such information or to persons outside of the District without the express authorization of Administration. Likewise, no information concerning the internal operations of the District, including but not limited to the release of records of the District, may occur except through, and with the permission of Administration.

Unless directed by Administration, Employees shall not act as the District's custodian of records or disseminate confidential information. State and federal laws govern the collection, maintenance and dissemination of confidential information. As a result, the improper and unauthorized disclosure of confidential information may constitute a violation of law. All inquiries or requests for pupil or personnel records should be directed to the Superintendent or building supervisor.

STUDENT SUPERVISION AND WELFARE

The Board requires each support staff member to maintain a standard of care for supervision, control and protection of students commensurate with the employee's assigned duties and responsibilities.

For the Board's expectations with regard to student supervision and welfare, refer to Policy 4213 - Student Supervision and Welfare.

ASSIGNMENT AND TRANSFERS

The Superintendent is responsible for the proper assignment of all staff members in conformance with any legal requirements or certification requirements. Assignments for the forthcoming school year will be made in accordance with AG 4130 – Assignment and Transfer of Support Staff.

Further, staff may be transferred between schools when the Superintendent determines that the needs of the students, the school or District so require.

STAFF DISCIPLINE

Staff discipline and required investigations regarding potential wrongdoings of a support staff member shall be consistent with Policy 4139 – Staff Discipline

REDUCTION IN STAFF

The Board may abolish support staff positions and/or reduce the support staff as necessary. Such support staff reductions will be made in compliance with Policy 4131 – Reduction in Staff

TERMINATION AND RESIGNATION

Individual employment may be terminated for any reason, provided that the decision is not arbitrary or capricious, or in violation of any applicable law.

Finally, a support staff member may submit a letter of resignation and, if accepted by the Board, will be separated from employment at the date specified by the Board.

Policy 4140 – Termination and Resignation

IV. EMPLOYEE PAY AND BENEFITS

PAY PERIODS

All support staff members shall be paid in accordance with the provisions established in AG 6510B – Payroll Authorization.

Employees shall be paid every other Wednesday according to the regular District schedule. In the event the pay date falls on a holiday, the pay date shall be the previous day.

Each employee's vacation and sick leave balance, current to the end of the last pay period, shall be indicated on the employee's district time off record.

COMPENSATION

The District will set compensation for Employees on an annual basis and will provide Employees notice of their salary or wages upon completion of negotiations and in accordance with contract dates. The District exclusively reserves the right to provide other compensation, such as merit pay, performance pay, supplemental compensation, or other forms of compensation. Said compensation will be based upon objective evaluations.

OVERTIME AND HOLIDAY PAY

Time and one-half (1-1/2) shall be paid for all hours worked in excess of forty (40) hours per week, and for all hours worked on holidays in addition to holiday pay.

Paid time off will not be counted the same as “time worked” for the purpose of computing overtime.

Overtime shall be divided as equally as reasonably possible between categories and buildings, subject to availability and willingness.

BENEFITS

The Board provides a competitive and comprehensive package of benefits to its employees. The Board retains the final authority to establish, modify, rescind, add or in any way affect employee benefits. Annually, in conjunction with the budget process, the anticipated shared cost of all employee benefits, specifying both the employee and employer share shall be approved through Board action.

Policy 4425 Benefits

LEAVES OF ABSENCE (Extended Leave)

Any staff member may request a voluntary leave of absence from employment by the Board. All requests for unpaid leaves shall be presented to the Board for approval and will provide the reason for the leave and the expected duration of the leave.

If the leave is approved, the Board action will also provide the conditions applicable for the employee to return to work.

Leaves will be granted in accordance with Policy 4430 – Extended Leaves of Absence

SUPPORT STAFF EMPLOYEE SICK LEAVE POLICY

Employees may use paid sick leave and must follow the protocol established in [Policy 4432](#) – Employee Sick Leave.

- A. All regular part time and full time employees shall be granted "sick leave" credit with full pay not to exceed ten (10) days per year. Unused days shall be cumulative to a maximum of one hundred twenty (120) days. Part-time employees or employees who have worked less than one year will have their sick leave applied on a proportional basis. [Technical correction directly from Policy 4432 – October 5, 2018].
- B. Sick leave shall be accounted for in hourly increments.
- C. No sick leave will be paid beyond the first day for which an employee becomes eligible for long-term disability.
- D. Sick leave shall cover absences due to employee's illness, including child bearing, or the employee's medical care.
- E. Sick leave may also be used for critical illness and/or emergency medical treatment for the employee's immediate family. Sick leave use under this clause exceeding three (3) days must qualify under the provisions of state and federal Family and Medical Leave Acts (FMLA).
- F. Employee's immediate family is defined to include: employee's spouse, parents, step-parents, siblings, step-siblings, children, stepchildren, father/mother-in-law, brother or sister, brother in-law or sister-in-law, grandparents, step-grandparents and grandchildren and step-grandchildren.
- G. Sick leave for non-emergency medical treatment and nonemergency medical examination of family or others would be granted only in exceptional cases with prior approval of the Superintendent of the District, and the deduction would be in full.
- H. A doctor's certificate is required for any sick leave absence in excess of three (3) days. This requirement may be waived by the Superintendent under certain circumstances.

FAMILY AND MEDICAL LEAVE

Medical leave is defined under the Family and Medical Leave Acts found in the state and federal laws as leave or other medical leave that renders an employee unable to be at work, and requires written documentation from a licensed healthcare provider indicating that the employee is unable to be at work. The provisions of both the Federal and State family and medical leave provisions require specific eligibility and qualifying reasons to access this leave; to determine if you are eligible or qualify for family and medical leave refer to [Policy 4430.01](#) – Family and Medical Leave of Absence (FMLA).

FUNERAL LEAVE

Funeral leave is granted to the employee for the loss of immediate family members as designated under section F of the sick leave policy. If sick leave is unavailable, vacation time or unpaid leave will be granted. Funeral leave for immediate family is limited to five (5) days per occurrence, but may be extended at the discretion of the Superintendent when a continued emergency exists.

Extended family funeral leave: Funeral leave, not to exceed one (1) day, may be granted for the in-laws not listed under the immediate family section, and for aunts, uncles, nieces, and nephews.

JURY DUTY/COURT SUMMONS

Jury Duty: Any employee who shall be called for jury duty or be required to appear as a witness in court shall receive regular salary or wages for such day or days while serving or appearing; the compensation received for such jury duty or court appearance shall be returned in full to the District. In case of court appearance required because of a violation by the employee, the Section will not apply.

MILITARY LEAVE

It is the District's policy that employees will be granted all military leave rights available under the Uniformed Services Employment and Reemployment Rights Act (USERRA). Upon notification of the need for military leave, the employee should contact the Director of Human Resources as soon as possible to arrange for the leave. Benefits due employees while on voluntary or involuntary military leave will be determined by applicable State and Federal laws and only those benefits as required by such laws will be provided. If State and Federal laws are not applicable to a specific benefit no such benefit will be provided. Any Employee who enters service in any of the armed forces of the United States shall, upon termination of such service by honorable discharge or other evidence of good standing, be entitled to reemployment in accordance with provisions of USERRA and other applicable federal and state laws.

OTHER/EMERGENCY LEAVE

Other Leave: For all absences other than those listed above, or for absences beyond the accumulated sick leave, there shall be no pay granted for each day missed. Emergency leaves shall be limited to five (5) days per occurrence. All leaves must have prior approval of the Superintendent of Schools.

VACATIONS

Each regular full-time twelve (12) month employee and each regular part-time twelve (12) month employee covered by this Agreement shall have a vacation with pay when schools are not in session. Payment to part-time twelve (12) month employees will be based on their regular part-time work week.

In determining vacation schedules, the administration shall respect the wishes of the eligible employees as to the time of taking their vacation insofar as the needs of the Board will permit. Vacations may be taken at times other than normal summer vacations, subject to approval by the Superintendent of Schools. Employees may carryover one week of vacation for one year.

Vacations will be awarded on anniversary dates as follows:

One (1) week after first six (6) months of continuous service. (This week may be retained for use after second six (6) months of continuous service at employee's discretion.)

One (1) week after second six (6) months of continuous service.

Two (2) weeks after two (2) years of continuous service.

Three (3) weeks after nine (9) years of continuous service.

Four (4) weeks after fifteen (15) years of continuous service.

If a holiday should occur during a vacation, an additional day of vacation will be granted.

HEALTH INSURANCE BENEFITS

Health Insurance will be provided to all full-time support staff members in accordance with the District's Health Insurance Plan and Policy 4419 –Group Health Plans. Part-time support staff employees will be provided access to available group health insurance plans in accordance with state and federal law, and the terms of the District Health Insurance Plan. General access the District Health Insurance Plan is not a guarantee or commitment to a specific premium contribution amount, if any.

See Appendix A for Specific Benefit Information.

PRIVACY PROTECTIONS OF FULLY INSURED GROUP HEALTH PLANS

Eligible support staff employees who are provided coverage under fully insured group health plans are assured the privacy protections required by Federal and State law.

See also Policy 4419.02 = Privacy Protections of Fully Insured Group Health Plans

V. WORKING CONDITIONS AND HOURS OF WORK

WORK WEEK

The normal workweek shall not exceed forty (40) hours, and shall run Sunday through Saturday.

CALL-IN TIME

Employees who are called to work other than their regularly scheduled time shall be entitled to at least two (2) hours work or pay therefore, regardless of the length of time less than two (2) hours which he/she may have worked.

“Call In Time” will include building supervision and work involved during specially scheduled events such as athletic events, dances, plays, recreation department activities or civic functions. Building supervision will involve opening the building, servicing the crowd and the building, being of assistance as necessary, and performing related cleanup as necessary for the following day.

DRESS CODE

The Board has exercised its authority to specify dress and grooming guidelines for support staff members.

When on duty, support staff members are expected to dress in a manner that is consistent with the expectations described in Policy 4216 Dress and Grooming.

ATTENDANCE AND REPORTING ABSENCES

Staff members are expected to report for duty on all scheduled workdays; however, when a staff member must be absent, they must notify their immediate supervisor and or sub caller if appropriate prior to the start of their shift.

WORK SCHEDULES/DAILY TIME SHEETS

Support staff members are expected to adhere strictly to their established work schedules, unless their immediate supervisor approves a deviation from it. Support staff members are also required to complete their time sheets daily and submit them to their immediate supervisor for payroll purposes in accordance with the established schedule.

BREAK AND MEAL PERIODS

Breaks will be provided in accordance with Federal and State law.

Leave periods of 30 minutes or more shall be unpaid.

All support staff members are expected to adhere strictly to the length of time designated for breaks and meal periods.

OVERTIME

The Board shall comply with provisions of State and Federal Law and their respective implementing regulations relating to minimum wages and overtime.

For further information regarding overtime eligibility and approval of overtime work refer to Policy 6700 - Fair Labor Standards.

HOLIDAYS AND TIME OFF

A. All regular all-year full-time employees shall be granted ten (10) paid full day holidays each year. They are as follows: Fourth of July, Labor Day, Thanksgiving Day, day after Thanksgiving Day, Christmas Eve Day, Christmas Day, New Years' Eve Day, New Year's Day, Good Friday, and Memorial Day.

B. All administrative assistants, if working at the time of year when a specified holiday falls, shall be granted the following paid holidays: Labor Day, Thanksgiving Day, day after Thanksgiving Day, Christmas Eve Day, Christmas Day, Good Friday, and Memorial Day.

When a holiday falls on a Saturday or a Sunday, another convenient day will be designated.

C. For teaching associates and kitchen staff who work 20 hours/wk or more when school is in session and the holiday falls on a scheduled work day, payment will be made for *Labor Day (*if school is in session prior to Labor Day), Thanksgiving Day, day after Thanksgiving Day, Christmas Eve Day, Christmas Day, Good Friday, and Memorial Day.

PERFORMANCE EVALUATION

The Superintendent has established and will implement a program of staff evaluation. This program shall aim at the early identification of specific areas in which the staff member needs help so that appropriate assistance may be provided or arranged for. The evaluations shall be

consistent with applicable State statutes, Policy 4220 - Staff Evaluations, and AG 4220 – Evaluation of Staff.

EMERGENCY CLOSINGS

The Superintendent shall make the decision regarding emergency closings in accordance with the Plan for Emergency Preparedness as established in accordance with Policy 8420-Emergency Evacuation of Schools.

TRAVEL EXPENSES

The Board may provide for the payment of the actual and necessary expenses, including travel expenses, of any support staff member of the District incurred in the course of performing services for the District, whether within or outside the District, under the direction of the Board and in accordance with the Superintendent's administrative guidelines.

Policy 4440 – Job-Related Expenses

USE OF PERSONAL PROPERTY AT THE DISTRICT

Employees may wish to bring personal property to school for reasons associated with their responsibilities. This practice is authorized provided it is understood that the District will not be responsible for any loss, damage, or misuse of such property.

The District does not assume any responsibility for loss, theft or damages to personal property. The District is not liable for vandalism, theft or any damage to cars parked on District property. The District carries no accident insurance or other insurance coverage for any loss or injury for which the District does not have legal responsibility.

VI. SAFETY AND HEALTH

SMOKING

The Board is committed to providing students, staff, and visitors with a tobacco and smoke-free environment. Accordingly, the Board prohibits support staff members to use tobacco in any form on District premises, in District vehicles within any indoor facility owned or leased or contracted for by the District and used to provide education or library services to children, and at all District-sponsored events.

Policy 4215 - Use of Tobacco by Support Staff

TRAINING

Employees, for whom training in the following areas is deemed necessary and appropriate, shall be trained in:

- A. The use of automated external defibrillators (Policy 8452 – Automated External Defibrillators),
- B. The control of blood borne pathogens (Policy 8453.01 - Control of Casual Contact Communicable Diseases)
- C. The control of casual-contact communicable diseases (Policy 8450 - Control of Casual Contact Communicable Diseases)
- D. Understanding the method of transmission and prevention of diseases that are direct contact communicable diseases (8453 – Direct Contact Communicable Diseases) and
- E. The authorized use of Seclusion and/or Restraint with/or on students.

REPORTING WORK RELATED INJURY

Any accident that results in an injury, however slight, to an employee of the Board, must be reported promptly and in writing to the District Business Office in compliance with Policy 8442 – Reporting Accidents. The injured employee shall complete a form that includes the date, time and place of the incident; the names of persons involved; the nature of the injury to the extent that it is known; and a description of all relevant circumstances.

VII. EMPLOYEE COMMUNICATION & TECHNOLOGY

ACCEPTABLE USE OF DISTRICT EDUCATION TECHNOLOGY

Staff use of the District's Education Technology will be governed by Policy 7540.04 – Staff Education Technology Acceptable Use and Safety and the related administrative guidelines.

The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have a limited privacy expectation in the content of their personal files and records of their online activity while on the Network.

EMAIL

When available, the District's e-mail system must be used by employees for any official District e-mail communications.

Employees are required to keep their inbox and folders organized by regularly reviewing e-mail messages, appropriately saving e-mails that constitute a public record or student record and e-mails that are subject to a “Litigation Hold”, and purging all other e-mails that have been read.

The District complies with all Federal and State laws pertaining to electronic mail. Accordingly, e-mails written by or sent to District employees may be public records, or education records if their content includes personally identifiable information about a student. E-mails that are public records are subject to retention and disclosure, upon request, in accordance with Policy 8310 – Public Records.

The District retains the right to monitor or access any District e-mail accounts at any time. Users should not expect that their communications sent or received through the District e-mail system will remain confidential and personal.

Employees should be aware of the framework for the proper use of e-mail established in Policy 7540.06 – Electronic Mail and the Superintendent’s established guidelines regarding e-mail.

SOCIAL MEDIA

In accordance with Policy 4213-Student Supervision and Welfare, support staff members are discouraged from engaging students in social media and online networking media, such as Face book, Twitter, MySpace, etc. any reason outside of educational use.

VIII. EMPLOYEE CONDUCT AND DISCIPLINARY ACTION

STAFF DISCIPLINE

Staff discipline and required investigations regarding potential wrongdoings of a staff member shall be consistent with Policy 4139–Staff Discipline

GRIEVANCE PROCEDURE

Each employee of the District shall be provided an opportunity to resolve matters affecting employment that the employee believes to be unjust as provided for in Policy 4340-Grievance Procedure.

The grievance procedure is available in the case of any employee’s disagreement with discipline or termination of employment, as well as any matter relating to workplace safety.

DRUG AND ALCOHOL USE

Consistent with the Drug-Free Workplace Act, the Board prohibits the manufacture, possession, use, distribution, or dispensing of any controlled substance, including alcohol, by any member of the District's support staff at any time while on District property or while involved in any

District-related activity or event. Any staff member who violates Policy 4122.01–Drug-Free Workplace shall be subject to disciplinary action in accordance with Policy 4139–Staff Discipline and the Superintendent’s guidelines, as well as any applicable terms of any collective bargaining agreements

Any employee who feels that he or she needs assistance with drug or alcohol dependency is encouraged to contact Superintendent for information about the District’s Employee Assistance Program (EAP). Employees receiving assistance in this regard are not exempted from compliance with the District’s prohibition on the manufacture, possession, use, distribution, or dispensing of any controlled substance while on duty or on school premises or at any school sponsored activity.

Policy 4170.01 – Employee Assistance Program (EAP)

IX. EMPLOYEE RECEIPT AND ACKNOWLEDGMENT

I acknowledge that I have received and read The Sturgeon Bay School District's Employee Handbook for Support Staff and understand the provisions contained herein. I understand that the terms described in the Employee Handbook for Support Staff may be altered, modified, changed, or eliminated by the Board at any time, with or without prior notice.

I further understand that the Employee Handbook for Support Staff and any other provisions contained therein do not constitute a guarantee of employment or an employment contract, express or implied. I understand that my employment is "at-will," and that my employment may be terminated at any time for any reason, with or without cause, and with or without notice, unless otherwise provided by individual contract and consistent with Board Policy.

(Employee Signature)

(Printed Name)

(Date)

APPENDIX A

Medical and Dental Insurance

Employer shall provide insurance, with major medical and dental insurance to district employees that average 30 hours per week or more. Term life and long-term disability insurance shall remain as additional benefits. The District has the right to bid out insurance. The District has the right to determine the insurance carrier and the insurance benefits. The premiums for said plans shall be contributed as follows:

	<u>Family</u>	<u>Single</u>
<u>Medical</u>		
Board pays	87.4%	87.4%
<u>Dental</u>		
Board pays	87.4%	87.4%

Health and accident, dental insurance as summarized in the addenda to the plan shall be optional and prorated for regular part-time help as follows:

1. 1,450 hours and over - eighty-seven point four percent (87.4%) of medical insurance; eighty-seven point four percent (87.4%) of dental insurance (40 hours a week for 36 weeks)
2. 1,188 to 1,449 hours - Seventy-five percent (75%) of the Employer paid amount of the medical and dental insurance. (33 hours a week for 36 weeks)
3. 1,080 to 1,187 hours – The district will cover \$1200 a year the can be applied toward the district’s dental insurance. (30 hours a week for 36 weeks)

A separate Long Term Disability and Term Life Insurance is also provided for those employees eligible for health insurance averaging thirty-two and a half (32 ½) hours per week or more. Employer will pay one hundred percent (100%) of the premium for those eligible employees.

Appendix B

CAFETERIA PLAN/ALTERNATIVE BENEFIT PLAN (ABP)

A.

Support staff, who qualify for health insurance may elect through the cafeteria plan either to be provided with the District's health insurance coverage as described above or to receive additional payment of cash compensation/alternative benefit plan (ABP) as set forth below.

B. Where the District employs both spouses prior to March 2011 one spouse will be eligible for participation in the alternative benefit plan (ABP) if the other spouse enrolls in group insurance coverage. Any new employed spouses after March 2011 will not be eligible for the cafeteria plan.

C. Employees eligible for insurance may choose, at the beginning year of each cafeteria plan year, between:

1. participation in the District's health plan
2. a cash payment equal to the amount listed below

D. Cash Compensation: The cash contribution dollar amount shall be \$5,000 and less the District's share of social security and Medicaid.

The amount of each additional cash contribution dollar amount shall be calculated by dividing the dollar amount stated above by twenty-four (24) times per year.

Health insurance eligible part-time employees who select the cash compensation shall receive a pro-rated amount of the District's contribution based upon the part-time employee's percentage of full-time employment.

E. The cash compensation amount shall be paid to the employee as additional taxable earnings which are not subject to Wisconsin Retirement System (WRS) contributions to the extent permitted by WRS rule or law, with the appropriate employee F.I.C.A., state and federal taxes deducted from the employee's payroll check.

F. Beginning Eligibility Date for Cafeteria Plan:

1. New Employees: Payments shall be based on the employee's eligibility date. For new employees, this constitutes the employee's first day of active service. Employees must enroll in the cafeteria plan prior to the employee's first day of active service. Absent a "qualifying event", i.e. loss of spouse health coverage, etc., the employee must continue to take the chosen option until the end of the cafeteria plan year

If the new employee's first date of active service is after the 15th of the month, no cash contribution is required in that month. If the employee's first date of

active service is on the 1st through the 15th of the month, the District will contribute the payment.

2. Current Employees: Current employees, when permitted by applicable Internal Revenue Code section 125 “cafeteria plan” rules, must make written cafeteria plan election initially prior to the beginning of the subsequent cafeteria plan year. Absent a “qualifying event”, i.e. loss of spouse health coverage, etc., the employee must continue with the chosen option until the end of the cafeteria plan year. Once the employee is eligible to begin cash in lieu of health status contributions will begin with the first paycheck beginning after the cafeteria plan year starts.

G. Any support staff who waives participation in the District group health insurance plan and elects to receive cash compensation in lieu of health insurance may enroll in the group health insurance plan at a later date in the case of a “qualifying event”, pursuant to the late enrollment terms, timelines, and conditions set forth in the group health insurance contract and the plan’s cafeteria rules. The cash compensation payments shall cease effective with the month in which the staff member commences participation in the group health insurance plan.

H. Teacher associates and food service do not qualify for the alternate cash benefit.

I. As part of the cafeteria plan, the District will automatically deduct all employees’ health and dental premiums on a pre-tax basis.

J. The district will offer eligible employees that work over 20 hours per week the option to elect a Section 125 Flexible Spending Plan for uninsured medical and/or daycare expenses. The District will choose the Section 125 Flexible Spending Plan provider.

APPENDIX C

Post-employment Benefits

Post-employment benefits for support staff were changed based upon years of service as of the end of the 2012-2013 school year. As a result, we currently have three categories of support staff pertaining to post-employment benefit eligibility. These categories are Category A, Category B, and Category C as listed below.

Category A

Support staff members hired since the start of the 1998-1999 school year do not qualify for any post-employment health or dental insurance benefit in retirement.

Category B

Support staff members hired prior to the start of the 1998-1999 school year who had 15 years of service at the end of the 2012-13 school year qualify for a post-employment benefit. The benefit these support staff members qualify for is as follows:

The Employer shall continue health coverage, single or family plan, for three (3) months following employee retirement, with the District paying the required premium equivalent to the flat dollar amount of the premium established in effect at the time of their retirement. Should a retiree become Medicare eligible during the time of this retirement benefit, the retirement benefit will end. This insurance benefit applies to health insurance only. Retirees accepting the post-employment benefits are subject to all future changes in the health insurance plan structure, plan carrier and plan benefits that are applied to active employees.

A retiree receiving benefits, who because of other employment, establishes eligibility for unemployment compensation benefits, shall have the amount of the insurance payments reduced by the same amount of unemployment compensation benefits paid by the District as a secondary employer. The retiree would then have to pay that amount to the District.

Category C

Teacher Associates used to have a separate agreement prior to the 2012-2013 school year. When this was changed, teacher associates were added to the Support Staff category. Therefore, teacher associates hired prior to the 2003-2004 school year with enough years of service as outlined below are in Category C. Teacher associates, who had ten (10) years of service at the end of the 2012-2013 school year qualify for the following benefit:

The employer shall continue health coverage, single or family plan for six (6) months following employee retirement, if the employee had ten (10) years of service at the end of the 2012-2013 school year, with the District paying the required premium equivalent to the flat dollar amount of the premium established in effect at the time of their retirement.

STURGEON BAY SCHOOL CALENDAR FOR 2021-2022

Approved 11-18-2020

Revised 3-12-2021 Staff Version

AUGUST 2021				
M	T	W	TH	F
16	17	18	19	20
23	24	25	26	27
30	**31			

No school—Full day of in-service
No School—Half day In-service & half day teacher records.
No school—New Teacher In-Service
No School—Breaks
Classes in session
Half day for students--P.M. Teacher Records

SEPTEMBER 2021				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

FEBRUARY 2022				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

OCTOBER 2021				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

MARCH 2022				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

NOVEMBER 2021				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

APRIL 2022				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DECEMBER 2021				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

MAY 2022				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JANUARY 2022				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JUNE 2022				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17

Quarter:	I	46 days	Ends Fri. 11/5/21
	II	42 days	Ends Fri. 1/14/22
	III	44 days	Ends Fri. 3/18/22
	IV	47 days	Ends Fri. 6/3/22
	TOTAL	179 days	

School begins Wednesday, September 1
 In-service/No School: Oct. 8, Feb. 18, & May 27
 No School due to breaks:
 Nov. 25-28; Dec. 24 - Jan. 2; March 19 - 27;
 & May 30

Note: SBHS can adjust quarters, if needed.

**Staff: In-service day on Aug. 31 to fulfill the 180th day, unless we'd utilize a flexible day.

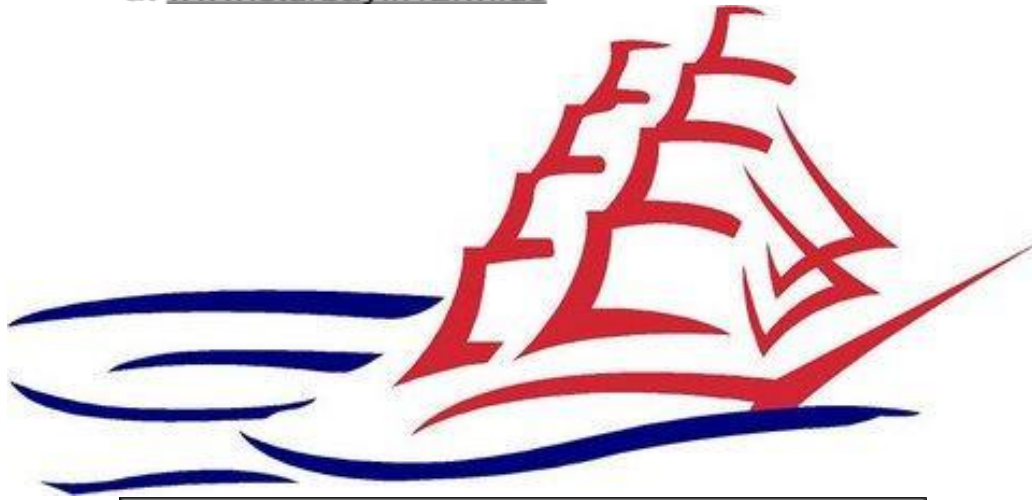
Sturgeon Bay High School		
Fundraising Calendar		
2021-22		
Month of Sale	Item(s) to be Sold	Selling Group
July	Door County Triathlon	HS Track and Field
July	Door County Triathlon	Dance
July - August	Welsing's Foodland Brat Sale	Ski and Snowboard
July	Door County Triathlon	Football
July - August	Youth Clipper Camp	Football
July	Carwash	DCU Girls
August	Girls Basketball Golf Outing at Idlewild Golf Course	Girls Basketball
August, November, March	Clipper Apparel (partnered with FLS Banners)	FBLA / Clipper School Store
August - June	Seroogy Candy Bars - Fall and Spring Sales	FBLA
August - June	Coffee, Tea, Hot Beverages in Room 109	FBLA
August - June	Jimmy John's (monthly, or so)	FBLA
August - June	Grocery Bagging	HS Band
August - June	Dine to Donate Nights	HS Band
August - June TBD	Jimmy John's	HS Track and Field
August - September	NFL Play 60	Football
August - September	Youth Cookie Dough Fundraiser	Football
August	Bagging Groceries	DCU Girls
August	Renard's Cheese Pizza / Kringle Sale	Girls Volleyball
August	Clipper Cards	Soccer
September	Possible Homecoming T-Shirt Sales	Student Council
September	Century Ride	Student Council
September - October	Pizza Sales	Soccer
October	Cheesecake Fundraiser	Band
October	Pumpkin Patch Festival	HS Band
October	Fall 50	HS Track and Field
October	Fall 50	Dance
October	Fall 50	Football
September	Powder Puff Game (Non-perishables and money collected for charity)	Student Council
November	Fruit Sale	HS and MS Band
November	Butter Braids	Dance
November	Hibernate Funds (Bed Sheets)	Ski and Snowboard
November	Ski / Snowboard Team Apparel Sale	Ski and Snowboard
November - December	Candy Cane Sales	Student Council
November	Marchant Meat Sales	Boys Basketball
November - December	Raffle Baskets	Boys Basketball
November - December	Bagging Groceries	Boys Basketball
December	RADA Cutlery or That's My Pan	HS Band
December	Talent Show (Non-perishables and money collected for charity)	Student Council
January	Pizza Sale	HS Band
March	Plant / Flower Sale	HS and MS Band
March - May	Snapl Raise	HS Track and Field
March - June	Pride at the Pump	HS Track and Field
March	Banners For Memorial Field Outfield Fence	Baseball
March	\$20 Local Business Cards	Baseball
March	Mania Tickets	Boys Basketball
March	Marchant Meat Sales	Girls Softball
March - April	Bagging Groceries	Girls Softball
March - April	Entertainment Cards	Girls Softball
March	Mania Tickets	Soccer
April - May	DormCo \$5 Gift Card Fundraiser for Seniors (dormco.com)	FBLA
April - May	Sully's Gift Certificates	Dance
April	Banners for PBI Field and Summer League / Tournaments	Girls Softball
May	Golf Outing Fundraiser - The Orchards Golf Course	HS Lettermen's Club
June	Powder-Q Fundraiser - First Annual	Football
June	Culver's Night	DCU Girls

T. J. Walker Middle School

Student Handbook

2021-2022

This handbook is posted on the district website
at www.sturbay.k12.wi.us



T. J. Walker Middle School
PBIS School

Be Respectful!
Be Responsible!
Be Safe!

WELCOME

Welcome, parents and students, to Thomas J. Walker Middle School as we head into a new school year! The purpose of the handbook is to inform you about expectations, requirements, and responsibilities of students and parents in the middle school. Parents and students are encouraged to use this handbook as a reference guide and to review its contents to become knowledgeable about school policies and procedures.

Students, take time to become involved in co-curricular activities, communicate with your teachers, take pride in your work, and above all, make the most of the educational opportunities we offer. They will benefit you now and throughout the future.

TJ WALKER VISION STATEMENT

TJ Walker will be a leader in creating opportunities for students to embrace today and be prepared for tomorrow.

TJ WALKER MISSION STATEMENT

The mission of TJ Walker is to empower students to be engaged, confident and continuous learners who utilize the essential learning skills to collaborate and contribute within the school, local and global community.

TJ WALKER ENDURING GOALS

Goal 1: Prepare students for academic, social, and emotional success beyond middle school. *Through challenging and cross-curricular programs, students learn the essential skills for continued education, careers, and life readiness for current and future success.*

Goal 2: Foster a positive, nurturing, and inclusive learning culture. *Learners engage in a collaborative and inspirational learning environment where intellectual and social growth, motivation, and resilience are promoted and valued.*

Goal 3: Communicate effectively. *Students, parents, and staff practice comprehensive, clear, interactive communications and relationships to enhance the educational experience.*

Goal 4: Integrate and utilize innovative technology to support and enhance student learning. *Students, parents, and staff engage in a safe, digital environment, which supports learning and academic achievement.*

DISTRICT MISSION STATEMENT

The School District of Sturgeon Bay, in partnership with the student, family, and community, will provide diverse educational opportunities for the development of informed, knowledgeable citizens and successful lifelong learners.

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NON-DISCRIMINATION POLICY

It is the policy of the School District of Sturgeon Bay, pursuant to Wis. Stats. 118.13, and PI 9, that no person, on the basis of age, sex, race, national origin, ancestry, creed, religion pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability or handicap, may be denied admission to any school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational, or other programs.

All vocational education programs follow the district's policies of non-discrimination on the basis of the above-mentioned reasons. In addition, arrangements can be made to ensure that the lack of English language skills is not a barrier to admission or participation.

For a copy of the complaint procedure or any question or complaints concerning Title IX of the Education Amendments of 1972, which prohibits discrimination based on the above-mentioned reasons, contact: Mr. Dan Tjernagel, Superintendent, School District of Sturgeon, Sturgeon Bay, WI 54235, phone 920-746-2801.

Inquiries related to Section 504 of the Rehabilitation Act of 1972, which prohibits discrimination based on handicap, should be directed to: Lindsey Ferry, School District of Sturgeon Bay, Sturgeon Bay, WI 54235, phone 920-746-2804

NOTICE TO PARENTS

As a parent of a student in the Sturgeon Bay School District you have the right to know the professional qualifications of the classroom teachers that instruct your child. Federal law allows you to ask for specific information about your child's classroom teachers and requires that we respond in a timely manner when we are asked for such information. Please check our website for the qualifications of our teaching staff. You have the right to ask the building principal for the following information in regard to your child's teachers:

- Whether the Wisconsin Department of Public Instruction has a licensed or qualified teacher for the grades and subjects he or she teaches.
- Whether the Wisconsin Department of Public Instruction has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major, whether the teacher has advanced degrees and the subject of the degrees.
- Whether any teachers' assistants or similar paraprofessionals provide services to your child and, if they do, their qualifications.

Sturgeon Bay Public Schools Board of Education

<i>Mike Stephani (President)</i>	<i>Tina Jennerjohn (Vice President)</i>	<i>Roger Wood (Treasurer)</i>
<i>Beth Chisholm (Clerk)</i>	<i>Scott Alger</i>	<i>Jessica Holland</i>
<i>Chad Hougaard</i>	<i>Damion Howard</i>	<i>Angela Kruse</i>

Sturgeon Bay Public Schools Administrators

<i>Dan Tjernagel (746-2801)</i>	<i>District Administrator</i>
<i>Ann Smejkal (746-2818)</i>	<i>Director of Teaching and Learning</i>
<i>Katy DeVillers (746-2818)</i>	<i>Elementary Principal</i>
<i>Brian O'Handley (746-5906)</i>	<i>Elementary Principal</i>
<i>Mark Smullen (746-2803)</i>	<i>Middle School Principal</i>
<i>Keith Nerby (746-2802)</i>	<i>High School Principal</i>
<i>Lindsay Ferry (746-2804)</i>	<i>Director of Pupil Services</i>
<i>Jake Holtz (746-2805)</i>	<i>Business Manager</i>
<i>John Sullivan (746-5814)</i>	<i>Building & Grounds</i>
<i>Jenny Spude (746-3877)</i>	<i>Food Service Director</i>
<i>John Quaderer (818-0785)</i>	<i>Kobussen Bus Supervisor</i>

T. J. Walker Middle School Staff

<i>Beth Alumbaugh (746-3881)</i>	<i>Special Education Aide</i>
<i>Nan Anschutz (746-5854)</i>	<i>Special Education Aide</i>
<i>James Benesh (746-5802)</i>	<i>Physical Education</i>
<i>Amelia Canilho (746-5745)</i>	<i>Spanish Teacher</i>
<i>Seth Carreno (746-5811)</i>	<i>School Psychologist</i>
<i>Gretchen Cihlar (746-3862)</i>	<i>Library Media Specialist Aide</i>
<i>Drew Demeny (746-5739)</i>	<i>English Language Arts – 8</i>
<i>Courtney Elm (746-3863)</i>	<i>English Language Arts – 7</i>
<i>Megan Erickson (746-2809)</i>	<i>Special Education</i>
<i>Elizabeth Gerondale (746-3852)</i>	<i>Spanish Teacher</i>
<i>Nora Hanks</i>	<i>ELL Aide</i>
<i>Jennifer Hanson (746-5728)</i>	<i>Computer Applications</i>
<i>Ben Herland (746-3869)</i>	<i>Health/Physical Education</i>
<i>Scott Hockers(746-5738)</i>	<i>Industrial Technology</i>
<i>Theresa Hrubycky (746-3891)</i>	<i>Special Education</i>
<i>Stephen Jacobson (746-3868)</i>	<i>Social Studies – 6</i>
<i>Kasee Jandrin (746-5769)</i>	<i>English Language Arts – 6</i>
<i>Debra Jeanquart (746-5744)</i>	<i>Mathematics – 6</i>
<i>Stacy Judas (746-5807)</i>	<i>Social Studies – 8</i>
<i>Morgan Kiedrowski (746-3875)</i>	<i>Counselor</i>
<i>Sarah Kruck (746-5755)</i>	<i>Mathematics – 8</i>
<i>Jennifer Lasee (746-5773)</i>	<i>Science – 6 & 7</i>
<i>Kaara McHugh (746-5753)</i>	<i>Vocal/General Music</i>
<i>Lori Mellen (746-2806)</i>	<i>Secretary</i>
<i>Rachel Miller (746-3891)</i>	<i>Special Education Aide</i>
<i>Unfilled (746-5816)</i>	<i>Speech & Language</i>
<i>Andrew Pagel (746-5766)</i>	<i>Instrumental Music</i>
<i>Kori Powell (746-2809)</i>	<i>Special Education Aide</i>
<i>Matt Propsom (746-5725)</i>	<i>Science – 6 & 8</i>
<i>Jenny Rabas (746-5761)</i>	<i>Social Studies – 7</i>
<i>Unfilled (746-5854)</i>	<i>Special Education</i>
<i>Jeanne Schopf (746-5924)</i>	<i>Secondary Interventionist</i>
<i>Joe Schriener-Schmidt (746-2809)</i>	<i>Special Education Aide</i>
<i>Holly Selle (746-3882)</i>	<i>Library Media Specialist</i>
<i>Craig Sigl (746-3897)</i>	<i>Mathematics - 7</i>
<i>Mark Smullen (746-2803)</i>	<i>Middle School Principal</i>
<i>Mariah Stahlke (746-5765)</i>	<i>Art</i>
<i>Paige Sullivan (746-5735)</i>	<i>Family/Consumer Education</i>
<i>Terri Stoneman (746-2809)</i>	<i>Special Education Aide</i>

T. J. Walker Middle School School Calendar 2021-22

This calendar is not updated during the year. Please visit our website for the most current information.

Aug. 24.....	6 th Grade Orientation 6:30 – 8:00 p.m.
Aug. 25.....	Open House 4:30 – 6:30 p.m.
Sept. 1.....	First Day of School
Sept. 9.....	Allied Arts Parent Meeting 6:00 – 6:30 p.m.
Sept. 9.....	8 th Grade Parent/Student DC Meeting 6:30 p.m.
Sept. 14.....	School Pictures
Oct. 8.....	Teacher In-Service/No Classes
Nov. 5.....	½ Day Teacher In-Service p.m./End of 1 st Quarter
Nov. 8 – 12.....	Parent/Teacher Conferences
Nov. 18.....	Allied Arts Dress Rehearsal 7:30 a.m. – 3:30 p.m.
Nov. 25 & 26.....	Thanksgiving Break – No Classes
Nov. 30.....	Senior Citizen Allied Arts Performance & Luncheon 10:30 a.m.
Dec. 3.....	Public Allied Arts Performance 7:00 p.m.
Dec. 4.....	Public Allied Arts Performance 2:00 p.m.
Dec. 6.....	Winter Band Concert 7:00 PM
Dec. 14.....	Winter Choir Concert 7:00 p.m.
Dec. 23.....	Last Day of School before Winter Vacation
Jan. 3.....	Classes Resume
Jan. 14.....	½ Day Teacher In-Service p.m./End of 2 nd Quarter
Feb. 12.....	School Ski Trip
Feb. 18.....	Teacher In-Service/No Classes
Feb. 23 - 25.....	6 th Grade Science Field Trip to CWES
Feb. 26.....	POPS Concert 4:00 PM
Feb. 28 – Mar. 4.....	Term 3 Parent Teacher Conferences
Mar. 14 – 18.....	Spring Fever Week
Mar. 18.....	½ Day Teacher In-Service p.m./End of 3 rd Quarter
Mar. 21 – 25.....	Spring Break – No Classes
April 15.....	Good Friday - No School
April 25.....	Spring Band Concert 7:00 PM
May 6.....	MS Choir Concert 7:00 p.m.
May 8 – 13.....	8 th Grade Washington DC Trip
May 27.....	Teacher In-Service/No Classes
May 30.....	Memorial Day – No Classes
June 3.....	8 th Grade Awards Ceremony 10:00 AM
June 3.....	½ Day (11:56 release) (Last Day of School)

GENERAL INFORMATION

Middle School Office: Office hours are between 7:30 a.m. and 4:00 p.m. Parents may call the middle school office at 746-2810 before and after our office hours to leave a voicemail message.

Phone System: Your phone calls are extremely important to us. Due to the limitations of having only one secretary in the middle school office you may want to avoid delays by dialing the staff member's room/office directly. All classrooms may be dialed directly. Please see the staff directory on page 6 for a list of extension numbers.

Parent Online Resources: Parents have electronic access to their child's grades and homework assignments by visiting our school's homepage on the district's website at www.sturbay.k12.wi.us. The *Powerschool Access* link will give you the ability to check your child's grades. In addition, online textbooks and other resources are available to use. Please make a point to utilize these web-based resources to keep abreast of your child's academic performance.

Parent Newsletter: Generally, about once per month our parent newsletter, *The Link*, will be published and mailed to parents. This newsletter has important information about our school. Please watch for and review it.

School Food Service: An appropriate lunchroom climate is one in which all students can relax, converse and enjoy their meal. Students will be granted enough space and time to eat at a healthy pace. Students will have access to handwashing just before meal service. Ample staff will be present in the lunchroom to assure TJ Walker values are reinforced.

Our food service programs are regulated by the USDA, administered locally by the State of Wisconsin – Department of Public Instruction administered and inspected by area health inspectors certain rules and regulations are adhered to.

School Lunch: Hot lunch is served at designated times between 12:30 p.m. and 1:08 p.m. in the Middle School Commons. Cold lunches brought from home will also be eaten in the Middle School Commons at that time. Middle School student meal prices are \$3.00 for lunch or salad and \$1.60 for a second entrée.

Purchases can be made through an electronic payment system in which families deposit money into. Items such as a hot lunch, salad, milk, additional side items or entrees can be made via the lunchroom software program in the lunchroom. Cash is not accepted in the lunchroom, but payments can be made through the middle school office or online (information for setting up online payment accounts can be found online – a family specific keycode is required and can be requested through the food service program. Contact Jenny Spude for this code if you don't have it from school registration or if it has expired – jspude@sturbay.k12.wi.us. Please refer to the lunch program letter issued at time of registration for more details regarding our school lunch and breakfast programs.

Free and reduced school meal applications can be filled out at any time during the school year. On application approval date is when free or reduced meal benefits begin. We encourage all families who MIGHT qualify for free and reduced meal benefits to apply because a number of our grants are based on the number of students on free or reduced lunch. Students eligible for free or reduced meal benefits also receive free breakfast.

Students cannot individually, or as a student group, order carry-in food from restaurants unless this activity is sponsored and supervised by a staff member or parent and with prior approval of the principal. Soda and candy will not be sold during the school day and students should not bring these items in their sack lunch.

School Breakfast: Students have the opportunity to eat breakfast from 7:50 – 8:02 a.m. Like with school lunch, they will also use their electronic food service account to purchase a breakfast for \$1.75 or individual ala carte items if authorized by their parents

Daily Schedule: Students should plan to arrive at school no earlier than 7:30 a.m. Our school hallways will not be open to students prior to 7:50 a.m. unless arrangements have been made with a staff member; however the gym will be open from 7:30 – 7:50 a.m. School is not responsible for the supervision of your child prior to that time. Below is the daily bell schedule of classes. Our day is divided into three main academic blocks (1, 2, & 3) which in turn are broken into (A, B, C).

Daily Bell Schedule	
Breakfast	7:50 – 7:58
1A	8:00 – 8:47
1B	8:49 – 9:31
1C	9:33 – 10:15
2A	10:20 – 11:02
2B	11:04 – 11:46
2C	11:48 – 12:26
Lunch	12:26 – 1:10
3A	1:13 – 1:56
3B	1:58 – 2:40
3C	2:42 – 3:24

Students may not loiter in and around the building after school is dismissed unless students are under the direct supervision of a staff member.

Closed Campus: We have a closed campus at the middle school. Students must remain at school during lunch unless their parent or guardian has submitted a written request to the principal for the student to go home only for lunch. Under no circumstances may students go to one another’s homes or elsewhere during the lunch period. Permission may be revoked if tardiness or other school related problems occur.

Delivery/Picking-up Students: Bus loading and unloading of students (both before and after school) is done in front of the high school. This driveway off of Michigan St. is off limits to cars during bus loading and unloading times.

Parents bringing students to school or picking them up at the end of the day may use the middle school driveway on 14th Avenue. The driveway is one way and lined for two lane traffic. Drivers enter from 14th Avenue and pull up to the staff member who will be directing drivers to stop. Students exit the vehicle to their right and walk on the sidewalk to their assigned entrance. On rainy and extremely cold days, students will enter through the front doors and go into the gym. Parents are not to be in the driveway until the school day ends and students have exited the building. You are encouraged to park along 14th Avenue and wait until dismissal or park in the assigned parking areas. Please see the T.J. Walker parking map on page 24 for more visual details.

Emergency Closings: If it becomes necessary to close school due to inclement weather or other hazardous conditions, the superintendent will communicate the information on the school district Facebook page. Once this has occurred, a School Messenger message will be recorded and sent out. After the School Messenger call is made, notification will be given over the local TV and radio stations.

Lost and Found Property: Students who find items that don’t belong to them should bring the item(s) to the office immediately. Students who have lost an item should check with the school office. Students are urged to not bring valuables and large sums of money to school. If for some reason it is necessary for you to do so, the office will keep valuables for you and return them upon request.

Locker – Locker Searches: Each student will be assigned a corridor locker for school use. It is each student’s responsibility to close and lock his/her locker and to keep it neat and clean. Locker combinations should never be shared with other students. The school will accept no responsibility for lost articles. Trading lockers is not

permitted. Proper care of school lockers is expected. No stickers, taping, or writing on lockers is permitted. Kicking or hitting lockers will not be tolerated. Coats and backpacks must be stored in your locker. The school reserves the right to inspect student lockers, which includes canine searches for drugs or other prohibited items, at any time as per Board Policy.

Bicycles: Bicycles may be brought to school. Upon arrival at school, bicycles must be parked in the racks and must not be ridden on school grounds. Bicycles are private property. Vandalism, unauthorized use, and theft will be referred to law enforcement. The school is not responsible for bicycles brought to school.

Medications: The office must dispense all medicines, including over-the-counter medication, when specific instructions and written permission have been received from parents and doctor. A medication authorization form must be on file in the office.

Prescription drugs must be delivered to school by the parent in the most current original container.

Inhalers: Under State Statute, asthmatic pupils may possess and use inhalers providing the following conditions are in place:

(1) While in school, at a school-sponsored activity or under the supervision of a school authority, an asthmatic pupil may possess and use a metered dose inhaler or dry powder inhaler if all of the following are true:

(a) The pupil uses the inhaler before exercise to prevent the onset of asthmatic symptoms or uses the inhaler to alleviate asthmatic symptoms.

(b) The pupil has the written approval of his/her physician and, if the pupil is a minor, the written approval of his/her parent or guardian.

(c) The pupil has provided the school principal with a copy of the approval or approvals under par. (b).

(2) No school district, school board or school district employee is civilly liable for damage to a pupil caused by a school district employee who prohibits a pupil from using an inhaler because of the employee's good faith belief that the requirements of sub.(1) had not been satisfied or who allows a pupil to use an inhaler because of the employee's good faith belief that the requirements of sub.(1) had been satisfied.

School Visitors: All visitors, including parents and volunteers who visit the middle school must first stop in the office to register and be issued a visitor pass. All visitors must also sign out of the office and return their pass prior to leaving the school. We look forward to your visits.

Emergencies/Injuries/Illness: A limited supply of first aid equipment is available in the office for minor cuts, slivers, etc. All injuries should be reported to the middle school office as soon after an accident as possible so first aid and/or corrective action can be taken.

Any student who becomes ill during school hours should report to the office. Permission to leave school will be granted after parents or guardians have been alerted and a means of getting home has been arranged.

In the event of any emergency, we will make a reasonable attempt to contact the parent or guardian. School personnel will assist the parent in making necessary arrangements. If a parent cannot be notified and the situation demands immediate action, the principal or other designated personnel will take the most appropriate means for handling the situation. This may include the use of an ambulance and the hospital emergency room.

Parents are reminded to notify the middle school office if changes to their child's emergency contact information occur during the school year.

If for some reason a student is to be treated differently than discussed above, (i.e. unusual physical problems, religious beliefs, etc.) the office must be notified in writing.

Insurance: No general accident insurance is carried for students by the school district. Routine accidents, wherein there is no liability on the part of the school, are the responsibility of the parents. A low-cost insurance policy (on an individual basis) is available for any student to purchase at any time during the school year. Participation is

optional but should be considered by all families who do not have insurance coverage. This insurance covers accidents in school as well as in sports (except football).

Academic Program: Each student's academic program is made up of both required and elective courses. These classes are chosen by the student with parent approval. We attempt to schedule students into electives they have chosen; however, we reserve the right to assign students into classes as determined by enrollment needs and course availability.

Report Cards: The school year is divided into four grading periods. Two nine-week periods constitute a semester. Grades are assigned and report cards issued at the end of each nine weeks. The semester grade becomes part of your permanent academic record. Approximately one week after the end of each grading period, report cards **will be** emailed to the guardian email address on file, or if no email address is on file, will be mailed home.

Honor Roll: The school maintains "A" (3.5 GPA) and "B" (3.0 GPA) honor rolls each semester as a means of encouraging and recognizing high scholastic achievement in all grades. To be eligible for honor roll status, students must not have any grades of "D" or "F" during the grading period.

Physical Education: Physical Education is required for all students by Wisconsin Law and Sturgeon Bay School Board Policy. A current medical excuse from a physician must be on file in the office before any student will be released from the physical education requirement. Single day excuses for not participating in physical education due to a temporary situation may be granted by the principal if the student has a written request from the parent or guardian. The excuse granted means that the student need not participate in activities for that day; however, he or she must attend the class. Participation in class activities is reflected in the student's grade.

Sturgeon Bay physical education uniforms will be required of all students. They may be purchased for a nominal fee in the school office. Names should be written on personal property to help prevent loss of items.

Special Services: Guidance and counseling services are available to assist students, parents, and teachers with problems or concerns, interpret test, and assist with scheduling. Any parent or student should feel free to discuss problems and seek advice from the guidance staff.

The Sturgeon Bay Schools will provide a free and appropriate education for all students evidencing special educational needs according to Wisconsin State Statutes and Federal Laws. Children with (special educational needs) will be educated to the maximum extent possible with regular education students in the least restrictive environment. Inquiries regarding these services should be to the Director of Pupil Services at 746-2804 or the guidance counselor.

Additional specialists who are available to assist parents, students, and teachers are: a school psychologist, a speech-language therapist, a school social worker, a reading specialist.

Library: The Library is designed for study, research, exploring new materials, and for recreational reading. In this area you will find a variety of materials including newspapers, magazines, fiction and nonfiction books, reference books, online databases, and literally hundreds of materials which can be viewed or listened to for a classroom assignment or for your own personal interest. Individuals or small groups may quietly work on projects or view materials with permission from the staff. No computer games or MP3 players are allowed in the library unless they are part of an assigned class project.

Students may check out up to five items at one time and use the materials for three weeks. Overdue books and fines must be cleared for a student to retain the privilege of using our library.

Computer Access: Middle school students use computers for accessing and exploring information on the Internet. No personal email accounts may be accessed by students on school equipment. Computer games may only be played with teacher permission. Intentional misuse of computers or technology will jeopardize student access to

such equipment and may be cause for disciplinary action.

Fire Drills/Disaster Alerts: Wisconsin Law requires that all schools hold periodic drills to prepare for fire or disaster. Instructions for procedures will be provided by all classroom teachers and be posted in each room. Students should be aware that in the event of an actual fire or disaster, prescribed procedures might have to be altered. It is the joint responsibility of administration, staff, and students to be aware of emergency procedures in each classroom in the building. The best rule to use is common sense. Treat every drill as reality and move quickly and quietly to vacate the building by the most expedient route or go to the designated area in the event of a disaster alert. Each school in our district also has a security plan for responding to high-risk/dangerous situations should one occur.

Evacuation Procedure: Each school in our district has a plan in place to evacuate to another building if need be. In these incidences, initial notification to parents will be made over the radio if there is no plan to return to the school. Students will only be released to individuals listed on their emergency contacts and they must have proof of identification.

School Socials: The middle school schedules several social activities each year. These socials may include dances, class competitions, parties, or club activities.

- Good behavior is expected.
- Activities generally end no later than 9:00 p.m.
- Once arriving at a dance, students must remain unless approval is given from parent/guardian.
- Transportation home from dances and other events should be prearranged and done in a timely manner.
- School dress code applies with the exception of hats, skirts that are at least mid-thigh length, and yoga pants.
- Chaperones and staff are always assigned to each activity. Parents/guardians are invited to visit or chaperone.
- Information on activities will be included in the parent newsletter when possible.
- Students who bring guests from another school must complete a guest form found in the office and will assume responsibility for their guest. Students who are in frequent violation of middle school policies and conduct expectations may also be withheld from such privileges as deemed necessary by the principal.

Personal Celebrations: Personal celebrations of any kind (i.e., birthdays, holidays, etc.) at school are disallowed by school district policy. This means that parents should not deliver, or have delivered, flowers, candy, balloons, or anything else to students at school. Please confine your recognition of student birthdays and holidays to non-school times and places.

Directory Data Distribution: The laws of Wisconsin have changed to now allow school districts to release “Directory Data” of pupils. “Directory Data” means those pupil records which include the pupil’s name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, dates of attendance, photographs, awards received, and the name of the school most recently previously attended by the pupil.

The local Board of Education has a policy which does not allow this information to be given to commercial vendors and this policy will not change at this time. The new law does provide that any parent, legal guardian or guardian ad litem of any pupil may request that all or part of the directory data not be released without prior consent. It is the parent or guardian’s responsibility to inform the school immediately if they do not want the directory data released for any reason. Contact the school principal if you have any questions.

REQUIREMENTS AND EXPECTATIONS

Attendance Regulations: The laws of Sturgeon Bay, Door County, and Wisconsin require that all students must be in attendance during the days and hours that school is in session. Students are expected to attend every class and study period in which they are enrolled unless they have an acceptable excuse.

Presently, the only acceptable excuses for absences are:

- a. Illness or medical.
- b. Medical appointments.
- c. Death or illness in family.
- d. School field trips.
- e. Vacations or family functions.
- f. Emergencies.

All other absences are unexcused or subject to administrative discretion. State law allows parents to excuse their child for ten days for the above reasons (a-f) without having medical verification. Parents of students exceeding the ten excused absences without medical excuse will be required to obtain a medical excuse for future absences or the absences will be considered unexcused. Parents are encouraged to turn in all medical excuses to our office when their child visits the doctor because excused medical absences do not count toward the allowed ten days.

Absence Procedures: When a student is absent from school for any reason, it is necessary for the parent to telephone the school's attendance line by 9:00 a.m. on that day. This attendance line can be used 24 hours a day. Written notes from home are not acceptable. When the school is not notified of an absence, we consider it unexcused. The parent will then be notified regarding the absence.

A student must be in school by lunch (12:26 p.m.) if they want to attend or participate in after school activities that day, except in cases of family emergencies, excused preplanned absences, or a written medical release. Extended absences of more than three days due to illness will require a doctor's excuse.

**** Students must report to the office when arriving or leaving school during the school day ****

Planned Absences: Planned absences due to family travel or other circumstances must be approved in advance if the absence is for more than one school day. Parents can initiate the approval process by calling the office at least two days prior to the absence. A planned absence form must be picked up in the middle school office by the student. This form is to be signed by the student's parent or guardian, and each of the student's teachers and returned to the office for administrative approval.

Medical Appointments: Pupils who must leave school for medical or dental appointments must bring a statement from home or an appointment slip from the doctor or dentist before they will be released from school. ***Dentist and doctor appointments should be scheduled after school or during study periods whenever possible.*** Students must bring back a slip from the doctor or dentist to verify they attended the appointment to receive a medical excuse. No student may leave school without parent consent and securing permission from the principal or school secretary (blue permit form signed by an authorized person). Students must show the blue slip to their teacher to be released. Students must always sign out in the office before leaving school and sign in upon returning.

Excessive Absenteeism: There is a direct relationship between a student's attendance rate and his/her academic success. Under ordinary circumstances, students should not be excused from school unless it is necessary. We realize that illnesses and family concerns will arise occasionally, and we are always willing to discuss these if they become an attendance concern. The primary responsibility for control of school attendance rests with the parent/guardian.

If a student's rate of absenteeism becomes excessive, more than five (5) absences in a semester, a parent conference will be arranged to discuss interventions. A student may be referred to juvenile authorities for truancy and/or a parent issued a citation for contributing to his/her truancy.

Tardiness: Students are expected to be on time for all classes including homeroom. Teachers will mark students tardy. All tardiness will be treated as unexcused unless the reason is accepted by the principal. Students who are tardy to class because of being detained by a faculty member are to get a pass from that faculty member to go to their next class. If excessive tardiness occurs, more than three (3) tardies per quarter, the student will be assigned a detention.

Dress and Grooming: Sturgeon Bay students are expected to come to school looking clean, neat, and dressed in a manner, which is accepted as being in good taste. The Sturgeon Bay Board of Education has adopted a dress code, which is designed to recognize modern trends in teenage dress. It is also designed to exercise control over outlandish dress and grooming which may be distracting. **Pupils who are in violation of this dress code will be asked to change into appropriate clothing. Additional consequences will be considered for repeat offenders.**

No clothing worn to school should present a safety hazard or be worn in such a manner that undergarments are visible. All trousers must be worn at waist level, regardless of the length of any shirt worn to cover the waist. All shirts or blouses must cover the midriff, have sleeves, and expose no cleavage. Pajamas are not considered appropriate for school.

Shorts or skirts may be worn to school. They must be of appropriate style and length shorts - mid thigh (extend past fingers when arms at one's side) and skirts – just above the knee. Skorts will be considered a skirt. Leggings that are visible may be worn under shorts or skirts if they do not meet the length allowed. Students who wear shorts or skirts **will not** be excused from going outside for class activities or recess on colder days.

Apparel that depicts or advertises alcohol, tobacco, or drugs, and/or has slogans with vulgar, violent or sexually suggestive themes, or may signify gang affiliation is not acceptable in our school. Caps, hats of any kind, or bandannas are not to be worn in school.

Public Displays of Affection: Public displays of affection, such as excessive hugging, kissing, and touching inappropriate places on the body, is not allowed in our school environment. Students failing to comply will be subject to disciplinary action.

Promotion and Retention of Students: Teachers will not fail students if they are applying themselves to achieve their best. In general terms, this means completing assignments to the best of their ability, submitting all work on a timely basis, and demonstrating a reasonable degree of learning on exams and tests.

A parent/student conference will be arranged with the grade level teacher team for any student endanger of being retained. During the conference, our retention policy will be reviewed, and intervention plans developed. Summer school and after school study sessions may be required because of this conference.

Homework: One of the major factors accounting for academic failures at any level is not doing assignments. In addition to not getting credit for homework, poor test scores usually accompany the problem, contributing to failing grades. Homework Policies will be communicated in writing by each teacher/teacher team. The policies will address what is considered late work and deductions for late work.

In Case of Absence: Assignments due on the day of a single absence are due upon return. Teachers may require long-term assignments (assigned for a week or more) be due on a specified date regardless of attendance. In such cases, students will need to have someone bring in the assignment for them if they are absent. The teacher will communicate this expectation in writing when the project is assigned. Assignments given on the day of a single absence will be due on the second day of return. Individual teachers may grant extensions at their discretion. Students who are absent for consecutive days are responsible for meeting with each teacher on the day of their return to determine due dates for assignments missed. Assignments not meeting these expectations are considered late and are subject to that teacher's late policy.

Study Table: Students may be required to attend a grade level study table after school if they are failing at the Progress Report period. Students will only be required to attend to the quarter's end. Students are also responsible

for contacting their parents if they need to attend study table. Repeated failure to attend study table may result in a Saturday detention or an In School Suspension. Parents are responsible for making transportation arrangements and calling to excuse their child from study table.

Pass to Play: T. J. Walker Students must be passing all their classes on a weekly basis in order to participate in or observe any extra-curricular activities taking place at school (i.e., dances, athletic events, intramurals, class trips, and in-school recreational activities/assemblies). Utilizing our electronic grading system, weekly lists will be generated of students who are ineligible for these activities due to failing grades. Once a student regains his/her passing status, s/he will be allowed to participate.

Items Prohibited In School: Fidget spinners, fidget toys, Rubik cubes, dice, roller blades, wheelies, lighters, aerosol cans, laser pointers, fireworks, handheld games/videos, and other items considered a distraction to the learning environment are not allowed at school. Skateboards may be ridden to school but not on school grounds and must be kept in the office. Students are not permitted to have open containers in the hallway, and this includes soda, coffee and drinks brought from home. Drugs, alcohol, weapons, and drug paraphernalia, (including all articles resembling such items, etc.), are cause for suspension and/or referral to police. State law prohibits digital cameras in locker rooms. Prohibited items such as these listed above will be confiscated.

Phones and Other Electronic Devices: TJW Middle School and Sturgeon Bay School District are not responsible for theft or vandalism of cell phones or other electronic devices brought to school. Students may not use phones or any electronic device during class time without explicit teacher permission. Students may not disrupt the teaching and learning of any student or leave class to respond to phones or electronic devices. When phones and electronic devices are used inappropriately or without explicit teacher permission, students violate district policy and are subject to disciplinary sanctions, including confiscation of the phone and/or device.

1st Offense – Warning

2nd Offense–Parent pick up.

3+ Offenses–Pay \$5 fine or serve an after-school detention to get the item back.

*Failure to turn over the device may lead to a Saturday detention.

Devices that meet future BYOD (bring your own device) standards may only be utilized for educational purposes (ie. Kindles). Exceptions may be made for specific class projects with teacher permission.

Tobacco-Free Environment: State law declares the premises of all public schools be tobacco-free. Literally, that means no possession, smoking or chewing of any tobacco product on the school grounds, in school buildings, or at any school activities by anyone of any age. This includes the use of e-cigarettes.

Racial and Sexual Harassment: Our school has a policy of zero tolerance regarding any actions which disrupt the learning environment or threatens others. This includes, but is not limited to, racial or sexual harassment in any form. Racial slurs or implications, sexually suggestive comments, actions, or gestures toward others are in violation of school policy and the law. Consequently, behavior of this type will not be tolerated, and complaints will be vigorously investigated. Please exercise good judgment and decision-making in this area.

Field Trip/Group Activities: Periodically throughout the year various classes and/or grade levels will take field trips away from the school grounds. For those activities, parental permission slips must be signed and on file in the office prior to the student being released from school. For students to be eligible for any of these field trips or special activities, students must be in acceptable academic and conduct status. Students are reminded that during field trips they are participating in a school activity and all school rules apply. Students are expected to be on their best behavior on trips since they are representing our school.

End of Year Checkout: Students who do not return all school property (library books, athletic equipment, padlocks, textbooks, etc.) will be notified and it is their responsibility to inform their parents or guardians. Students who return materials that show excessive wear or abuse beyond reason may also be assessed the prorated or full cost of the item(s).

School Property: You, as a student, share the responsibility for our school remaining a clean, pleasant place to work. Materials and equipment are available for your careful and reasonable use. All textbooks should be covered with a suitable covering. Please take pride in your school!

Bus Transportation: All students can behave appropriately and safely while riding on a school bus. Any student behavior, which impairs a driver's ability to do his/her job or prevents other students from having safe transportation, will not be tolerated. General school behavioral expectations apply on the bus and at the bus stop. Additional expectations include:

1. Follow directives given by the driver.
2. Sit facing forward.
3. Stand to exit only after the bus stops.
4. Speak in a normal voice & use appropriate words.
5. No eating or drinking.
6. Do not throw objects within or out of the bus.

Consequences for not meeting these expectations will be determined by Kobussen Bus based on the frequency, severity, and age of the student. Standard school consequences may apply including suspension from riding the bus and/or police or community agency referral.

Bullying: The Sturgeon Bay School District strives to provide a safe, secure, and respectful learning environment for all students in school buildings, on school grounds, in school buses, and at school-sponsored activities. Bullying has a harmful social, physical, psychological, and academic impact on bullies, victims, and bystanders. Therefore, bullying behavior is prohibited at T. J. Walker and during all activities under school supervision.

Bullying is deliberate or intentional behavior using words or actions intended to cause fear, intimidation, or harm. Bullying behavior can be:

- Physical (e.g., assault, hitting or punching, kicking, theft, or threatening behavior)
- Verbal (e.g., threatening or intimidating language, teasing or name-calling, or racist remarks)
- Indirect (e.g., spreading cruel rumors, intimidation through gestures, social exclusion, or sending insulting messages or pictures by mobile phone or using the Internet).

Any student or other concerned individual who is either a victim of the bullying or is aware of the bullying is encouraged to report the conduct to the principal or guidance counselor. Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously, and a clear account of the incident will be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action. The principal and/or school counselor will address each reported case of bullying on an individual basis considering the social and emotional maturity of the students along with previous interventions regarding bullying behavior. Consequences may occur as stated in the next section titled "Discipline".

Positive Behavior Intervention Systems: TJ Walker Middle School implements school wide expectations and teaches positive behaviors throughout the year. Staff and students are taught the expectations through modeling, and lessons throughout the year reinforce these expectations. Our core expectations – respect School, Self and Others and motto – Clipper Proud.

Our students earn Clipper Bucks as a reward for positive behavior. All students can earn Clipper Bucks. Teachers and other staff members will use class DOJO instead of paper money. When students earn enough money, they can visit the school store and buy anything from school supplies, healthy snacks, and apparel. Many of the items are donated by parents or local businesses. Each quarter, staff hold grade level auctions or raffles where students can purchase items. Auction items are purchased by the school and allow students to spend Clipper Bucks on much larger ticket items. The items change throughout the year.

Students having difficulty following school expectations are assigned a social skills class. Social skills classes are a semester in length and students practice lessons on social emotional skills, conflict resolution and respect. Lessons vary each month.

Check In and Check Out (CICO) is a program for students with three (3) or more referrals in a six (6) week period. The Response to Intervention Team (RTI) meets weekly; reviewing students log entries and determining students for CICO. A counselor or staff member meets with the student before school and at the end of the day. The student has teachers complete a checklist each day and this is to be turned in to the assigned staff member. The student is dismissed after scoring proficient for four (4) consecutive weeks.

Teachers work through minor incidents with students. Teachers give warnings to students not following expectations and a second warning requires notifying parents as well as documenting the log entry in PowerSchool. The third step follows the second and if there is a fourth incident, the student is referred to Restorative Justice with our administrator and counselor. In Restorative Justice, a student, their parents or relative, teacher or staff member and counselor meet with the administrator and problem solve eight (8) questions in a group setting. Restorative Justice meeting lasts 90 – 180 minutes in length.

Quarterly Failures: Each quarter, school will send home report cards. If a student fails an elective class, they are required to attend Summer School – Credit Recovery to pass the course. Core classes (English, Math, Science and Social Studies) are graded as semester courses. If a student fails, the semester they must attend Summer School – Credit Recovery. Upon completing the missing work, the student’s grade will be changed to a passing grade.

Student Success Team: The Student Success Team (SST) is a problem solving and coordinating structure that assists students, families, and teachers to seek positive solutions for maximizing student potential. The SST focuses in-depth on one student at a time and invites the parent and student to participate in finding solutions. Additionally, at the elementary level, the Classroom SST provides a structure to review the academic, behavioral and health status of each student in a particular classroom. This process informs individual actions for students, including referral to the formal SST process, and class-wide actions to address issues such as use of class resources, behavior management, classroom modifications, and health education.

Discipline: We have four behavioral pillars for our students: respect yourself, respect other students, respect **all** staff members, and respect school property. These serve as our basic framework for all specific expectations, rules, and policies. These guidelines, considered in conjunction with the severity of the infraction and the frequency in which the student has been referred to the principal for misconduct, will determine the consequence(s) infraction level. In summary, each student is expected to abide by all the rules of the school, to obey the directions of the staff, to be courteous and respectful of everyone, and to observe good order in all school-sponsored activities. The School Board has also adopted a “Classroom Code of Conduct” along with a Bullying Policy as per state law. Board Policies can be found at our district website.

<p>Student Discipline Matrix: Maintaining safe, respectful, and responsible conduct in the building, bus and on the grounds is always the duty of the entire student body and faculty.</p>		
<p>Classroom Managed Behaviors Intervention handled by classroom teacher (the following is NOT an exhaustive list but examples)</p>	<p>Office Managed Behaviors *Teacher writes referral and sends student to the office. (Writing a referral does NOT include removing the student from the class. The student remains in class until called to the office).</p>	<p>Office Managed Behaviors (Automatic Removal) A student creating a hostile environment for any member of the TJW community must be IMMEDIATELY REMOVED to the office.</p>
<ul style="list-style-type: none"> ➤ Not following classroom expectations, procedures, or routines ➤ Disrupting the learning environment (talking without permission, blurting out, making noises, etc.) ➤ Excessive talking ➤ Failure to stay on task ➤ Misusing Chromebooks ➤ Horseplay ➤ Lying ➤ Peer conflict (non-violent) ➤ Destroying school property ➤ Repeatedly out of seat without permission ➤ Inattentive, off task and disrupting others ➤ Missing materials or class assignments ➤ Argumentative/disagreement with peers ➤ Inappropriate use of technology (cell phone, device, Chromebook) 	<ul style="list-style-type: none"> ➤ Disrespect towards peer ➤ Non-Compliance ➤ Inappropriate or offensive language ➤ Defiance to adult ➤ Cheating ➤ Stealing/theft ➤ Property Damage ➤ Vandalism ➤ Intimidating others – name calling, teasing & intentional alienating ➤ Horseplay that leads to safety issues ➤ Escalated arguments/disagreements with peers ➤ Inappropriate use of a student’s cell phone, device, Chromebook, 	<ul style="list-style-type: none"> ➤ Fighting ➤ Acts of violence ➤ Possession of a weapon ➤ Possession of drugs, alcohol or tobacco ➤ Exposure of body parts ➤ Profanity directed towards another person as an insult ➤ Verbal aggression accompanied by physical threats ➤ Verbal aggression accompanied by racial slur or gender slur ➤ Sexual harassment ➤ Safety violation of fire alarm, 911, locks down, hazardous materials, food fight, malicious prank. ➤ Inappropriate use of a student’s cell phone, device, Chromebook,
<p>POSSIBLE ACTIONS PRIOR TO OFFICE REFERRAL</p>	<p>POSSIBLE ACTIONS PRIOR TO OFFICE REFERRAL</p>	<p>POSSIBLE ACTIONS PRIOR TO OFFICE REFERRAL</p>
<ul style="list-style-type: none"> • Teaching behavior expectations • Verbal redirection • Student conference • Reinforcing desired behavior • Redirecting off task behavior • Refer to counselor • Provide choices • Think/Reflection sheet • CICO Sheet • Change of seating • Time out in classroom • Loss of privilege • Parent phone call 	<ul style="list-style-type: none"> • Student Conference • Student/Parent Conference • Restorative Practice • Loss of AM Gym • Loss or Lunch Recess • After School Detention • Saturday School • In-School Suspension • Loss of Extra-Curricular • Loss of Field Trip • Behavior contract 	<ul style="list-style-type: none"> ➤ No Prior action required ➤ Call to office for an administrator to report to your room to escort student to the office ➤ In-School-Suspension. ➤ Out-of-School Suspension ➤ Expulsion

Infraction Matrix

Infraction Level
Level 1
Referral to principal or designee for conference, called or written notification to parent and after school detention may be required.
Level 2
Principal conference: conference with parents-either in person, by phone or written notice- and required after/before school detention.
Level 3
Saturday School or one-half (1/2) day in-school suspension, parent notification, loss of one extra-curricular event.
Level 4
One day in-school suspension, restorative justice, loss of one extra-curricular event and parent notification.
Level 5
One (1) day out-of-school suspension or two (2) day in-school suspension depending on the nature of the offense, restorative justice, loss of one extra-curricular event and parent notification.
Level 6
Up to three (3) days out of school suspension, restorative justice, depending on the nature of the offense; loss of two extra-curricular events, re-entry conference with parent/guardian required.
Level 7
Three (3) day suspension, in or out of school depending on the nature of the offense, restorative justice, loss of two extra-curricular events and re-entry conference with parent/guardian required. Referral to guidance counselor and/or pupil services director.
Level 8
Three (3) day out of school suspension, restorative justice, loss of two extra-curricular event re-entry conference with parent/guardian required, written behavioral contract required.
Level 9
Five (5) day out of school suspension, restorative justice, loss of one extra-curricular season re-entry conference with parent/guardian required, written behavioral contract required.
Level 10
Expulsion hearing before the Board of Education.

Infraction Matrix

This discipline code has been developed to provide guidelines for the consistent disposition of general infractions of school regulations and policies relating to behavioral or attendance problems. It is designed and intended to provide progressive disciplinary measure for repeated violations.

The levels of consequences are guidelines only. Severe instances of misbehavior that endanger the health and/or safety of others within the school community may be dealt with at higher levels of consequences than indicated for a related first-time offense. The levels of consequences are guidelines only. Severe instances of misbehavior that endanger the health and/or safety of others within the school community may be dealt with at higher levels of consequences than indicated for a related first-time offense.

The levels of consequences are guidelines only. Severe instances of misbehavior that endanger the health and/or safety of others within the school community may be dealt with at higher levels of consequences than indicated for a related first-time offense. There are ten levels of discretionary discipline and each violation of the Code of Conduct

has been assigned to a level. After determining the facts of each situation, and considering the discretionary disciplinary criteria, the Administrator will exercise discretion and determine appropriate discipline for the student.

Infraction Matrix	Level 1-9	*Police Notification Required
SECTION A: SCHOOL ATTENDANCE		
UNEXCUSED ABSENCE/TRUANCY	1-4	Habitual truants referred to legal authorities
LEAVING CAMPUS	1-4	
TARDINESS	1-4	
FAILURE TO REPORT TO AFTER SCHOOL DETENTION	1-3	
SECTION B: STUDENT/STUDENT RELATIONSHIPS		
THREATENING OR INTIMIDATING ACTS	1-4	
PHYSICAL ATTACK	4-9	*
DISRESPECT	2-7	*
EXTORTION	5-7	*
FIGHTING		
a) Scuffle	1-2	
b) Fight (injury involved)	6-9	*
PROPERTY DAMAGE	2	*Restitution required
THEFT	4-7	*Restitution required
HORSEPLAY	1-3	
SECTION C: STUDENT/STAFF RELATIONSHIPS		
INSUBORDINATION	2-4	
THREATENING OR INTIMIDATING ACTS	4-7	*
PHYSICAL ATTACK	8-10	*
DISRESPECT	2-5	*
DISRESPECT FOR THE PROPERTY OF A MEMBER OF THE SCHOOL STAFF		
a) Damage	2-4	Restitution required
b) Theft	4-7	*Restitution required
SECTION D: SCHOOL PROPERTY		
CARELESS USE OR IMPROPER USE OF SCHOOL PROPERTY THAT COULD RESULT IN DAMAGE	1-2	
MISUSE OF FOOD	1-2	
LITTERING	1	
ABUSE OF SCHOOL GROUNDS	1	
THEFT		
a) Not serious enough to report to police	3	
b) Major theft	6	Restitution required
VANDALISM		
a) Defacing - damage requiring cleaning or repair	2-4	Restitution Required
b) Destruction - to render unusable	4	Restitution Required
c) Abuse of printed material	2-3	Restitution Required

SECTION E: PROTECTION OF THE PUBLIC SAFETY		
POSSESSION OF WEAPONS ON PERSON OR IN LOCKERS	7-10	*
ARSON		*Restitution required
FALSE ALARMS		
a) The act of initiating a report warning for a fire or other catastrophe without just cause.	8-10	*Restitution required
b) Bomb threats	10	*Restitution required
DETONATION OF FIRECRACKERS OR OTHER EXPLOSIVE DEVICES	8-10	*Restitution required
POSSESSION OF FLAMMABLES MATCHES, LIGHTERS, AEROSOLS)	1-4	Confiscate materials
POSSESSION OF FIREARM, AMMUNITION, EXPLOSIVES	10	*Restitution required
SECTION F: ALCOHOL, TOBACCO, AND DRUGS		
ALCOHOL AND DRUGS		
a) Possession of Alcohol or Drugs	6-8	*Loss of curricular privileges
b) Selling or transmitting alcohol or drugs	7-10	*Loss of curricular privileges
c) Admitted use of alcohol or drugs during school or school sponsored activity	7-8	*Loss of curricular privileges
d) Noticeably under the influence of alcohol or drugs at school or school sponsored activity. (As indicated by obvious behavior and mood changes and/or the smell of substances on the person.)	7-8	*Loss of curricular privileges
e) Observed use of alcohol or drugs at school or school-sponsored activity	8	*Loss of curricular privileges
USE OF TOBACCO OR POSSESSION	3-5	*Confiscate materials
SECTION G: OTHER, DISCIPLINARY INFRACTIONS		
REPEATED OR SERIOUS CLASSROOM DISRUPTION	1-4	Possible remove from class with a withdrawal grade of "F"
DISRUPTION OF MEETINGS, ASSEMBLIES AND OTHER EVENTS	3-4	Possible exclusion from future events (WI Statutes, Ch. 941)
CHEATING	2-4	Failing grade on Test or Project
FORGERY	3-4	
USING CELL PHONES, BEEPERS, RADIOS, TAPE AND C.D. PLAYERS DURING CLASS TIME	1-3	Device may be confiscated
BEING IN AN UNAUTHORIZED AREA	1	
BEING AN ACCESSORY TO A SCHOOL RULE VIOLATION	1-8	*
ABUSIVE OR OFFENSIVE LANGUAGE	1-4	*
INAPPROPRIATE PUBLIC DISPLAYS OF AFFECTION	2	
INAPPROPRIATE DRESS	1-2	Students may be sent home to change

Our 6th - 8th grade remote learning option expectations include attendance, course participation and completion similar to in-person options. This option requires significant commitment from both students and parent(s)/guardians.

Learning Platform

- Remote students' academic classes are enrolled in Odysseyware Learning platform.
- Academic classes assigned in Odysseyware will be displayed in PowerSchool Learning.
- Academic class availability is limited to Odysseyware course offerings.
- Students may be assigned to an intervention course.
- Students' elective courses are available in-person.
- A teacher will be assigned to monitor student progress daily with designated office hours.
- TJ Walker teachers will not provide direct instruction.

Technology Requirements

- Reliable internet service is the parent(s)/guardians' responsibility.
- School provides the student with a Chromebook.
- Students sign a computer use agreement.

School & State Testing /Assessments

- Students must come in-person to take all local and state assessments (STAR and FORWARD tests).
- STAR tests are provided three times per year.
- The Forward Exam testing window is provided by the state of Wisconsin. The district determines when students take the test. The student or parent does not have the right to determine testing dates. It is expected that the administrator communicates with the remote learner's family to determine the best testing window.
- Note: additional testing may be required for the student to complete in-person if identified for academic progress monitoring or special education referrals.

Attendance and Course Progress Requirements

- Attendance requirements are in effect for remote and in-person students.
- Attendance is monitored by the assigned teacher and truancy applies to remote students.

Grade Policy

- Grades reflect academic performance.
- Participation grades are not available.
- All assignments, quizzes and tests are due by the end of each quarter and semester.

Extracurricular Activities

- Remote students are eligible to participate in extracurricular and co-curricular activities that include athletics, clubs, and school activities.
- Remote students must be passing to participate in extracurricular and co-curricular activities that include athletics, clubs or school activities.

Returning to In-Person Learning

- I understand that an asynchronous learning plan means my coursework schedule is not aligned with the coursework schedule of my classmates who are in-person learners. Therefore, when I enter the asynchronous learning plan, I agree to remain in the plan until at least the end of a quarter.
- I understand that if I find within the first five days of a quarter that the Asynchronous Remote Learner Plan is not suitable for me, I can opt out and rejoin in-person learning. However, I am responsible for all assignments I will have missed in the in-person courses.
- I understand that it is my responsibility to complete a course according to the TJ Walker Middle School quarter and semester calendar. If I do not complete a course according to this calendar, I may be required to return to in-person learning and repeat the course in a night school or summer school program.
- I understand that the school district pays the tuition for an asynchronous course. The cost of incidental fees will be paid by me. By their signature below, my parents agree to reimburse the cost of tuition to the district in all cases where I receive a failing grade in the course, or I do not complete the course within the established course timelines.

Student Acknowledgement

- I understand that if an extension is needed, it is my responsibility to work with my teacher to set a new end date.
- I understand that there is a TJ Walker Middle School teacher assigned to each online course and that I must rely on that teacher for assistance.
- I understand that if I fail a course, I may not be allowed to continue in this program and may be required to return to in-person learning.
- I understand that my online teacher may require me to come to the building to complete exams.
- I understand that whether time is allowed during my daily class schedule, the grade from any online course I take will be entered on my report card.
- I understand that I am required to follow the expectations, policies, procedures, and rules described in the TJ Walker Middle School Student / Parent Handbook and Chromebook Handbook. I further understand that it is my responsibility to read these entire documents on my own and to seek clarification from a school staff member if I am unclear as to any of the expectations, policies, procedures, and rules of TJ Walker Middle School. My signature does not necessarily indicate my agreement with the information contained in these handbooks. However, it does indicate that I understand that I am responsible for all the information contained within the handbooks and that I will be held accountable for that information.
- I understand that attendance in online programming is performance based. It is measured not only by logging into the course(s) but by successful submission of completed coursework, participation in course activities such as threaded discussions, and communication with the online instructor. Failure to complete work on a regular basis is considered habitual truancy and is therefore in violation of Wisconsin's Compulsory Attendance Statutes 118.16(1)(c) and 118.163(1m) that require a child attend school regularly until graduation from high school, or until the end of the semester in which he/she turns 18 years of age, or until he/she is excused from attendance by the school board. The student and parent/guardian may be subject to legal sanctions.
- I understand that not all courses may be taught in the online format (e.g., band; choir; specific hands-on courses from Art, Family and Consumer, and Tech Ed; or software-specific courses from Art and Computer Science). These courses would need to be taken in-person.

- I understand that I will be required to attend in-person for all state-mandated local and state testing (STAR and Forward tests).
- I agree to comply with the TJ Walker Middle School Acceptable Use Policy regarding use of the school computer network (excerpted from the Student / Parent Handbook and Chromebook Handbook):
 - I will access only my own assigned computer, account, and/or files. If someone else is logged into a device, I will log him/her off and log in as myself.
 - I will not use school devices or Internet access to create, access, upload, or transmit material that is obscene, profane, violent, discriminatory, or depicts or describes illegal activities. I will not participate in cyber-bullying by spreading gossip, insults, or other unkindness with the purpose of creating, viewing, or participating in the humiliation of others.
 - I will not plagiarize by representing the work of others as my own; I will provide citations as needed to obey copyright law. I will not manipulate technology to cheat.
 - I will use the school's devices, accounts, and school-assigned email address only for educational purposes.
 - I will not give my password to another user nor attempt to learn or to use anyone else's password, and I will not transmit my address or telephone number or any personal or confidential information about myself or others.
 - I will not damage or tamper with hardware or software; vandalize or destroy data; intrude upon, alter, or destroy the files of another user; introduce or use malicious software; access restricted information or networks; alter or change security settings; or block, intercept, or interfere with any email or electronic communications by teachers and administrators to parents or others. Students/families will be held responsible for the cost of replacement of any materials or property which are lost or damaged through student negligence or intentionally destructive behavior.
 - If I notice any strange or suspicious activity on the device I am using, I will report it immediately to the Library Media staff.
 - I will follow all school rules while using my own device on school grounds, and I understand that the rules outlined above apply to my use of my own device on school property.
- I understand that my use of the school district's computers, Google account, and wifi access is not private, and that the district reserves the right to monitor use to assure compliance with these guidelines. Violations may lead to revocation of computer access and/or other disciplinary measures.
- I acknowledge that my signature on this contract represents my agreement to enter the TJ Walker Middle School Asynchronous Remote Learner Program and to be held accountable for academic progress made through this program with the goal of passing all classes and advancing to the next grade and eventually a Sturgeon Bay High School diploma.

Parent Acknowledgement

- I am in support of my student's involvement as an asynchronous remote learner, and I will provide a justifiable reason for my support of this learning platform.
- I understand that I will be required to meet with school personnel to discuss my student's involvement in this learning platform.
- I understand I am responsible for providing a reliable Internet connection and an appropriate learning environment in my home.
- I understand that the school district will provide my student with a Chromebook.
- *I have read and understand the information provided regarding remote learning.*

- I understand that it is my student’s responsibility to comply with those items described in “to the student” above, and I will support my student in his/her compliance.

Student Signature	Date
Parent/Guardian Signature	Date
Counselor Signature	Date
Principal Signature	Date
Special Ed. Director Signature (<i>for Special Ed. students only</i>)	Date

Co-Curricular Activities

A program of co-curricular activities is available to students throughout the school year in the form of clubs and sporting programs. All middle school aged students in the Sturgeon Bay School District (including parochial and home school students) are eligible to participate in the athletic programs offered at T. J. Walker. The following co-curricular activities are available to students:

Football – grades 7, 8	Boys’ and Girls’ Basketball – grades 7, 8	Wrestling – grades 6, 7, 8
Volleyball – grades 7, 8	Boys’ and Girls’ Track – grades 6, 7, 8	Cross Country - grades 6, 7, 8
Battle of the Books – grades 6, 7, 8	Destination Imagination – grades 6, 7, 8	Jazz Band – grades 7, 8
Student Council – grades 6, 7, 8	Yearbook – grades 6, 7, 8	Una Voce – grades 6, 7, 8
Trap/Clay Shooting Team –grades 6, 7, 8		

During the year various activities beyond the normal school day are initiated by student groups, teachers, and parents. Such activities must: be in accordance with School Board Policy, be approved by the principal, have an advisor, have an approved means to be funded, and be properly chaperoned. In the past these groups have included: Soccer, Chess Club, Dance Team, and Cheerleading.

The main goal of middle school athletics is the development of ideals, standards, character, learning one's strengths and weaknesses, sportsmanship, skill-development, enjoyment for the activity and the group involved, and understanding various types of people by working and playing together. The emphasis is not to be placed on winning. Everyone is expected to play a significant amount of time during each contest. Equal time is not guaranteed, as several variables factor into the decision. Cutting students from a sport is not allowed. The following information contains important policies and procedures regarding co-curricular activities.

Co-Curricular Code: Students are governed by a co-curricular code approved by the Board of Education - “Any student whose habits, and/or conduct, namely the use of alcoholic beverages, tobacco, drugs, profanity, acts of immorality, or other unacceptable conduct in or out of school may make him/her ineligible to represent the ideals, principles, and standards of the school. He/she shall be suspended from any practice and/or competition by the principal. The period of suspension shall be determined by the principal in accordance with school board policy. A signed co-curricular code must be on file in the school office prior to any involvement (practices and competitions) in the co-curricular program.

Academic Eligibility: T. J. Walker students must be passing all their classes to participate in practice or contests. Utilizing our electronic grading system, weekly lists will be generated of students who are ineligible for these activities due to failing grades. Once a student regains his/her passing status, s/he will be allowed to participate. Students who have a failing grade on the quarter report card will be ineligible to participate in practice or contests for two calendar weeks after the grades are posted.

After School Activities: Students must be passing their classes to participate in after school activities. If a student receives a referral or is removed from class, they will not participate in one game. The one game suspension goes into effect that day. The suspended student can travel with their team, warm up with their team but must not participate in the game they are suspended.

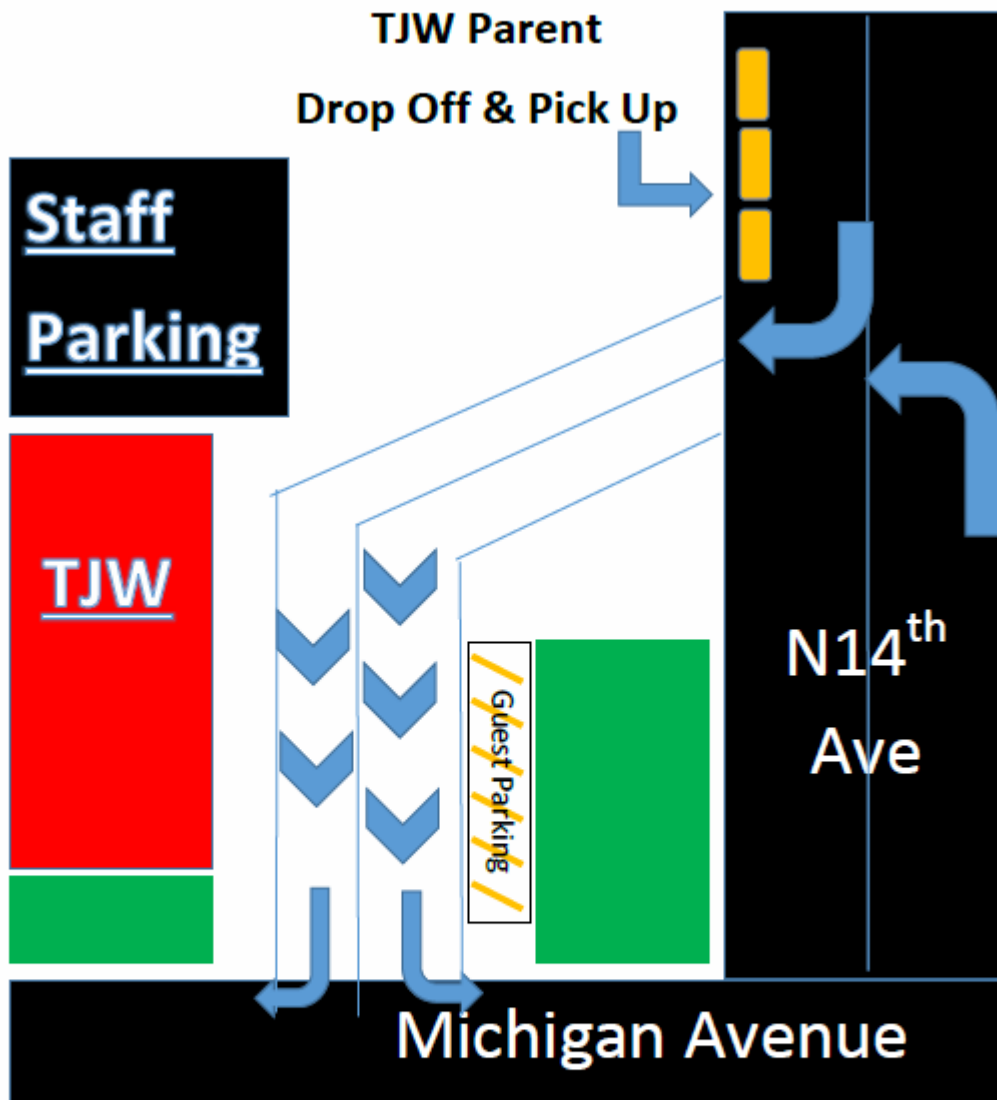
User Fees: The Board of Education has approved charging user fees for all participants in athletics. Each athlete will be required to pay the fee before participating. Parents who qualify for free and reduced lunch may request to waive the participation fee by completing a Disclosure of Free and Reduced-Price Information Agreement.

Sportsmanship: Athletics and other competitions provide an excellent avenue for developing a student’s character in sportsmanship, leadership, commitment, and working with others. Parents are asked to support their child’s development in these areas by encouraging participation in co-curriculars and by attending their child’s contests. While attending events parents need to assist our school’s efforts to build character in our students by modeling appropriate sportsmanship. We ask that parents and students remain positive by shouting encouraging words rather than words that insult, demean or put-down players, coaches, and/ or officials.

Athletic Insurance: All students who participate in athletics must have insurance. All participants will be required to file a proof of insurance form signed by their parent. Coaches of all sports will not allow any student to participate in any practice or competition until this has been done.

Physical Examinations: All boys and girls participating in any organized athletic programs must have a physical examination by a licensed physician on file in the school office prior to any involvement (practice or competition) in the activity. Cards for physical examinations are available from the activity advisor, coach, or in the middle school office.

Transportation To/From Events: When attending a school-sponsored function (i.e., sporting event, solo-ensemble, band festival, etc.) as part of a team or a group, in most instances students will be transported in district owned/approved vehicles to events unless the coach approves a parent(s) to transport their student. Parents attending the event may sign-out their child to ride home with them. Arrangements to have their child ride home with another responsible adult must be done prior to the event in writing and have the principal's approval.



Student Drop Off - Lot Opens at 7:30 a.m.

Two lanes. Pull up past entrance.

Students exit vehicle and walk inside.

Pull to far left and park to enter the building.

Student Pick Up - Lot Opens at 3:25 p.m.

Pull up past entrance. 2 minute maximum wait

Students walk to car and buckle up.

Right lane turns right. Left lane turns left.

Section 8: Schedules

**T. J. Walker Middle School
Daily Schedule**

Block 1 8:00 – 10:15		
	Math/ELA Block	“Skinny” Block
1A	8:00 – 9:09	8:00 – 8:47
1B		8:49 – 9:31
1C	9:11 – 10:15	9:33 – 10:15
Block 2 10:20 – 12:26		
	Math/ELA Block	“Skinny” Block
2A	10:20 – 11:24	10:20 – 11:02
2B		11:04 – 11:46
2C	11:26 – 12:26	11:48 – 12:26
LUNCH 12:26 – 1:10		
Block 3 1:13 – 3:24		
	Math/ELA Block	“Skinny” Block
3A	1:13 – 2:18	1:13 – 1:56
3B		1:58 – 2:40
3C	2:20 – 3:24	2:42 – 3:24

T. J. Walker Middle School
Extended Homeroom Schedule

Homeroom 8:00 – 8:32		
Block 1 8:32 – 10:33		
	Math/ELA Block	“Skinny” Block
1A	8:32 – 9:32	8:32 – 9:11
1B		9:13 – 9:52
1C	9:34 – 10:33	9:54 – 10:33
Block 2 10:36 – 12:37		
	Math/ELA Block	“Skinny” Block
2A	10:36 – 11:35	10:36 – 11:15
2B		11:17 – 11:56
2C	11:37 – 12:37	11:58 – 12:37
LUNCH 12:37 – 1:17		
Block 3 1:20 – 3:24		
	Math/ELA Block	“Skinny” Block
3A	1:20 – 2:23	1:20 – 2:02
3B		2:04 – 2:43
3C	2:25 – 3:24	2:45 – 3:24

T. J. Walker Middle School
2 Hour Delay Schedule

Block 1 10:00 – 11:36		
	Math/ELA Block	“Skinny” Block
1A	10:00 – 10:50	10:00 – 10:34
1B		10:36 – 11:05
1C	10:52 – 11:36	11:07 – 11:36
Block 2 11:39 – 1:10		
	Math/ELA Block	“Skinny” Block
2A	11:39 – 12:24	11:39 – 12:08
2B		12:10 – 12:39
2C	12:26 – 1:10	12:41 – 1:10
LUNCH 1:10 – 1:50		
Block 3 1:53 – 3:24		
	Math/ELA Block	“Skinny” Block
3A	1:53 – 2:38	1:53 – 2:22
3B		2:24 – 2:53
3C	2:40 – 3:24	2:55 – 3:24

T. J. Walker Middle School
Activity Schedule

Block 1 8:00 – 10:00		
	Math/ELA Block	“Skinny” Block
1A	8:00 – 9:02	8:00 – 8:42
1B		8:44 – 9:21
1C	9:04 – 10:00	9:23 – 10:00
Block 2 10:03 – 11:58		
	Math/ELA Block	“Skinny” Block
2A	10:03 – 11:00	10:03 – 10:40
2B		10:42 – 11:19
2C	11:02 – 11:58	11:21 – 11:58
LUNCH 11:58 – 12:38		
Block 3 12:41 – 2:46		
	Math/ELA Block	“Skinny” Block
3A	12:41 – 1:38	12:41 – 1:19
3B		1:21 – 1:58
3C	1:40 – 2:37	2:00 – 2:37
ACTIVITY PERIOD 2:40 – 3:24		

T. J. Walker Middle School
In-service Day Schedule

Block 1 8:00 – 9:22		
	Math/ELA Block	“Skinny” Block
1A	8:00 – 8:45	8:00 – 8:32
1B		8:34 – 8:57
1C	8:46 – 9:22	8:59 – 9:22
Block 2 9:26 – 10:39		
	Math/ELA Block	“Skinny” Block
2A	9:26 – 10:02	9:26 – 9:49
2B		9:51 – 10:14
2C	10:03 – 10:39	10:16 – 10:39
Block 3 10:43 – 11:56		
	Math/ELA Block	“Skinny” Block
3A	10:43 – 11:19	10:43 – 11:06
3B		11:08 – 11:31
3C	11:20 – 11:56	11:31 – 11:56

IDEA ACT 2004

Definition: The Individuals with Disabilities Education Improvement Act (IDEA) 2004 continues to encourage the use of proactive measures to prevent discipline problems. If a child's behavior impedes his or her learning or the learning of others, the child's individualized education program (IEP) team must consider the use of positive behavioral interventions and supports to address the behavior. If school personnel believe that a child's program and placement are inappropriate, they can work with the parents through the IEP team process to develop an appropriate program and placement that will meet the child's needs and ensure a safe and appropriate learning environment for all. This bulletin discusses the balance struck by IDEA permitting school officials to maintain a safe learning environment for all, while also including protections to prevent the inappropriate exclusion of children with disabilities.

Questions:

1. How should a local educational agency (LEA) address inappropriate behavior by a child with a disability?

The agency should consider holding an IEP team meeting to review the child's IEP and placement to determine whether they continue to be appropriate. The IEP team participants should determine whether the child's behavior is impeding his or her learning or the learning of others. If so, the team must consider positive behavioral interventions, strategies and supports to address the behavior. The team may consider whether functional behavioral assessment is appropriate to assist in the development of such strategies. They should consider whether re-evaluation of the child by an IEP team may be needed to determine whether the child has other impairments or educational needs. It is important to remember, however, that a child with any type of disability may present behavior that impedes learning and requires positive behavioral interventions, strategies and supports.

2. May a teacher remove a student from a particular class without a school official suspending the child from school?

Yes, under §118.164, Wis. Stats., a teacher may remove a pupil from the teacher's class if the pupil violates the code of classroom conduct adopted by the school board under §120.13(1)(a). The teacher may also remove the child from the classroom if the pupil is dangerous, unruly or disruptive or exhibits behavior that interferes with the ability of a teacher to teach effectively, as specified in the code of classroom conduct.

A teacher, school board, school district administrator or their designee is not prohibited from further disciplining a pupil because the pupil has been removed from class using this procedure. If a child's IEP addresses the behavior that violates the classroom code of conduct, it generally would be inappropriate to use a response to that behavior other than the response called for by the IEP.

3. When a student is removed from class by a teacher under §118.164, Wis. Stats., where is the child placed?

The principal or his or her designee may select one of the following four options for the child:

- An alternative education program under §115.28(7)(e)1., Wis. Stats. An alternative program is an instructional program, approved by the school board, that uses successful alternative or adaptive school structures and teaching techniques in existing traditional classrooms or regularly scheduled curricular programs or that is offered in place of these programs. It does not include a private school or home schooling by the parent.
 - Another class in the school or another appropriate place in the school, as determined by the principal or his designee.
 - Another instructional setting; or
 - The classroom from which the child was removed if, after weighing the interests of the removed pupil, the other pupils in the class and the teacher, the school principal or his or her designee determines that re-admission to the class is the best or only alternative.
4. What is a school district's general authority under state law to suspend a pupil from school?

The authority of a school district to suspend a pupil is found at §120.13(1)(b), Wis. Stats. State law permits a school district administrator, or any principal or teacher designated by the school district administrator to suspend a pupil for:

- noncompliance with school rules; or
- 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 pupil while at school or while under the supervision of a school authority which endangers the property, health, or safety of others; or
- conduct while not at school or while not under the supervision of a school authority which endangers the property, health, or safety of others at school or under the supervision of a school authority or endangers the property, health or safety of any employee or school board member of the school district in which the pupil is enrolled.

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.

Prior to the suspension, the pupil must be advised of the reason for the proposed

suspension. If the pupil denies the accusation, the school must explain the information it has and permit the pupil to provide his or her version. The pupil's parent must be given prompt notice of the suspension and the reason for the suspension.

5. For how many consecutive school days may a student be suspended from school?

The general authority under State law permits suspensions from school for up to five consecutive school days and for up to 15 consecutive school days when a notice of expulsion hearing has been sent. Additional requirements apply to children with disabilities. A child with a disability may only be suspended for more than ten consecutive school days if the conduct is not a manifestation, as described in this bulletin, of the child's disability.

6. May a parent or a pupil challenge a suspension?

A parent or a pupil may, within five school days following the commencement of a suspension, have a conference with the school district administrator or his or her designee. The designee may not be the principal, an administrator, or a teacher in the child's school. If the school district administrator or his or her designee finds that the child was suspended unfairly or unjustly; or the suspension was inappropriate given the nature of the offense; or the child suffered undue consequences or penalties because of the suspension, reference to the child's suspension must be removed from the child's records. The finding must be made within 15 days of the conference. A parent of a child with a disability may also challenge any issue relating to the identification, evaluation, educational placement, or the provision of free appropriate public education to the child by requesting a due process hearing.

7. What is the school district's general authority to expel a pupil?

The school district's general authority to expel a pupil is found at §120.13(1)(c), Wis. Stats. Generally, a pupil may be expelled from school if the school board finds the pupil guilty of:

- repeated refusal or neglect to obey the rules.
- threatening to destroy school property by explosion.
- engaging in conduct at school that endangers the property, health, or safety of others;
or
- engaging in conduct while not at school or under the school's supervision or endangering the property health or safety of any employee or school board member of the district in which the student is enrolled. 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 board must be satisfied that the interest of the school demands the pupil's expulsion. Prior to the expulsion, the school board must hold a hearing. If the child is a child with a disability, the agency also must follow the IDEA requirements described in this bulletin.

8. May a parent or adult pupil appeal the school board's decision to expel a pupil?

Yes. A pupil or, if the pupil is a minor, the pupil's parent or guardian may appeal the expulsion to the State Superintendent of Public Instruction, who must review the board's decision within 60 days after receiving the appeal to determine whether the district has followed required procedures. A parent may also challenge the expulsion of a child with a disability by requesting a due process hearing.

9. Is there a limit on the total number of school days a pupil with a disability may be removed from his or her educational placement during the school year?

No. State and federal law do not establish an absolute limit on the number of cumulative days of removal permitted in a school year. The district must follow the requirements described in this bulletin when a student with a disability is removed more than ten cumulative days in a school year.

10. What constitutes a change in educational placement for a child with a disability?

A change in educational placement for a child with a disability occurs when a child is removed from his or her current educational placement for more than ten consecutive school days. A change of placement also occurs if the child has been subjected to a series of removals that constitute a pattern because:

- the series of removals total more than ten school days in a school year.
- the child's behavior is substantially like the child's behavior in previous incidents that resulted in the series of removals; and
- of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

Whether the behavior in the incidents that resulted in the series of removals is "substantially similar" should be decided on a case-by-case basis and include consideration of any relevant information regarding the child's behaviors, including, where appropriate, any information in the child's IEP.

11. Who decides whether a series of removals will result in a change of educational placement?

Whether a series of removals constitutes a change in educational placement is determined on a case-by-case basis by the public agency. The department recommends that the principal of the child's school or other administrator and the child's special education

teacher consult regarding whether a short-term removal will constitute a change in educational placement. If the parent disagrees with the determination by the public agency, the parent may request a due process hearing.

12. Are "in-school suspensions" or other in-school disciplinary measures considered when determining whether the child has been removed from school for ten cumulative school days during a school year?

In-school removals from class must be considered a removal unless the child has the opportunity:

- to continue to participate in the general curriculum.
- to receive the services specified in his or her IEP; and
- to participate with nondisabled children to the extent he or she would have in the current placement.

13. Do part-day removals count toward considering whether a child has been removed for more than ten cumulative school days in a school year?

In determining whether the child had been removed for more than ten cumulative school days or subjected to a change in placement, the agency would include portions of a school day that a child had been removed. Sending a child with a disability home during the school day for not following school rules without following the procedures relating to suspension constitutes "de facto" suspension of a child from school. These days must be considered when determining whether a series of removals resulted in a change of educational placement or whether the child had been removed from school for more than ten cumulative days in a school year.

14. Do bus suspensions count toward considering whether a child has been removed for more than ten cumulative school days in a school year?

Yes, if the child does not attend school as a result of the suspension.

15. What must an LEA do when removals exceed a total of ten cumulative school days during the school year but *will not result in a change in placement*?

When removals exceed ten cumulative school days in a school year, the public agency must determine whether the removal would result in a change of educational placement. If the removal will not result in a change of educational placement, the LEA may remove the child to the extent that a nondisabled child would be removed.

Beginning on the 11th cumulative school day of removal in a school year, and during subsequent removals, the agency must provide services to the extent necessary to enable the child to continue to participate appropriately in the general curriculum, although in

another setting, and appropriately advance toward achieving the IEP goals. The decision about the necessary services is made by school personnel, e.g., the school principal or other administrator in consultation with at least one of the child's teachers. School personnel determine where the services will be provided. The services may vary depending on the needs of the child and the length of the removal.

16. What must an LEA do when a removal will result in a change of educational placement?

When a removal will result in a change of educational placement either because the removal exceeds ten consecutive school days or the removal exceeds ten cumulative school days and creates a pattern that results in a change in educational placement, the agency must do the following:

Notice

On the date the decision is made to make a removal that constitutes a change in placement, the child's parents must be notified of the decision and must be provided a procedural safeguards notice (statement of parent and child rights).

Manifestation determination

- Within ten school days after the date on which the decision to change the child's placement is made, the public agency, the parent and relevant members of the IEP team must determine whether the conduct is a manifestation of the child's disability. In making the determination, all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents, must be reviewed.
- The conduct must be determined to be a manifestation of the child's disability if:
 - The conduct was caused by, or had a direct and substantial relationship to, the child's disability; or
 - The conduct was the direct result of the agency's failure to implement the IEP. The LEA must take immediate steps to remedy a failure to implement the IEP. A parent of a child with a disability who disagrees with any decision regarding the manifestation determination may request an expedited due process hearing.
- Except where a student is disciplined for behavior involving weapons, drugs, or serious bodily harm, if the behavior is determined to be a manifestation of the child's disability, the IEP team must return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.
- If the behavior is determined not to be a manifestation of the child's disability, the LEA may remove the child to the same extent it would remove a child who does not have a disability.

Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs)

- If the behavior is a manifestation of the child's disability and the child already has a behavioral intervention plan, the IEP team must meet to review the plan and its implementation. The IEP team must modify the plan and its implementation, if necessary, to address the child's behavior. If the child does not have a behavior intervention plan, the IEP team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the child.
- If the behavior is not a manifestation of the child's disability the child must receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

Services

When the behavior is determined not to be a manifestation of the child's disability, the LEA may proceed with the change in placement. The LEA must provide educational services, as determined by the IEP team, to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP. Participation in the general curriculum does not mean that a school or district must replicate every aspect of the services that a child would receive if in his or her normal classroom.

17. What is the LEA's authority if the behavior involves weapons, illegal drugs, controlled substances or serious bodily injury?

LEA personnel may order a change of placement to an appropriate interim alternative educational setting without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child carries a weapon to school or possesses a weapon at school, knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance at school or has inflicted serious bodily injury upon another person while at school. "School" includes any school function under the jurisdiction of an LEA or the Department of Public Instruction. The placement may be for the same amount of time a child without a disability would be disciplined, not to exceed 45 school days. The interim alternative educational setting must be determined by an IEP team.

For the purpose of the discipline requirements of special education law:

- "Weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than 2 ½ inches in length.
- "Controlled substance" means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act [subsection (c) of

section 812 of Title 21, United States Code]. Revised schedules are published in the Code of Federal Regulations, Part 1308 of Title 21, Food and Drugs.

- "Illegal drug" means a controlled substance. The term "illegal drug" does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act. Generally speaking, controlled substances include what we commonly think of as illegal "street drugs" such as marijuana, cocaine, LSD, etc., as well as prescription drugs. Drugs purchased legally over-the-counter are not "controlled substances." "Illegal drugs" are controlled substances unless possessed or used lawfully, e.g., with a prescription. For example, Ritalin is a "controlled substance," but is not an illegal drug if it is possessed or used pursuant to a prescription. Ritalin is an illegal drug if possessed or used without a prescription. For the purposes of the discipline requirements of special education law, alcohol and tobacco are not illegal drugs or controlled substances.
- "Serious bodily injury" means bodily injury that involves: A substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

18. What may an LEA do when the conduct is a manifestation of the child's disability, but the LEA believes it would be dangerous to return the child to the previous placement?

If the child's behavior poses a threat of injury to self or others, the agency may request an expedited due process hearing to request a hearing officer to place the child in an interim alternative educational setting. The hearing officer may order the child to an interim alternative educational setting for up to 45 school days if the hearing officer determines that maintaining the child's current placement is substantially likely to result in injury to the child or to others. As an alternative to a due process hearing, the LEA may apply to a court for an order changing the child's placement.

19. What if a parent disagrees with a manifestation determination or a disciplinary removal from the current educational placement?

A parent or an adult pupil may submit a request for a due process hearing to the LEA and send a copy of the request to the Department of Public Instruction. The LEA must hold a resolution meeting within seven calendar days of receiving notice of the due process complaint unless the parents and LEA agree in writing to waive the resolution meeting or agree to use the mediation process. The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of the receipt of the due process complaint. An expedited hearing must be conducted within 20 school days of receipt of the hearing request, and a decision must be issued within ten school days following the hearing. The hearing officer's decision is final unless appealed in state circuit court or federal district court.

"Stay put" no longer applies to disciplinary removals. The child remains in the setting to

which he was removed until the hearing is completed or until the original removal period expires unless the parent and the LEA agree otherwise.

20. Do federal and state requirements regarding the expulsion of children who bring firearms to school conflict with expulsion requirements that apply to children with disabilities?

No. While the Gun-Free Schools Act requires an LEA to have a policy in effect requiring the expulsion for a period of not less than one year of any student who brings a firearm to school, the Act does not require a district to expel all such students without exception. The Act allows the district's chief administering officer to modify the expulsion requirement of the Act for a student on a case-by-case basis. The U.S. Department of Education has interpreted this provision to mean that an LEA may comply with both special education law and the Gun-Free Schools Act by focusing on this provision for case-by-case modification of the expulsion policy.

State law includes similar provisions. Sections 120.13(c)2m. and (e)2., Wis. Stats., require a school board to commence a hearing and expel a pupil from school for not less than a year for possessing a firearm at school or while under the supervision of a school authority. Section 120.13(1)(g), provides that a school board may modify this requirement on a case-by-case basis. A school board must modify this requirement if necessary, to comply with special education requirements. For example, the school board must modify the expulsion requirement if the IEP team determines that the conduct subject to expulsion is a manifestation of the child's disability.

21. Does section 120.13(1)(f), Wis. Stats., permit a school district to refuse a special education referral for an expelled child or permit a district to refuse a free appropriate public education to an expelled child with a disability?

No. Section 120.13(1)(f) provides that a school board is not required to enroll a pupil from another school district during the term of his or her expulsion. Therefore, the school board is not required to admit the pupil to the district's schools during the term of his or her expulsion. However, under federal and state law LEAs must locate, identify, evaluate, and provide a free appropriate public education to all children with disabilities, including children who have been expelled from school. A school district cannot refuse an IEP team evaluation because a child has been expelled from another school district. A school district cannot refuse to provide a free appropriate public education to a child with a disability expelled from another school district. However, the school board may provide the services to the child in a setting other than one of the district's schools, as determined by the IEP team.

22. When is a child who is not identified as eligible for special education entitled to the protection of special education law?

A child who had not been determined eligible for special education is entitled to protection of special education law when the public agency had knowledge that the child

was a child with a disability prior to the behavior that precipitated the disciplinary action. A public agency must be deemed to have knowledge when:

- The child's parent expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child needs special education and related services.
- The child's parent requested a special education evaluation of the child.
- The child's teacher, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other agency supervisory personnel.

A public agency would not be deemed to have knowledge if the child's parent has not allowed an evaluation of the child or has refused services for the child or the child has been evaluated and determined not to be a child with a disability.

If an LEA determines that it had a basis for such knowledge before the behavior, it must provide the child the protection of special education law, including the protections relating to discipline. It must ensure that the child is referred for IEP team evaluation and that the parents are notified of their rights under special education law.

If a public agency does not have knowledge that a child is a child with a disability prior to taking disciplinary measures, the child may be subjected to the disciplinary measures applied to children without disabilities who engage in comparable behaviors.

23. Must an LEA evaluate a child referred for an IEP team evaluation during a period of disciplinary removal?

Yes. If the child is referred for an IEP team evaluation during a period of disciplinary removal, the agency must conduct the evaluation in an expedited manner. Until the evaluation is completed, the child remains in the placement determined by school officials, which can include suspension or expulsion without educational services. If the LEA determines that the child is a child with a disability, the agency must provide a free appropriate public education to the child in accordance with the law.

24. May an LEA report a crime committed by a child with a disability to the authorities?

Nothing in state or federal special education law prohibits an LEA from reporting a crime committed by a child with a disability to appropriate authorities or prevents law enforcement authorities and the courts from applying the law to crimes committed by a child with a disability. An LEA reporting a crime committed by a child with a disability must ensure that copies of the special education and disciplinary records of the child are sent for consideration by the appropriate authorities to whom it reports the crime. The LEA may transmit copies of these records only to the extent permitted by the Family

Educational Rights and Privacy Act (FERPA) and its implementing regulations, 34 CFR Part 99, which in most cases would require parent consent.

Information Update 7.01.2019

1. What are positive behavioral supports or interventions?

Positive behavioral supports or interventions, which are based on functional behavioral assessment, attempt to **understand the purpose of a problem behavior** so the problem behavior is replaced with new and more appropriate behaviors that achieve the same purpose.

In general, positive approaches are developmentally, chronologically, cognitively, and functionally appropriate for the student and focus on two areas: (1) modifying the environment to try to prevent challenging behaviors; and/or (2) addressing behavior programmatically by teaching replacement behaviors and skills.

There are three reasons why school personnel should strongly consider positive behavioral supports and interventions:

- A. Simply suppressing a problem behavior does not have long-term effects and often leads to increased counter-aggressive behaviors from students.
- B. Once school personnel know why a student's behavior occurs, they can respond more appropriately by teaching the student a more appropriate way of responding. This serves the long-term interests of both student and teacher.
- C. Traditional punishment focuses on "fixing the student." The focus of positive behavioral support is fixing student skill deficiencies, classroom settings, instructional delivery, and/or curricular adaptations.

2. What are some examples of positive interventions, strategies and supports?

As noted in question 1, the two main areas to consider are modifying the environment and addressing behavior programmatically by teaching replacement behaviors and skills. When modifying the environment, the goal is to prevent the behavior from occurring by adjusting the antecedents of the behavior, the consequences, or both. Examples include:

- modifying or adjusting instructional strategies, curriculum, and materials
- modifying or adjusting classroom seating, arrangement, or traffic patterns
- modifying or adjusting testing and evaluation procedures
- providing increased opportunities for students to make choices.
- providing predictable classroom routines

- foreshadowing change
- cueing students
- having clear, consistent expectations and consequences in classrooms and throughout the school.

Addressing behavior programmatically by teaching replacement behaviors and skills means identifying alternative and more acceptable behaviors that serve the same function for the student; teaching general complementary skills (such as reading comprehension if the student is avoiding classes where reading is stressed); and providing instruction in self-regulatory or self-control skills to assist the student in coping with and tolerating situations which have led to behavioral outbursts in the past. These skills also lead to generalization and to intrinsic motivation rather than reliance on an external reward system.

3. Why is there an emphasis on positive behavioral interventions?

Unless acceptable replacement behaviors are taught and established as part of a child's repertoire, long-term behavior change will probably not occur. It is necessary to address behavior as a subject, and the goal is to make the appropriate behavior automatic. This means providing instruction and opportunities for the student to practice, reinforcement and feedback, and generalization skills so that the student learns the behavior in a variety of settings. If behavior is not addressed as a learning issue, the child will revert to what she/he knows in a crisis.

4. What is functional behavioral assessment (FBA)?

FBA is a continuous process (not a one-time event) for identifying, (1) the purpose or function of the behavior, (2) the variables that influence the behavior, and (3) components of an effective behavioral intervention plan (BIP). If the hypothesis about the function or purpose of a problem behavior is correct, it results in ideas for alternative skills or strategies that can be taught, as well as ideas for meaningful consequences for the student.

5. What is the basis for FBA?

FBA is based on the theories of applied behavior analysis (ABA) and is concerned with the analysis and modification of human behavior. It is often represented by one of the following paradigms:

A ► B ► C or A ► R ► C

- The "A" in either paradigm is **antecedent** — that which precedes the behavior of concern. The antecedents may include external factors such as settings, tasks, people,

activities, and events. Antecedents may also be internal factors such as moods, medical conditions, disabilities, or psychiatric conditions.

- The "B" represents **behavior**, while the "R" stands for **response**. It is important to define behavior or response in observable, factual terms. Stay away from emotions or projected feelings, such as "he felt bad" or "his feelings were hurt". A better description might be "he puts his head down and cries." Everyone involved needs to understand the meaning of the behavior. For example, what is meant by "in seat," "disruptive," "on time," or "verbal aggression"?
- The "C" is **consequence** — that which follows the target behavior. It is important to consider factors such as what the student does, what other students do, what teachers or other adults do, and whether there are meaningful consequences.

If the behavior can be understood within its context, a hypothesis regarding the function of the behavior can then be developed.

6. What are some of the common functions of behavior?

The “function” of any given behavior is the underlying reason(s) people behave in a certain way. Many FBAs attempt to define “functions” into a set of pre-determined categories. Traditional functions of behavior which many people are familiar with include:

- Attention
- Escape
- Demand
- Automatic Reinforcement (self-stimulation)

For the purposes of determining functions as part of a functional behavior assessment in an educational context, it is important to keep in mind the role of educators in teaching and supporting student academic and social emotional behavior.

Examples may include: Student is attempting to...

- cope with a situation she/he feels is stressful.
- assert a need she/he feels.
- accomplish something they feel is important.
- gain social approval/interaction.

- gain access to items, activities, or environment
- achieve a sense of safety.
- avoid/escape from activities or environment.
- avoid/escape from social attention/interaction.
- avoid/escape from overwhelming sensory stimulation.
- gain power/control over her/his life or circumstances

Educators may consider other categories of “function.” Understanding the student’s point of view, unique disability related needs, or history of possible trauma may assist teachers in planning and supporting students in educational settings. Other information educators may consider when determining functions of behavior include FBA interviews, skill versus performance deficits, and information collected from other data sources.

7. When is FBA used?

FBA is legally required when a disciplinary change of placement occurs, and the behavior is determined to be a manifestation of the disability. These specific requirements are more fully addressed in Information Update 06.02, Legal Requirements Relating to Disciplining Children with Disabilities, questions 15 and 16. A FBA is also required when an individualized education program (IEP) team determines the use of seclusion or restraint is reasonably anticipated. These requirements are addressed in 2011 Act 125 Seclusion and Restraint Frequently Asked Questions.

If there is a change of placement and the behavior is **not** a manifestation of the disability, a FBA should be conducted "as appropriate."

In addition to when legally required, it is good practice to conduct FBA:

- when challenging behaviors are a concern, regardless of the disability of the child – this is not just a process for children identified with emotional behavioral disabilities.
- when the current program is not effective.
- when the student or others are at risk for harm or exclusion.
- when a more restrictive placement or a more intrusive intervention is contemplated;
and
- when there are repeated and serious behavior problems.

8. Must we do this for every child with a disability?

If the Individualized Education Program (IEP) team determines the student's behavior is interfering with his/her learning or that of others, the IEP team must consider strategies, including positive interventions and supports, to address the behavior. This is true regardless of the disability label of the student. FBA is a useful process in developing appropriate interventions. It is not necessary to address FBA and behavioral interventions if behavior is not an issue for an individual.

9. How do we decide when to conduct a FBA?

Consider the following factors:

- Are you spending more time on behavioral issues than on other needs with this student? Is behavior a primary issue with this student (regardless of the student's disability)?
- Is the misbehavior more than just occasional? Is it pervasive?
- How does the student's behavior compare to peers? Is the behavior chronologically and/or developmentally appropriate?
- Is the behavior responding to typical school and/or classroom interventions?
- Can you point to a reason why the child may be misbehaving (for example, a recent divorce or illness in the family)? Would you expect or predict the behavior given the circumstances? Do you expect the behavior to naturally diminish over time?
- Is the current program effective? Is the student at risk for harm or exclusion? Are others at risk for harm? Is a more restrictive placement or a more intrusive intervention being considered?
- Is a FBA legally required (see question 7)?

10. Who is responsible for FBA?

The IEP team conducts the FBA. See question 16, Information Update 06.02.

11. Is the process the same in every case?

No. Neither federal nor state law requires a specific format for FBA; it will vary on a case-by-case basis. In some cases, review of records and existing information may be sufficient; in other cases, it may be necessary to conduct interviews, do observations, and/or complete formalized assessments.

12. Do we need parent consent to conduct a FBA?

In many cases, a FBA can be conducted using data obtained in the normal course of the student's educational program. Parent consent is not required in such cases. Specifically, parent consent is not required if the data to be used in the FBA:

- is collected as a service specified in the student's IEP;
- is part of ongoing classroom observation and assessment conducted in the normal course of the student's program; or
- is part of ongoing review of the effectiveness of the behavioral intervention plan (BIP) included in the student's IEP.

In some cases, it may be necessary to administer additional tests or other evaluation materials to obtain the information needed to conduct the FBA. In such cases, an evaluation process must be initiated, and parent consent must be obtained before administering additional tests or evaluative materials. Assuming the student has already been determined to be a child with a disability, the evaluation in such circumstances would focus on determining the nature and extent of the special education and related services the student needs.

13. How do we begin data collection?

A single source of information generally does not produce sufficiently accurate information so multiple sources and methods are needed. For example, an interview does not stand alone, but if the same conclusions are supported by direct observation and a second interview source, the information is then more reliable. The first step is to review existing records and other information to determine whether additional data must be gathered and to decide whether indirect methods, direct methods, or both will be used.

14. What are indirect and direct methods of data collection?

Indirect methods include gathering information by talking to, or interviewing, those individuals who know the student best. The information is secondhand in that it is filtered through the interviewees, including the student, or is contained in written records. This is important to remember when interpreting interview data. Examples include record review (attendance, cumulative file, health, discipline, report cards, previous evaluations, and interventions), permanent products (work samples, test papers, projects), and interviews.

Direct methods involve observing the student with the problem behavior in typical daily activities and routines. Observations are only snapshots of the settings and behaviors, and students may be aware they are being observed. They may be on their best behavior or may show-off for this new audience. Data from observations should be verified, as observations do not stand alone.

15. Are there any other decisions to be made prior to collecting data?

It may be important to consider whether the behavior is a skill deficit or a performance deficit. A skill deficit is one the student cannot do; the student lacks the necessary information or component skills. The intervention is to teach the skills. A performance deficit is one the student is not motivated to do; s/he has performed the skill previously or does it in some settings but doesn't generalize to other settings. The intervention is to provide opportunities for the student to perform and to reinforce the desired behavior while not reinforcing the undesired behavior.

16. What are some good practices when observing in the classroom and other school settings?

Observe a student across settings and at a variety of different times. Rather than observing for two hours during the morning, for example, it may be more useful to break that two-hour block into six smaller blocks of 20 minutes each. Those observations could take place at different times of the day, different days of the week, and during different activities such as academic classes, recess, or lunch. It may be helpful to observe the student in settings where behavior is not a problem to identify the features of that context that support success and appropriate responses. Multiple observations also help give a clearer picture of the behavior, rather than a one-time snapshot.

Keep the recording system as simple as possible to efficiently record information. It takes some practice to determine what method works for a particular individual and to develop some shorthand codes such as "o" for 'out-of-seat' or "p" for 'playing with an object without permission.' Trying to write things out in longhand takes time and the observer often misses key information.

Accurately define the behavior being observed. Be clear as to what "out of seat" means; does that mean the student must be completely out of the desk, or can the student be on his/her knees yet still be "in" the chair? Try to be more precise than "aggressive behavior" by clarifying that it means hitting, kicking, or pinching. This also helps to determine what will be tallied and what will be ignored. Look for specific, observable behaviors that either occur or do not occur. It is also important to consider the critical dimensions of the behavior (see question 17).

When observing in someone else's classroom, **background information** from that person prior to the observation is helpful. What activities will be going on? How does the student typically behave during those times? The teacher should conduct business as usual, including consequences for inappropriate behaviors during the observation.

17. What are critical dimensions of behavior?

Critical dimensions of behavior include:

- Frequency – how often the behavior occurs.

- Topography – the description of the behavior; what it looks like (in seat, on task);
- Duration – how long the behavior lasts.
- Latency – the amount of time that elapses between “A” and “B”; for example, the amount of time between a teacher giving a direction and the student complying with that direction.
- Magnitude – force or power of the behavior (5-minute tantrum vs. a 30-minute tantrum; mumbling vs. talking loudly);
- Locus – where the behavior occurs (gym class vs. English class; structured time vs. unstructured time).

18. Are there any other issues pertaining to the environment that may surface?

One issue is the function of the teacher behavior about the student being observed. An intervention may require a modification of the teacher's behavior. Therefore, we must attempt to identify key behaviors and explore the function that the teacher's behaviors might serve for both the student and the teacher. For example, a teacher might choose to ignore a serious behavior problem in a child to avoid an escalation of the problem. In turn, the fact that the teacher ignores the child may allow the child to avoid an unpleasant task. Thus, both the teacher and the student are being negatively reinforced in the interaction.

19. How are the results of FBA incorporated into a child's IEP?

The IEP is the centerpiece of instructional programming for a student with a disability. If the student's behavior is interfering with his/her learning, or that of others, the IEP must address that behavior. A FBA provides baseline data for appropriately addressing the student's behavioral needs. Information from the FBA can be incorporated as part of the present level of educational performance (PLOP) and may also provide the basis for annual goals, short-term objectives, and benchmarks. Use the data from the FBA to describe the student's current level of functioning, including situations or settings in which the student is most or least appropriate, and consequences that may positively or negatively influence the behavior.

The emphasis in IDEA continues to be on **positive** interventions, strategies, and supports to address problem behaviors. If the student's IEP contains only negative consequences and punishments, the IEP may not be appropriate for meeting the child's needs. If it becomes necessary for the IEP team to conduct a manifestation determination, that team must determine whether the student's current IEP and placement are appropriate, including whether behavior has been addressed.

20. How is a behavior intervention plan (BIP) incorporated into an IEP?

There is no required format for a BIP in either the federal or state law. Generally, a plan to address behavior (BIP) may be included in an IEP in any or all the following ways:

- A. Special factors – if the student’s behavior interferes with his/her learning, or that of others, the IEP team must consider appropriate positive interventions, strategies, and supports.
- B. Annual goals and short-term objectives/benchmarks – instructional approaches could be incorporated into the goals and objectives (i.e., replacement behaviors, social skills); and
- C. Attached behavior plans – sometimes it is awkward to try to fit an intervention plan into a goal/objective/benchmark format, and the IEP team may develop a plan and then attach it to the IEP. The BIP attached to the IEP becomes part of the IEP.

Whenever supplementary aids and services or program modifications and supports for school personnel are needed to appropriately implement an IEP, those issues must also be addressed by the IEP team.

21. What are some considerations in developing a BIP?

It is important to include an operational definition of the problem behavior(s); summary statements resulting from a functional behavioral assessment addressing setting events, antecedents to the problem behavior, and maintaining consequences for the problem behavior. The plan should address expected outcomes and goals and a general approach for making problem behaviors ineffective. Intervention strategies will consist of setting event strategies, immediate predictor strategies, teaching strategies, and consequence strategies. In addition to these strategies, consider both short- and long-term prevention strategies.

The BIP should include:

- specific descriptions of typical routines and most difficult problem situations for the student.
- a monitoring and evaluation plan.
- identification of the case manager who will be responsible for the overall coordination of the behavior intervention plan; and
- identification of individual responsibilities for data collection, specific interventions described in the plan, and reporting.

If it is necessary to have a crisis intervention plan for the student, be sure to also include the positive interventions, strategies, and supports to balance the plan. A crisis intervention plan should address the least restrictive alternative related to interventions

and should include plans to intervene during escalation of the behavior, during eruption of the behavior, and during de-escalation.

22. How can we judge whether the BIP is working or not?

Look at what the data indicates and consider the following questions:

- Is the problem behavior decreasing (in frequency, intensity)?
- Is the student using the replacement behavior regularly?
- Has the student generalized the use of this new behavior to various settings?
- Are there some positive effects (better grades, improved self-esteem, less stress)?
- Are people satisfied with the plan (student, parents, regular education and special education staff, administrators)?

If the plan is not working, it may be necessary to continue to evaluate and redesign the BIP.

23. When designing behavioral intervention plans, what should we consider in evaluating those plans?

Adapted from a handout by T. Knoster for OSEP Institute on Discipline, 9/98

There are five areas to evaluate:

1. Antecedent or Setting-Event Modifications
 - Does the plan include antecedent and setting-event modifications to prevent problem behavior from occurring?
 - Does the plan include modifications to make desired behaviors more likely?
2. Teaching Alternative Skills
 - Did the IEP team consider all three approaches to alternative-skill training (e.g., replacement skills, general skills, coping and tolerance skills)?
 - Do replacement skills serve the same function as the problem behavior?
 - Do general skills help the individual prevent problem situations from occurring?
 - If the plan targets multiple alternative skills, are the ones that produce the most immediate effect for the person taught first?
3. Consequence Interventions
 - Does the plan include consequence strategies for (a) strengthening alternative skills, (b) reducing the payoff for problem behavior, and (c) crisis management if necessary?
 - Do consequences for alternative skills produce outcomes that are more effective or efficient than the problem behavior?

- Are desired outcomes for the problem behavior reduced or eliminated?
 - Does the crisis management plan address the three phases of a crisis?
 - a) Escalation
 - b) Eruption
 - c) De-escalation
4. Lifestyle Interventions
- Does the plan include supports that will improve the individual's quality of life?
 - Does the plan include long-term adaptations that will (a) help the individual maintain new skills, and (b) prevent problem behaviors from occurring?
5. Overall
- Are the intervention strategies logically linked to the hypothesis?
 - Does the plan reflect individual and family preferences?
 - Are all the intervention strategies (1) age-appropriate, and (2) acceptable for people without disabilities?
 - Can the plan be carried out in everyday settings without stigmatizing the individual?

The Individuals with Disabilities Education Act (IDEA) continues to place an emphasis on positive strategies and interventions to programmatically address the behavior of children with disabilities when that behavior interferes with the child's learning or that of others. The goal is to develop behavioral intervention plans that are based on child specific data gathered through the process of functional behavioral assessments. Local education agencies (LEAs) have a responsibility to focus on proactive approaches related to the behavioral needs of children with disabilities by working with the student to change his/her behavior rather than by relying solely on exclusionary practices. It is good practice to proactively address challenging behavior in an early and ongoing fashion even when that behavior will not result in a change in placement.

T. J. Walker Middle School

2021-2022 Faculty Handbook



TJ WALKER VISION STATEMENT

TJ Walker will be a leader in creating opportunities for students to embrace today and be prepared for tomorrow.

TJ WALKER MISSION STATEMENT

The mission of TJ Walker is to empower students to be engaged, confident and continuous learners who utilize the essential learning skills to collaborate and contribute within the school, local and global community.

TJ WALKER ENDURING GOALS

Goal 1: Prepare students for academic, social, and emotional success beyond middle school. *Through challenging and cross-curricular programs, students learn the essential skills for continued education, careers, and life readiness for current and future success.*

Goal 2: Foster a positive, nurturing, and inclusive learning culture. *Learners engage in a collaborative and inspirational learning environment where intellectual and social growth, motivation, and resilience are promoted and valued.*

Goal 3: Communicate effectively. *Students, parents, and staff practice comprehensive, clear, interactive communications and relationships to enhance the educational experience.*

Goal 4: Integrate and utilize innovative technology to support and enhance student learning. *Students, parents, and staff engage in a safe, digital environment, which supports learning and academic achievement.*

DISTRICT MISSION STATEMENT

The School District of Sturgeon Bay, in partnership with the student, family, and community, will provide diverse educational opportunities for the development of informed, knowledgeable citizens and successful lifelong learners.

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Mission Statement

The School District of Sturgeon Bay, in partnership with the student, family, and community will provide diverse educational opportunities for the development of informed, knowledgeable citizens and successful life-long learners.

Nondiscrimination Policy

It is the policy of the School District of Sturgeon Bay, pursuant to s.118.13, Wis. Stats., and PI 9, that no person, on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability, may be denied admission to any school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational, or other programs.

All vocational education programs follow the district's policies of non-discrimination based on the above-mentioned reasons. In addition, arrangements can be made to ensure that the lack of English language skills is not a barrier to admission or participation.

For a copy of the complaint procedure or any questions or complaints concerning Title IX of the Education Amendments of 1972, which prohibits discrimination based on the above-mentioned reasons, contact:

Mr. Dan Tjernagel
Superintendent
School District of Sturgeon Bay
1230 Michigan Street
Sturgeon Bay, WI 54235
920.746.2800

Inquiries related to Section 504 of the Rehabilitation Act of 1972, which prohibits discrimination on the basis of handicap, should be directed to:

Mrs. Lindsey Ferry
Pupil Services Director
School District of Sturgeon Bay
1230 Michigan Street
Sturgeon Bay, WI 54235
920.746.2804

For further information, refer to the following:

- Board of Education Policy 4362 – Employee Anti-Harassment
- Board of Education Policy 5517 – Student Anti-Harassment
- Board of Education Policy 1422 – Nondiscrimination and Equal Employment Opportunity

Educational Philosophy

The School District of Sturgeon Bay believes that a school system in America has an obligation to continually strive to instill in everyone, according to his/her abilities, the knowledge, skills, attitudes, and values necessary for effective living in a free and changing society based on the rights and responsibilities embodied in our American heritage.

It is the aim of this school district to provide a diversified program of educational experiences to youth and to cooperate with the home, church, and community to promote the development of individually different but effectively educated citizens.

Within the classroom, emphasis should be on the development of fundamental skills and knowledge, as well as on breadth and depth of materials according to the student's ability. This can best be accomplished through a varied and flexible curriculum presented in surroundings that promote good work and study. The needs of the students, their parents, and the community demand an honest appraisal of student ability, flexible learning programs, and a healthy respect for learning itself. Likewise, recognition of the obligation to stimulate the ability to think objectively, to draw conclusions, and to make decisions is accompanied by an awareness of significant and desirable social and personal values.

Board of Education Policy Code: 2110

Section 2: Personnel

Sturgeon Bay Public Schools Board of Education

Mike Stefani (President)	Tina Jennerjohn(Vice-President)	Roger Wood(Treasurer)
Beth Chisolm (Clerk)	Chad Hougaard	Damian Howard
Scott Alger	Angela Kruse	Jessica Holland

Sturgeon Bay Public Schools Administrators

Dan Tjernagel (746-2801) District Administrator
Lindsay Ferry (746-2818) Special Education and Pupil Services Director
Ann Smejkal Director of Teaching and Learning
Katie Devillers (746-2818)..... Elementary Principal
Mark Smullen (746-2803)Middle School Principal
Keith Nerby (746-2802)..... High School Principal
Lindsay Ferry (746-2804) Director of Pupil Services
Jacob Holtz (746-2805)Business Manager
John Sullivan (746-5814)..... Building & Grounds
Jennifer Spude (746-3877) Food Service Director
John Quaderer (818-0785)..... Kobussen Bus Supervisor

T. J. Walker Middle School Staff

Middle School Office 920-746-2810
8th Gr. Special Education Teacher (746-5854)..... Special Education
Nan Anschutz (746-5854)..... Special Education Aide
James Benesh (746-5802) Physical Education
Amelia Canilho (746-5745) Spanish Teacher
Gretchen Cihlar (746-3862).....Library Media Specialist Aide
Drew Demeny (746-5739).....English Language Arts – 8
Courtney Elm (746-3863)English Language Arts – 7
Megan Erickson (746-2809)..... Special Education
Sarah Hansen (746-5755) Mathematics – 8
Jennifer Hanson (746-5728)..... Computer Applications
Ben Herland (746-3869)..... Health/Physical Education
Scott Hockers (746-5738).....Industrial Technology
Theresa Hrubecky (746-3891)..... Special Education
Stephan Jacobson (746-3868) Social Studies – 6
Kasee Jandrin (746-5769).....English Language Arts – 6
Debra Jeanquart (746-5744)..... Mathematics – 6
Stacy Judas (746-5708) Social Studies – 8
Morgan Kiedrowski (746-3875) Counselor
Jennifer Lasee (746-5773)..... Science – 6 & 7
Kaara McHugh (746-5753)..... Vocal/General Music
Lori Mellen (746-2806)..... Secretary
(746-5816)..... Speech & Language
Sam Mueller (746-5918) Physical Education

Seth Carreon (746-5811).....School Psychologist
Dennis Orns (746-2809)Special Education Aide
Andrew Pagel (746-5766) Instrumental Music
Matt Propsom (746-5725) Science – 6 & 8
Jennifer Rabas (746-5761) Social Studies - 7
Jeanne Schopf (746-5924).....Secondary Interventionist 6-8
Joe Schriener-Schmidt (746-2809) Special Education Aide
Holly Selle (746-3882)Library Media Specialist
Craig Sigl (746-3897)..... Mathematics – 7
Mark Smullen (746-2803)Middle School Principal
Andrew Pagel (746-5766) Instrumental Music
Amber Spude (746-5753) Vocal/General Music
Mariah Stahlke (746-5765) Art
Terri Stoneman (746-2809).....Special Education Aide
Paige Sullivan (746-5735) Family/Consumer Education

Grade Level Teams

6th Grade	7th GRADE	8th GRADE
Theresa Hrubecky	Courtney Elm	Drew Demeny
Stephen Jacobson	Megan Erickson	Sarah Hansen
Kasee Jandrin	Jennifer Lasee	Stacy Judas
Deb Jeanquart	Jennifer Rabas	Special Education Teacher
Matt Propsom	Craig Sigl	HR – Paige Sullivan
HR – Andrew Pagel	HR – Scott Hockers	HR – Kaara McHugh
	HR – Paige Sullivan	HR – Ben Herland
	HR – Mariah Stahlke	

TJW Committee Rosters

Leadership Team

Jennifer Hanson – Elective Staff
Mariah Stahlke – Elective Staff
Theresa Hrubecky – SPED
Megan Erickson - SPED
Stephen Jacobson- 6
Kasee Jandrin - 6
Morgan Kiedrowski - Counselor
Sarah Kruck - 8
Jennifer Lasee – 7
Jeanne Schopf - Interventionist
Mark Smullen – Principal*

Family Engagement

Kasee Jandrin
Jen Lasee
Jennifer Rabas
Matt Propsom
Ben Herland
Stacy Judas
Sarah Hanson

PBIS Tier 1

Megan Erickson
Stephen Jacobson
Deb Jeanquart
Morgan Kiedrowski*
Courtney Elm
Scott Hockers*
Kaara McHugh

Technology

Drew Demeny
Jennifer Hanson*
Holly Selle
Craig Sigl
Mariah Stahlke
Andrew Pagel

ACP

Jennifer Hanson Morgan Kiedrowski*
Paige Sullivan

Co-Curricular Assignments

Volleyball: 7th - Open 8th – Open

7th & 8th Football: Sam Mueller; Derrick Jennerjohn

Boys Basketball: 7th – Chad Ulberg 8th – Ben Herland

Girls Basketball: 7th – Maddie Brosteau 8th – Ben Herland

Wrestling: Leif Lautenbach

Head Track: Scott Hockers

Asst. Track: Jen Lasee, Morgan Kiedrowski & Jennifer Rabas

Yearbook: Jennifer Hanson

Student Council: Deb Jeanquart

Clipper Kindness Club: Kasee Jandrin & Deb Jeanquart

Battle of the Books: Kasee Jandrin

Jazz Band: Andrew Pagel

Una Voce: Kaara McHugh

Math Team: Sarah Hansen

Recess Supervision: Scott Hockers, Matt Propsom, Craig Sigl, Jeanne Schopf,

Clipper Clays: Matt Propsom

Section 3: Guidelines for Teachers

Introduction

Teachers should:

- Observe and conscientiously enforce the rules and regulations of the school, and faithfully perform the duties to which they are assigned.
- Aim to exercise the same strict business loyalty to the school, its goals, and objectives that they would to any other business in which they might be associated, remembering always that the success and unity of the school is vital to their own success.
- Discuss the business and affairs of the school only with school personnel who have a need to know, and confine the report of school difficulties, complaints, or criticisms to the superintendent or principal.
- Respect the rights of students, and not discuss problems of discipline, difficulties with students, testing results, home conditions of students, etc., outside of the school.

In addition to instructional duties, teachers should never lose sight of the general interests and discipline of the school but should endeavor in every way to foster and preserve school spirit and pride. They should adopt the same level of commitment to the organization as they have for their own individual departments. The value of teachers' service is estimated as much from this point of view as it is from their instructional work.

Absences / Substitute Teachers

The following procedure should be used for reporting absences and requesting substitutes:

- Enter your absence 24 hours in advance using AESOP.
- Evenings and Weekends: Call Angie Anderson at 920-493-1820 between 3:30 p.m. and 8:30 p.m. Leave a message including name, school, reason for absence, and any specific instruction for a substitute. Angie will check her messages at 8:30 p.m. and try to arrange a sub that evening. Do not call this number after 8:30 p.m.
- Mornings between 5:30 a.m. and 6:15 a.m.: Call Angie Anderson at 920-493-1820. Do not call earlier than 5:30 a.m. or after 6:30 a.m. As it is often difficult to arrange substitute coverage after 6:30 a.m., please attempt to make this contact before 6:30 a.m.
- If the need for a substitute arises between 6:30 a.m. and 3:30 p.m., contact the secretary at 920-746-2806 or call the Principal's cellphone at 608-481-0230. The secretary and/or principal will help arrange substitute coverage for the classroom in these situations.
- Substitutes for pre-arranged absences will be handled by the secretary after the Time-Off Request (Skyward) has been submitted.
- All Time-Off Requests (pre-arranged, sick leave, etc.) must be entered in Skyward.

Regular Teacher's Preparations for Substitutes

On a day that you must be absent from the classroom, do everything you can to try and make that time a meaningful one for the students.

- Review with your students what is expected of them when a substitute teacher must fill in, especially in regard to conduct and academics (repeat often).

- Have an up-to-date seating chart available.
- Have lesson plans, class record books, and duty schedules available.
- Have curricular activities available that the guest teacher can find, follow, and implement.
- Have available all procedures for all drills, evacuations, and lock downs.

Announcements

Announcements will be read at the beginning of 1A. Only special announcements will be made at the end of the day. Announcements will be made at other times only in an emergency. Announcements should be in the middle school office by 7:45 a.m. for the day of the announcement. It is preferred that announcements are e-mailed to the secretary so she can just cut and paste into PowerSchool. Announcements coming into the office late may not be read until the next day. If we are to give school time for announcements, it is highly important that all teachers maintain complete classroom silence during this time. Students and teachers are expected to listen to these announcements. Announcements can be found on the Daily Bulletin located in PowerSchool.

Assemblies

All staff is required to attend our all-school assemblies unless s/he is teaching a high school course at the time. Teachers with students at the time of the assembly should remind students of proper etiquette at the assembly and follow behind the group after they leave. Students will sit together by grade level. Teachers who do not have students are responsible for supervising the halls and assembly area when the students are released. Two staff should position themselves at the Tech and FACE corners with the remaining teachers located in the assembly area before the kids arrive.

Board of Education Policies

All teachers have a responsibility to become familiar with the policies of the Board of Education. A complete set of the policies is available on the district website.

Budget

Each spring, teachers are asked to begin planning for the next year's activities and to submit their budget requests for textbooks, supplies, and instructional materials. The principal will distribute worksheets for this purpose.

Careful planning is essential. No materials or supplies may be ordered if funds have not been appropriated for that purpose during the budget-building process.

All approved budget information will be available in Skyward. All requisitions must be submitted through Skyward.

Bus Transportation & Field

1. Requests must be made through Easy Trip Request, Kobussen's transportation management software.
2. Requests should be submitted at least two weeks prior to the trip date. Requests that are received with less than two weeks' notice may be rejected.

3. If the field trip request is weather dependent, alternate dates should be submitted with the original request.
4. Field trips may be canceled or shortened due to availability of buses. Every effort will be given to successfully grant the field trip transportation requests.
5. The bus driver has the responsibility to make the final determination on safety issues. It is the teacher's (or other chaperon's) responsibilities to make sure students are quiet and remain in their seats.
6. Food and drink are not permitted on the bus unless prior approval has been obtained from the Transportation Department or the individual bus driver.
7. Side trips or deviations that were not included in the original request are not permitted.
8. For all out-of-town trips, a roster of all participants (i.e., students, teachers, and chaperons) must be provided to the Bus Driver and respective school office prior to departure. This roster must be prepared immediately prior to departure on the day of the trip so that it is current and accurate.
9. An adult chaperon must accompany students on all class field trips.

Co-Curricular

1. All departure times are required two weeks prior to the first contest or event of the season. Tournament play, make-up games, and those games not scheduled prior to the start of the season are exempt from this requirement.
2. All side trips (e.g., restaurant stop) must be discussed with the driver before departure.
3. For all out-of-town trips, a roster of all participants (i.e., players, managers, trainers, cheerleaders) must be provided to the Transportation Department and respective school office prior to departure. This roster must be prepared immediately prior to the departure on the day of the trip so that it is current and accurate.
4. Alternative transportation home from an event may be with the student's parents only. The request must be in writing to the principal or athletic director and coach. An approval form signed by the parent and student must be presented to the coach and bus driver.
5. If there is a shortage of buses (number of out-of-town events, breakdowns, etc.), every effort will be made to get teams to their destinations on time. This may include any or all of the following methods: modifying the departure time, doubling up with another team, or doubling up with another school.
6. The bus driver has the responsibility to make the final determination on safety issues. It is the coach's responsibility to keep the players, managers, trainers, and cheerleaders quiet and in their seats.
7. Food and drink will be allowed on the bus if the groups assist in maintaining a clean bus. Groups that do not maintain a clean bus will be prohibited from bringing food and drink aboard the bus on future trips.

Curriculum

The official written curriculum of the district is managed through a shared District Curriculum google drive folder. We are expected to update our curriculum weekly and provide weekly lessons. Every two weeks we review curriculum in our PLC's. The building principal reviews curriculum updates monthly. All new curriculum outside what is provided to you as a teacher must be approved by the principal.

Calendar

A complete calendar appears on the district website. Sponsors of events should submit dates upon request and whenever it is necessary to change the date of an event. Please use the form provided in the workroom for calendar changes. The online calendar is filterable and allows users to set parameters for display of various levels of events (elementary schools, middle school, high school, district, athletic, etc.).

Classroom Care

Blackboards, whiteboards, SMARTBoards, desks, and woodwork must be kept free of writing and drawing, cuts, scratches, etc. Periodic checking is necessary, and teachers should report defacing of property at once so that students may be held accountable.

All teachers are expected to maintain acceptable housekeeping standards in their rooms and other areas of the building. This includes desktops, floors, shelving, bulletin boards, etc. All teachers will encourage the keeping of our building and grounds in an appropriate manner and condition.

- Classroom doors should be always locked eliminating the need to find your keys if we go into lockdown.
- Use only masking tape – not cellophane tape – when attaching materials to classroom walls.
- Do not borrow equipment from another room or department without permission of the person responsible for that equipment. If you are using someone else's classroom extend the courtesies of good chair order and clean chalkboards when leaving the room.
- Teachers in charge of activities that require the use of the Gym or Auditorium should be sure to lock all doors and turn off all lights when leaving the areas. Students should not be allowed in these rooms without staff supervision.

Closing School (Inclement Weather or Emergency)

If it becomes necessary to close school due to inclement weather or other emergency situations, notification will be given to local television, radio and social media outlets.

Employee Family Assistance Program (EFAP)

The School District of Sturgeon Bay has established a program for employee and family assistance with the sole purpose of maintaining and, when necessary, improving staff morale, health, productivity, and reputation.

The EFAP has been set up with the cooperation and support of the Sturgeon Bay Education Association. The Board of Education pays for the initial assessment with a counseling professional. Strict standards of

confidentiality are maintained in this program. No employee may be disciplined in any manner for his/her involvement or refusal to be involved in any aspect of the EFAP.

Energy Conservation

Teachers are reminded to turn off lights when leaving an empty room, and close windows when the air conditioning and heat is on. Classrooms that are too cold or hot should be reported to maintenance. Please refrain from using personal electric appliances; instead, use the appliances provided in the office or staff lounge. Also, staffs are reminded to shut down your computer before leaving for the day.

Facility Use

Facilities should be reserved by using the online facility use calendar when you are using facilities that are shared by a variety of activities. Failure to reserve facilities through this system may result in an event or activity being cancelled or moved to a less-than-desirable location. Building use on non-school days by student groups must receive principal approval and the facility must be reserved using our district's online facility use calendar. Since custodians are not on duty, lights and doors are not checked. It is that individual who used the building that must assume the responsibility of door, lights, and total building security. Students are not to be in the building after school hours without the direct supervision of a teacher or staff member.

Auditorium Use - The Auditorium is a 456-seat facility equipped with professional-level sound, lighting, and audio-visual equipment. This facility is managed by a director who oversees the scheduling and operation of the facility and equipment. Staff members who are interested in using the Auditorium must first speak with the director regarding availability then complete an online Facility Use Request.

HS/MS Commons – Both commons areas located in this building are equipped with a sound system, internet access, and an LCD mounted projector and screen. Cables, microphones, and procedure guides are available for checkout in the High School Office. Staff members are requested to promptly return borrowed materials so that other staff members may make use of the equipment.

Computer Labs/IMC – Clipboards are available to sign out the computer labs or reserve the IMC in their respective locations. When using the computer lab please make a point not to allow students to use the teacher station which controls all the computers. Please shut-down all the computers if you are the last one to reserve the room for the day.

Faculty Lounge – The faculty lounge provides an opportunity for an occasional coffee break and for the exchange of ideas and problems among staff members. Discretion should be exercised in its use. Students are not to be permitted in the lounge unless supervised by a staff member.

Field Trips and Excursions

As per Board of Education Policy IICA, no field trip or excursion off school property may be taken without the approval of the principal. Any field trip or excursion involving the use of a school vehicle or bus requires specific approval of the district administrator. Club or organization overnight trips require specific approval of the Board of Education. A request for such a trip must be made far enough in advance of the event to allow time for the board to study the situation. Board approval, when given, shall be dependent upon proper arrangements for housing and chaperoning.

Parent permission is required for all field trips and excursions involving transportation of students. Forms are available in the High School Office for this purpose. The teacher in charge of a trip will provide the office and the staff with a list of students participating.

No teacher or other employee of the School District of Sturgeon Bay shall consume or be under the influence of any alcoholic beverage when accompanying or supervising students on a school-sponsored activity. Anyone guilty of violating this directive is liable for disciplinary action that may include termination of employment. Parents should not be allowed to consume alcohol when chaperoning an event.

Fundraising

Any student fundraising campaign that takes place off campus must receive prior approval by the Board of Education. The purpose of this policy is to limit door-to-door selling by students. In-house fundraisers are permitted with the approval of the principal. Fundraisers involving food items must be in compliance with the district's Wellness Policy.

Those teachers or staff members who seek private business funding or donations in excess of \$100 must follow Board of Education policy and use the adopted form.

Homeroom Protocol

Each homeroom teacher will be expected to:

1. Have students participate in the Pledge (Middle School Student will recite the pledge to student body, and read off announcements)
2. Introduce, teach, and discuss Second Step 2.0 Lessons and other SEL lessons.
3. Discuss Cool Tools of the Week (included in announcements) if shared in advance by PBIS Team.
4. Check your homeroom students' grades to see how they are doing.

Homework Log

All core staff is to update their grade level homework log weekly on the school webpage. Updates include short descriptions of classroom tasks, readings due, assignments, quizzes, projects and or tests.

Injury at Work

If an employee is injured at work, the direct supervisor should be notified immediately. The employee should also immediately get first aid. If necessary, the employee will be sent to a doctor or the hospital. Even a sliver or scratch should be reported as infection may occur.

A First Report of Injury must be completed by the direct supervisor as soon as possible. The report should not be completed by the employee himself/herself. The report should be sent to the Business Office and will then be sent to the insurance company. If the direct supervisor is not available to complete the report, someone from the Business Office should be contacted to complete the report.

Keys

All faculty members are provided with a master outside door key, room key, and such other keys as are associated with the various school departments. These keys are valuable and are loaned to you to keep during the school year of your employment. Under no circumstances are school keys to be duplicated without the knowledge/consent of the building administrator. Do not loan keys to a student or non-staff member.

Leaving the Building

Teachers who need to leave the building for business or personal reasons must receive permission from the principal prior to departure and sign out on the clipboard in the middle school office.

Lesson Plans

Teachers must prepare lesson plans on a weekly basis; these must be readily available for review by the principal upon request. Lesson planning books are available from the secretary. Probationary teachers are required to submit weekly lesson plans to the principal by the end of the last school day of the week preceding the planned week. (Typically lesson plans will be submitted on Friday afternoon). Other teachers may be required to regularly submit lesson plans as determined by the principal.

Library Media Center

Although some recreational reading materials are available to stimulate students' interest in reading, the primary focus of the Library Media Center is the provision of materials to supplement the curriculum. The library media specialist and/or associate are available to assist students and fellow teachers in the selection of appropriate materials. Teachers are encouraged to familiarize themselves with the Library Media Center collection of materials in their subject areas, to recommend materials for purchase, and to advise the library media specialist of outdated materials which should be removed.

When the library media specialist is advised of forthcoming units of study, every effort will be made to assemble pertinent materials. These materials may be put on reserve to insure access by the greatest number of students. Materials not found in the Library Media Center may be available on interlibrary loan.

Arrangements must be made in advance to take an entire class to the Library Media Center (accompanied by the teacher). Use the RSVP board posted in the Library Media Center to reserve time. Small groups of students may be sent (with a pass) from academic classes to do research; however, teachers should contact the library media specialist or associate prior to sending any students to the Library Media Center to verify availability of space/resources. Students coming from resource classes should have library or computer business. Please utilize the passes for this purpose.

Lost and Found Articles

Articles that are found should be returned to the Middle School Office where a "lost and found" area is located. Students should be instructed to take all found articles to the office and call there for lost articles. Unclaimed money or other valuables are generally returned to the finder when not claimed by the owner.

Money Collection

All money collected from students owed to the district, including any money collected by co-curricular organizations including athletic coaches, is to be sent to the Business Office as it is collected. Money should be deposited the day it is collected. No money should be kept in classrooms or desks. The school is not responsible for money or valuables lost by either students or teachers.

Class and club funds are kept in one trust fund account, which is divided into separate sub-accounts. A monthly report is given to each trust account advisor.

Multimedia

All multimedia material (DVDs, streaming video, websites, etc.) should be educational, not merely entertaining. Teachers must preview all multimedia material prior to using the materials in the classroom. If any multimedia material contains content that may be deemed controversial, the teacher should confer with the principal prior to using the material.

For specific guidelines regarding the teaching of controversial issues, refer to Board Policy INA.

It is important that all multimedia equipment be used correctly. If help is needed with the equipment, contact the technology coordinator before attempting use.

Ordering Supplies

Since it takes time to obtain supplies, teachers should requisition supplies well in advance of the time needed. Requisitions are completed through Skyward. An approval process is used within the Skyward ordering system. General office supplies (paper clips, pens, staples, etc.) are available in the middle school office. Please notify the secretary if we run out a certain supply so more can be ordered.

Parent Newsletter

Each month a newsletter is sent home to each student's household via School Messenger. Teachers interested in publicizing an event or communicate to parents are encouraged to submit articles to the principal at least one week prior to the mailing (See grading / mailing dates). Letters to parents may also be included with the mailing to save on postage. Please plan accordingly.

Personal Use of School Property

Each employee of the School District should understand that all equipment, supplies, and facilities have been purchased by tax dollars for the specific use of the educational program and whatever public and general use the Board of Education may authorize. Use of school property and facilities for personal use should be approved by the building administrator.

Processing Freight

Instead of delivery to a central receiving site, all freight will be delivered to the individual schools. Teachers and staff will be responsible for opening and checking their own orders and contacting vendors in case of discrepancies. The following procedure should be used for all freight received:

1. Check all packages as soon as they are received.
2. Sign and date the packing slip. After verification, send the slip to Kay Stack in the Business Office.
3. If the packing slip is missing, contact Corinne Rice in writing or through email with the following information:
 - a. Name of vendor
 - b. Purchase order number
 - c. Description and number of items received
 - d. Description of discrepancies if any
 - e. Your name
 - f. Current date
 - g. Call the vendor immediately to discuss discrepancies.

Note to secretaries: If an order arrives in a crushed, wet, torn, or damaged box, notify the delivery driver before signing for the order.

Professionalism

Teaching is a visible career and one which offers many opportunities for individuals to demonstrate their professionalism and to create a positive image of the individual and school. We give impressions of ourselves in many ways to many people. It is easy to make those impressions very positive ones.

1. Dress business casual.
2. Be on time.
3. Collaborate with your peers respectfully. Be open to other points of view.
4. Respect student and staff confidentiality always.

This is our profession. We should be proud of it. Let us show others that we are professionals.

Professional Library

A professional journal/resource area for use by all staff will be maintained in the teacher workroom. Books should be checked out of the IMC.

Publicity

Residents of Sturgeon Bay want to know what is happening in the schools. Publicity about students helps teachers, students, and community members recognize the young leaders in our school. Items considered news are classwork that is linked to current trends in education, projects in class that showcase accomplishments of individuals, assembly programs, plays, concerts, dances, athletic events, etc. Utilize our parent newsletter, district website, and television station to publicize the great things happening in your classroom and school. Staff cooperation is needed for full coverage of school news. Publicity about a few departments or clubs does not give an accurate picture of the school.

Punctuality

Punctuality is the responsibility of the teacher as well as the pupil to meet obligations on time, to open doors, and to be the last one to leave when an activity is closed. Punctuality also refers to prompt returning of graded assignments and posting grades weekly, etc... The value of feedback is lost when assignments or tests are not returned promptly (48 hours).

Reimbursements for Conference Attendance

Partial hotel and meal reimbursement may be paid to staff members attending approved conferences. Reimbursement will be made according to a schedule adopted by the superintendent. No expenses will be paid without a voucher that includes proper receipts for accounting purposes.

Resource/Enrichment Procedures

Teachers assigned to supervise enrichment/resource should understand that this time is not considered an additional preparation. Enrichment starts with reading the first 20 minutes followed by resource.

During Enrichment

1. Begin by having the students work silently. Maintain a quiet atmosphere for learning.
2. Develop a sign-in and out procedure for Enrichment. Do not allow students to go to another room without the other adult being notified.
3. Enrichment may also be used for completing assignments, making up missed tests, music lessons, or working with another teacher.
4. Students are not allowed to listen to music or leave to check out Chromebooks from the library due to the limited time available. Students can use chromebooks for homework purposes only.
5. Move about the room assisting students. Monitor students' Chromebook using Impero Pro .
6. Provide some structure for low-achieving students by:
 - Check students grades weekly.
 - Post Homework Week at A Glance on your display.
 - Direct students on what to complete. Assist with organization of assignments.
 - Work with them at a table.

School Counseling Function

The School Counseling Department has as its goal the self-actualization of every student. This includes such things as success in each individual course, acceptance of different ability levels, awareness of one's own abilities, and the development of a positive attitude towards any vocational or professional occupation. Long-range goals teach students to help themselves in problem solving to meet individual needs in a constantly changing world.

School Counseling Department purposes are as follows:

- Help each student develop to his/her full potential in the entire school program.
- Help students solve individual problems that influence their performance in school.

- Assist teachers in working with individuals so that progress can be made through combined action.
- Work with administrators, parents, and community agencies to help students.

Staff Meetings and Communication

Leadership Team – A small group of staff members representing the larger staff population – meets monthly to discuss building goals and events, staff and principal concerns, and any other issues brought forth by the represented staff. The L meeting is scheduled at least one week prior to the regular staff meeting so that timely information may be disseminated to the staff through written communication or through the next staff meeting agenda.

- **PLC Meetings** – Regular staff meetings held on the 1st Wednesday of the month. Middle School staff are expected to collaborate. Middle School staff are responsible for notifying the middle principal of the PLC agenda, notes and share the template. Minutes must be kept for each meeting.
- **Staff Meetings** - Monthly staff meetings will be held once each month on the fourth Wednesday. All staff members are expected to be in attendance unless permission for absence has been granted by the principal prior to the meeting. To facilitate communication within the building, agenda items should be submitted to the principal according to the published deadline. **Committee Meetings will be conducted at this time.** All staff are to serve on a monthly Committee meeting. Committees are: PBIS Tier 1, PBIS Tier II, Family Engagement and Tech Committee. Each committee is to keep monthly notes. At the end of the meeting, each committee shares out to the rest of staff what they are working on and update everyone on their progress.
- **Faculty Bulletin** - Each week the principal will publish a weekly faculty bulletin by 8 a.m. Monday for the upcoming week. This bulletin includes a calendar of the current week’s events, announcements, and an overview of future events. Faculty members are welcome to submit articles for the faculty bulletin by 4:00 p.m. on Thursday.

School Events

No activities of any kind involving students should be scheduled on Sundays without prior consent of the building principal. Weekday practices end on no later than 5:45 pm. Wednesday practices end no later 5:15 pm.

Student Success Team

The Student Success Team (SST) is a problem solving and coordinating structure that assists students, families, and teachers to seek positive solutions for maximizing student potential. The SST focuses in-depth on one student at a time and invites the parent and student to participate in finding solutions. Additionally, at the elementary level, the Classroom SST provides a structure to review the academic, behavioral and health status of each student in a particular classroom. This process informs individual actions for students, including referral to the formal SST process, and class-wide actions to address

issues such as use of class resources, behavior management, classroom modifications, and health education.

Summer School – Credit Recovery

Middle school students can take classes in summer to have fun, catch up, or just stay in shape. When staffing permits, we wish to provide opportunities for students to be involved in sports, music, enrichment, and academic classes that are offered individually through the middle school. Please note Credit Recovery course work begins the week after school ends. Students must make up their missing work to receive a passing grade.

Teacher Attendance – Workday

All teachers are to be in their classroom or assigned areas of the building not later than 7:45 a.m. Teachers are expected to remain in the building for pupil help and lesson planning until at least 3:45 p.m. No teacher should leave a student group or class unsupervised. When emergencies or unexpected circumstances arise that alter your schedule, please notify the principal as soon as possible.

Technology Use

Teachers are encouraged to use the technology resources of the district to explore educational topics, conduct research, and communicate with others to further the mission of the district. As the district will frequently rely upon email to disseminate information, teachers are responsible for checking and reading their email at least once per school day. Email access is also available outside the building via the web interface.

Teachers should note that email and telecommunications are not entirely secure and that the district always retains the right to review files and communications in order to maintain system integrity and ensure that users are using the system responsibly. Communications over the networks and files stored on district servers are not private.

Inappropriate use of district technology may lead to disciplinary action that may include termination of employment with the district. For specific guidelines regarding the use of technology, please refer to Board Policy GE-(R).

Telephones

Each teacher is assigned a classroom phone and a direct extension with voicemail. Please record a professional greeting for your voicemail (i.e... Hello, you reached the classroom of John Smith . . .). It is important to check your voicemail regularly. You are advised to put your phone on “do not disturb” when class is in session. If a personal long distance phone call must be made, please use your own cell phone. For business related calls see the secretary or principal for the long-distance code.

Textbook Management

All textbooks are to be numbered, and a specific book should be assigned to each student. Teachers are responsible for keeping a record of all textbooks issued to students and to hold students accountable for missing or damaged textbooks issued to them.

Textbook Selection Process

All new or replacement textbooks must be approved by the Board of Education prior to ordering. Textbook selection is generally the responsibility of the teaching staff with the final approval of the Board of Education. Teachers submit a written recommendation to the board along with a copy of the text selected at a regular board meeting. After members of the board have had an opportunity to review the selection, approval is voted upon at the next regular meeting. The textbook adoption timeline must be followed.

By the End of Quarter 1:

1. Check with the principal regarding availability of funds for new textbooks.
2. Form a Textbook Selection Committee with approval of the principal.
3. Obtain sample copies of possible texts.
4. Obtain a textbook selection packet from the secretary or principal.

By the End of Quarter 2:

1. Set meeting schedules to review sample texts.
2. Send texts to the reading specialist for a readability study.

By the End of Quarter 3:

1. Finalize recommendations and send copies of textbook selection paperwork to the principal for review and approval. A brief written rationale supporting the decision should be attached to the selection packet paperwork.

By the End of Quarter 4:

1. The principal submits the textbook to the Board of Education for final approval.
2. Upon approval, complete a requisition in Skyward.

Tobacco-Free Environment

As of July 1, 1990, all public schools and school-owned property in Wisconsin are by law smoke free for all persons. Smoking is not permitted in or on any school-owned property.

Vans

A school-owned vehicle that is not a school bus may be used to transport nine or fewer passengers plus the operator for school-related purposes or activities. Staff members are expected to use school-owned vehicles when available for approved workshops, conferences, etc. Arrangements are to be made with the district office designee after approval is given to the teacher for the trip. Keys are kept behind the receptionist's desk located in the high school. The driver and all passengers should wear seat belts. Please fill vehicles with gas after using at the new Door County Highway Dept. pumps on County Hwy "S." The directions for accessing the fuel pump are simple and can be found in each vehicle.

Visitors

All visitors are required to report to the office to register and obtain a visitor's pass.

GENERAL TEACHER INFORMATION

Building Hours - All teachers are to be in their classroom or assigned areas of the building not later than 7:45 a.m. Teachers are expected to remain in the building for pupil help and lesson planning until 3:45 p.m. No teacher should leave a student group or class unsupervised. When emergencies or unexpected circumstances arise that alter your schedule, please notify the principal as soon as possible.

Punctuality - Punctuality is the responsibility of the teacher as well as the pupil to meet obligations on time, to open doors, and to be the last one to leave when an activity is closed. Punctuality also refers to prompt returning of graded papers, themes, projects, etc. The teaching value of assignments or tests diminishes when not returned promptly.

Room Housekeeping - All teachers are expected to maintain acceptable housekeeping standards in their rooms and other areas of the building. This includes desktops of pupils and teachers, floors, shelving, bulletin boards, etc. All teachers will encourage the keeping of our building and grounds in an appropriate manner and condition.

Energy Conservation - Teachers are reminded to turn off lights when leaving an empty room, and close windows when the air conditioning and heat is on. Personal electric appliances (refrigerators, coffee makers, heaters, etc.) are not allowed in your classroom unless approved by the principal. Please use the appliances provided in the office or staff lounge. Classrooms that are too cold or hot should be reported to maintenance so the temperature can be adjusted.

Faculty Lounge/Workroom - The faculty lounge provides an opportunity for an occasional coffee break, exchange of ideas and problems among staff members and to complete work. Discretion should be exercised in its use. Students are not to be permitted in the lounge/workroom.

Professional Library - A professional journal/resource area for use by all staff will be maintained in the teacher workroom. Books should be checked out of the IMC.

Building Usage - Building use on Saturdays and vacation days by student groups must receive principal approval and the facility must be reserved using our district's online facility use calendar. No Sunday activities until 2:00 pm and with Principal approval. Since custodians are not on duty, lights and doors

are not checked. It is that individual who used the building that must assume the responsibility of door, lights, and total building security. Students are not to be in the building after school hours without the direct supervision of a teacher or staff member.

Personal Use of School Property - Each employee of the School District should understand that all equipment, supplies, and facilities have been purchased by tax dollars for the specific use of the educational program and whatever public and general use the Board of Education may authorize.

Leaving the Building - Teachers who need to leave the building for business or personal reasons must receive permission from the building principal and use the sign-out/in clipboard found in the middle school office.

Itinerant Room Usage - Some of our classrooms are used by teachers other than those to whom the room has been assigned. Extend the courtesies of good chair order and clean chalkboards to other teachers when leaving the room.

Employee Phone Calls - If a personal, long distance phone call must be made by any employee, please use your cell phone. For business related calls see the building secretary or principal for the long-distance code. Cell phones are not to be used during your assigned duties.

Lesson Plans & BYOC - Effective teachers have well prepared daily lesson plans. Teachers are expected to have written lesson plans. and will submit these weekly to the principal. Lesson plans are due the week prior to the principal. Teachers will be trained on where and how to save our district's curriculum electronically. Curriculum will be stored in the District Curriculum folder in your assigned grade or content. Curriculum will Standards, Learning Target, Success Criteria, Evidence (Tasks) and Focus Question. Teachers are expected to update resources, technology, notes and progressions involved in each unit. No teacher is permitted to not follow the district curriculum.

Textbooks - Textbooks are issued from individual classrooms. Record the numbers for the textbook issued to each pupil in your teacher agenda next to the student's name. Hold students responsible for these books until the completion of the school year. Each textbook must have a book cover on it. Remind students that they will be assessed the cost of lost or damaged books, as well as other school equipment. Insist that all students put their name and school year in ink on the sheet in the front inside cover.

Keys - All faculty members are provided with a master outside door key, room key, and such other keys as are associated with the various school departments. These keys are valuable and are loaned to you to keep during the school year of your employment. Under no circumstances are school keys to be duplicated without the knowledge/consent of the building administrator. Do not loan keys to students.

School Calendar - So that teachers may plan as much as possible, a calendar of events is prepared for each month. Sponsors of events should see that the dates are recorded on the office master calendar on or before the first of each month.

Public Address System - Announcements will be read at the beginning of period 2 and posted outside of the office. Only special announcements will be made at the end of the day. Announcements will be made at other times only in an emergency. Announcements should be in the middle school office by 8 a.m. for the day of the announcement. Announcements coming into the office late may not be read

until the next day. If we are to give school time for announcements, it is highly important that all teachers maintain complete classroom silence during this time. Students and teachers are expected to listen to these announcements. Announcements can be found on the Daily Bulletin located in Power School.

Teacher Absences - We have a very limited supply of substitute teachers. Some of those we do have live out of town and have small children they must relocate before coming to work. It is very helpful to get calls early when a substitute teacher is needed. Calls should be made between 5:30 a.m. and 6:15 a.m. Call Kay Stack at 493-1820. Be sure to include any special instructions for the guest teacher. When you return to school, complete an absence report form. Please notify your immediate supervisor of any pre-arranged absence as soon as you become aware you need a substitute teacher.

Student Files - Prior to October 30, each grade level academic team shall divide among its teachers, the student files for that grade level to review IEP's and special needs such as 504 status etc. Any observations shall be called to the principal's and grade level team's attention for follow through, as necessary. In addition, transition meetings between grade levels will occur during the first in-service days to allow teachers an opportunity to communicate the needs of the students they had the previous year.

Student Grades - The confidential nature of student grades should be respected. Under most circumstances, students should not be correcting one another's assignments. Grades to be recorded should be collected and not dictated orally to the teacher. Grades must be issued in accordance with Board policy.

Instructional Supervision - Supervision of the entire staff and operation will be done personally by the principal. Effective planning, classroom, and hall management, as well as other factors outlined will be considered. Supervision and evaluation information and concerns will be shared with the individuals involved. The supervision process should be a cooperative one to provide the most effective teaching possible in the classroom. End-of-the-year evaluations will be conducted using the revised 2000-01 teacher evaluation form. (See evaluation cycle for more details).

Field Trips - No activity, which requires supervision off school property, is to be undertaken without specific approval of the building principal at least one week prior to the trip. Any school activity or group trip involving the use of a school vehicle/bus shall require specific approval of the district administrator. Class or club overnight trips shall need specific approval of the Board of Education. A request for such an overnight trip must be made far enough in advance of the event to allow time for the Board to study the situation. Board approval, when given, shall be dependent upon proper arrangements for housing and chaperonage. Parental knowledge of itinerary, details of the trip, etc. must also be acknowledged on the signed parental approval slip. One chaperone is required for every twelve students involved. Students who have back work due for any teacher must have all the work handed in prior to the trip. When a trip is approved, the teacher in charge will provide the office and the staff with a list of students participating. A letter to parents outlining the trip details as well as permission is expected. No teacher or other employee of the School District of Sturgeon Bay shall consume or be under the influence of any alcoholic beverage when accompanying or supervising students on a school sponsored activity. Anyone guilty of violating this directive is liable for disciplinary action that may include termination of employment with the school district.

Student Supervision - The teacher supervising or conducting any student group for a meeting, activity, or practice session should remain with that group until all are dismissed. The supervisor shall be the last person to leave the room and area so that lights are out, rooms locked, and the building is secure.

Middle School Parent Teacher Organization - There is a Parent Teacher Organization (PTO) in operation at the middle school. PTO meets on a regular basis with the principal. The focus of the group is to promote positive educational experiences for everyone through communication, outreach, and involvement. They are a primary resource in the areas of volunteerism and support. You are strongly encouraged to support and use their services on behalf of our students.

Co-Curricular Practice Times - The Board of Education recognizes student participation as an important element in our schools. Every effort shall be made to schedule school activities, so they do not become excessive and limit a student from participating in activities outside of school such as club sports and community programming. As a rule, Wednesday evening practices end by 5:00 PM and Sunday practices cannot begin until after 2:00 PM and require Principal approval.

Student Accident Reports - If a student under your supervision or in your presence is injured, attend to the individual according to emergency first aid procedures and send someone to the office for help if needed. To bring each specific injury/accident situation to a closure, a report is to be filed in the office. Please see the secretary for the appropriate form.

Emergency Closing - If it becomes necessary to close school due to inclement weather or other hazardous conditions, notification will be given over School Messenger, District Facebook and WDOR as soon as possible.

Use of School Vehicles - A school-owned vehicle that is not a school bus may be used to transport nine or fewer passengers plus the operator for school-related purposes or activities. Staff members are expected to use school-owned vehicles when available for approved workshops, conferences, etc. Arrangements are to be made with the district office designee after approval is given to the teacher for the trip. Keys are kept behind the receptionist's desk located in the high school. The driver and all passengers should wear seat belts. Please fill vehicles with gas after using at the new Door County Highway Dept. pumps on County Hwy "S." The directions for accessing the fuel pump are simple and can be found in each vehicle.

Reimbursement for Conference Attendance - Partial hotel and meal reimbursements may be paid to staff members attending approved conferences. Reimbursement rates will be as per a schedule adopted by the Superintendent. No expenses will be paid without a voucher that includes proper receipts for accounting purposes. Limited money is available for conferences each year for middle school staff not initiated by the school district. Requests for conferences must be made in September to guarantee money is held. The principal will approve the requests and determine the amount each teacher may spend based on the requests for any given year. Teachers who spend staff development money for conference fees and do not attend the conference will reimburse the school district.

Smoking on School Premises by Staff - As per state law, the School District of Sturgeon Bay (buildings and grounds) has become a smoke-free environment. Smoking, chewing tobacco or vaping will not be permitted anywhere in district buildings, on grounds, or while in attendance at school related activities.

Staff Meetings - Regular staff meetings will be conducted up to four times per month on Wednesdays as needed from 3:30 p.m. – 4:30 p.m. as each meeting is dedicated to PLC and Staff meetings. To facilitate communication within the building, staff concerns, and issues should be submitted to the principal in advance to be included in the agenda for the next scheduled general staff meeting (end of the month). In each meeting, staff receive a 15-minute update from the Principal, staff then work for 30 minutes in their assigned teams then share out for no more than 5 minutes as to what they have accomplished with the rest of staff.

Staff Bulletin: Each week the principal will publish a staff bulletin by 8 a.m. Monday for the upcoming week to communicate the week's events and other pertinent information. Staff are welcome to submit articles for the staff bulletin by 4:00 p.m. on Thursday.

Parent Newsletter: About once a month a parent newsletter is sent home to each student's household. Teachers interested in publicizing an event or communicate to parents are encouraged to submit articles to the principal at least one week prior to the mailing (See grading / mailing dates). Letters to parents may also be included with the mailing to save on postage. Please plan accordingly.

Instructional Videos - Videos/films intended to be shown for reasons other than instruction as it relates to the curriculum must receive prior approval from the principal.

Visitors to School - All visitors are required to report to the office to register and obtain a visitor's pass. A student visitor from another school must gain permission from the Principal in advance to attend. Approved visits would include those that involve looking to attend TJ Walker Middle School.

Preparations for a Substitute Teacher - On a day that you must be absent from the classroom, do everything you can to try and make that time a meaningful one for the students.

1. Properly orient students on what is expected of them when a substitute teacher must fill in, especially regarding conduct (repeat often).
2. Have an up-to-date seating chart available.
3. Have lesson plans, class record books, and duty schedules available.
4. Have worthwhile alternative activities available that a guest teacher can find, follow, and implement.
5. Procedures for all drills, evacuations, and building security must be readily available for the guest teacher.

Student Agendas - All students and teachers are issued school agendas (assignment notebooks). Please use these to assist students to stay organized and accountable. They may also be used to communicate with parents and guardians.

Parent-Student Handbooks - Parent-Student Handbooks are given to each family and can be found in the TJW Share File Become acquainted with the information in them. You should be aware of what middle school expectations are presented to parents and students.

Study/Resource - With our current scheduling system, very few students will be assigned to a regular study/resource. It will be up to individual teachers to construct a daily schedule, which will provide guided practice time for students to begin any outside of the classroom assignments you may give.

Hallway Expectations - The entire staff must enforce the following hallway expectations for students:

1. Students should not be in the hallways during class time without permission and have a pass from the teacher.
2. Teacher supervision of hall areas between classes and before and after school is essential.
3. 6th grade and Elective Staff escort students between classes for the 1st semester as students exhibit 0 voice volume, walk in lines on the right side of the hallway.

Sports and Co-Curricular Participation - To represent our school in all sports and co-curricular events, a good school record is expected for each student. Coaches and advisors will turn in lists of team or club participants to the office. Coaches/directors/ advisors are responsible for seeing that all participants are academically eligible on a weekly basis and have a signed co-curricular code of conduct on file prior to any involvement (i.e. practice, competition, etc.).

Discipline Policy - Good behavior is always expected from all students. The parent or guardian will be informed regarding major misbehavior that takes place at school or on school grounds. Disciplinary action will be taken to insure a wholesome atmosphere for all students. In situations requiring disciplinary action to be taken, the following guidelines will be used:

1. Teacher/student conference outside of class prior to the next time that class meets. (Explain specifically to the student what the problem is and what changes in behavior must take place.)
2. Contact the parent if inappropriate behavior continues.
3. Refer to principal and/or counselor for intervention.
4. Meet with parents, student, principal and/or counselor.

In cases where a staff member finds it necessary to send a student to the office with a behavioral referral form, students may be required to make up time missed from class after school. Disciplinary action could also result in revocation of certain school privileges, limited participation in sports and/or other co-curricular activities, assignment to "Saturday School," or suspension from school. Students should not be disciplined through the lowering of grades. (Please refer to the "Code of Classroom Conduct" in the appendix.)

State Statute 118.31 prohibits the use of corporal punishment in the public schools. Corporal punishment includes such things as paddling, slapping, and prolonged maintenance of physically painful positions for disciplinary reasons. Reasonable and necessary force can be used to protect persons and property from harm and to defuse dangerous and disruptive situations. However, no force of any kind can be used simply to maintain order and control in the classroom.

Dismissal - Students are to remain in their seats at the end of the class period until dismissed by the teacher. Do not dismiss them before the end of the class period nor allow them to line up at the door waiting to leave. Take advantage of the time allotted for meaningful education experiences. Remember, the bell does not dismiss students, the teacher does.

After-School Detention - Any misbehavior, disrespect, or disruption of the regular classroom routine may give the teacher a reason to detain a student after school. It is suggested that the student remain with the teacher where the problem occurred. In cases where a staff member finds it necessary to assign a student an after-school detention, the student, or staff member, prior to the detention being

served, must notify the parents. In these cases, the time should be spent with the staff member after school.

Homework - One of the major factors accounting for academic failure at any level is not doing assignments. In addition to not getting credit for homework, poor test scores usually accompany the problem, contributing to failing grades. Choosing to do homework on a regular basis is a decision-making skill that students need to develop and maintain. Homework guidelines are governed by Board policy.

Each grade level shall, on a daily or weekly basis, keep a log of assignments and/or homework issued to students. These logs should be monitored daily and adjusted as necessary to make certain that students are being expected to do a reasonable amount of homework as opposed to being overloaded on any given day or week. Copies of the logs will be provided to the webmaster of our district website, middle school secretary, and posted in each classroom.

When long-term assignments or projects are issued to students, an informational sheet detailing the tasks, timelines, grading criteria, etc. must be provided to the students and conveyed to the parents as well. In this manner, at any given point in time, we ought to be able to explain any youngster's progress and/or grade in terms understood by the students, parents, and teachers.

The following procedures have been developed to deal with students who do not turn in assigned work on time:

- Completed homework assignments will be turned in to the teacher according to the deadline assigned.
- Students not turning in a completed assignment on time will receive a grade reduction for that assignment.
- Students may be assigned after-school detention to complete work missed.
- It will be the student's responsibility to inform his/her parents that the homework detention will be served (the office telephone is available for this).
- It will be the responsibility of the family to provide transportation home if needed after the detention.
- Failure to attend a detention may result in an assignment to "Saturday School."

Teaching is a Profession - Be Professional - We give impressions of ourselves in many ways to many people. It is easy to make those impressions very positive ones.

1. Dress the part of a professional.
2. Act the part of a professional.
3. Communicate in the language of a professional.
4. Respect student and staff confidentiality always.

This is our profession. We should be proud of it. Let us show others that we are professionals.

Attendance Taking – Schools are required to keep accurate attendance of students; therefore, it is extremely important for teachers to be accurate in taking hourly attendance. Please check your roll closely and record your attendance in PowerSchool as soon as possible (preferably the beginning of class). If a student arrives late for school (first hour) please send them to the office for a pass and the secretary will record as being late for school (15+ minutes = unexcused absence not tardy). The principal will handle discipline for students late for school. Students late for classes other than first hour (2-8) should be marked (TE or TU) depending on if they came late with a pass. If they came without a

pass, you mark TU. If you already marked the student absent in PowerSchool, you need to change the attendance code in PowerSchool some time before the end of the day. Only send the student to the office for a pass (2-8) if they came late from the office. Discipline for students late for classes other than first hour is the responsibility of the teacher which may include working with the principal (See tardiness below).

Pre-arranged Absences - Absences that are known about in advance must be cleared with the office, and work should be made up prior to the student leaving. A student who wishes to obtain an excused absence for a period must obtain a pre-absence. Following a note or telephone call from the parent/guardian to the principal/office staff, the office will issue a pre-absence form. The student will bring this form around to each teacher and receive assignments that will be missed. After all teachers have signed the form, the student is responsible for returning it to the office. This must be on file in the office before the student absence occurs. If not, the student will be considered unexcused. The student is to complete and turn all assignments into the teacher.

Tardiness - The need for teamwork and cooperation is nowhere more apparent than in the matter of student tardiness. All teachers must be consistent in their handling of this problem. Any student not in your classroom when the bell rings is tardy. Each teacher is to report all tardies to the office on the daily attendance lists. The principal will issue detentions or other interventions for students with excessive tardiness when a teacher brings the problem to his/her attention.

Technology Use - Teachers are encouraged to use the technology resources of the district to explore educational topics, conduct research, and communicate with others to further the mission of the district. As the district will frequently rely upon electronic mail to communicate information, teachers are responsible for checking and reading their electronic messages at least once per school day. Teachers should note that electronic mail and telecommunications are not entirely secure and that the district retains, always, the right to review files and communications in order to maintain system integrity and ensure that users are using the system responsibly. Communications over the networks and files stored on district servers are not private.

For specific guidelines regarding the use of technology, please refer to Bd. Policy GE-(R).

Electronic Gradebook - Many teachers have come to appreciate the advantages of utilizing some form of electronic record book to record and calculate overall student grades. The Power School software used by the Sturgeon Bay School District contains this record book feature (Power Grade).

Parents will be able to access Power School to monitor their student's progress. To help facilitate this communication between school and home, it is imperative that all teachers use Power Grade and input student scores regularly (minimally within 3 days of an assignment's due date). It is also highly recommended that teachers' regularly print out a copy of their student records as a backup in case of computer failure.

If teachers have any questions regarding the use of Power Grade, they should contact the office and assistance/training will be available. It is important that teachers log off after using the record book, so students do not have access. Putting a password-protected screensaver on your computer is recommended.

Course/Class Expectations – Each teacher will provide their students with a handout at the beginning of the year/course. A copy of these expectations must be provided to the principal. Classroom expectations include the following information:

- Grading Scale
- Explanation on how the grade is determined. (ie. Total points, weighted categories)
- Late Homework Policy
- Classroom Rules/Expectations/Procedures
- Other general information about the course.

Team Meetings – Grade level and content area team meetings are vital for establishing a collaborative culture in our school. Attendance at these scheduled meetings is expected. Team leaders will make sure minutes are recorded on the form provided by the principal and kept in a binder for reference. A copy must be given to the principal for his/her review. In addition to student issues and event planning, agenda topics for grade level meetings should also include discussions around interdisciplinary units, differentiated instruction, assessment, and best practice.

Fire Drills - Fire drills will be scheduled on a periodic basis throughout the school year. If there are no fire drill direction placards in your room, please notify the office. Instruct the students in your classroom as to the appropriate evacuation procedures. Be sure lights are turned off, windows closed, and doors shut as you leave your room during the drill. Emphasize the importance of moving quickly and quietly to the designated area. Each classroom will have an assigned area to meet. Make certain each one of your students is accounted for and show your red and green cards outside when you arrive at your designated areas.

Tornado or Other Disaster - In the event of a tornado (or other emergency), the possibility of destruction or injury is great. The total staff has the ultimate responsibility for the safety of everyone in the building. The safest area for students and staff to be is in the hallways against the wall or in small inner rooms without windows. This area will also help teachers communicate and assist rescue efforts. The technology wing and office hallways are not safe. Also do not seek shelter in exit hallway under stairwells or by the band room. Remember to close your door after exiting your room. Please keep your class together and bring your attendance record. Have kids remain quiet and fill in the nearest available wall space in the hallway identified. Students should sit facing the wall with knees up and heads down (See Shelter Areas in Appendix).

Alert Safety Plan - The warning alert will be sounded by the following methods:

1. Intermittent blasts from our alert system (horn) usually preceded or followed by a public address announcement.
2. In the event of electric failure, the word of mouth (Head to Shelter Areas) will be spread starting with the office staff.

Fire In School - Staff members are reminded that any time there is a significant fire (i.e. a fire that creates significant flames or smoke or if it involves significant burning of the building itself or any part attached to the structure), pull the fire alarm and call 9-911 yourself (do not go through the office if it will delay the response). If a small-scale fire occurs (i.e. Paper in a trash can) and you feel that you can safely extinguish it, do so and then notify the office immediately afterward of the circumstances. Also, immediately remove students from the scene of any fire – especially if there is any smoke. Please note, burning plastics will cause toxic fumes so make sure to clear the area including yourself.

Pets In School – Staff members are not allowed to bring pets to school after hours. Animals brought to school during school hours should be approved therapy animals by the principal, the Superintendent and School Board.

Assemblies – All staff are required to attend our all-school assemblies unless s/he is teaching a high school course at the time. Teachers with students at the time of the assembly should remind them of proper etiquette at the assembly and follow behind the group after they leave. Students will sit together by grade level. Teachers who do not have students are responsible for supervising the halls and assembly area when the students are released. Two staff should position themselves at the Tech and FACE corners with the remaining teachers located in the assembly area before the kids arrive.

Section 4: Emergency Procedures

(Emergency Office Number is 5700)

Student Accident or Illness

Accidents to students or staff members are to be reported to the principal immediately. Accident Report forms is available from the secretary and must be submitted in duplicate.

In the event of an accident or serious illness during the school day, the school is obligated to:

1. Immediately notify the child's parents or other responsible person designated by the parents.
2. Provide emergency care until either the parents or medical personnel assume responsibility.
3. If necessary, transport the child to his/her home, hospital, or his/her physician's office.

Teachers should also immediately notify the secretary or principal. Explain the nature of the emergency and where the student is located. Wait for medical personnel or an administrator. Give the EMT or administrator whatever assistance they may need.

At times it may be necessary for teachers to take responsibility for students when emergencies occur. In such cases teachers should notify parents, arrange transportation, and provide first aid to the limit of one's training or ability. The following procedures are suggested:

Do not diagnose in any way, and do not tell the student what you think of his/her condition.

Give first aid if needed and if capable. Call 911 if needed.

Call the parents regarding transportation home or call the family physician's office.

If parents or a designated alternate cannot come for the student, an adult from the school must accompany the student to his/her home or the doctor's office.

Complete an Accident Report.

Health Room

Students who become ill during the day may choose to rest in the Middle School Office. The secretary, counselor, or principal must be notified when a student is placed in this area. Depending on the child's illness, a decision is to be made to notify the school nurse and or parents. The child may be sent home upon the nurses' recommendation.

Emergency Action Plans

Each staff member has been provided a red emergency action flip chart and emergency action card that is to be placed near or under their phone. Please review the emergency procedures for the various types of incidents that may occur. It is important to have these resource materials easily accessible for reference during an incident.

Fire Drills

State laws require that fire drills be held at least once a month. Walk – do not run – to the fire evacuation exit indicated on the chart below when the fire alarm is sounded. Every alarm should be taken seriously.

Fire evacuation exit routes must be posted in each room of the building by the teacher or staff member primarily responsible for that room. Teachers must instruct all students using the room about the proper fire drill procedure for that room. (See fire exit routes below).

General Fire Drill Rules – Instructions for Students

- Immediately put aside whatever you are doing. Stand and walk quietly out of the room when told to do so by the teacher.
- Walk rapidly, single file, near the wall to the exit. Do not run, push, or talk. Do not take any books with you.
- The first two students to pass through the outside exit, where there are double doors, are to open and hold the doors until all have left the building.
- Students and staff move to the sidewalks, clear of the building, across the driveway to the lawn opposite the exits, but not into the street.
- Students report to their assigned homeroom teacher.
- Teacher indicates that all students are present by displaying green and red if a student is absent.
- Return to the building when you hear the all-clear signal.

Note: The teacher should be the last person to leave the room. Turn off your lights and make sure your windows and door (unlocked) are closed. Grab your attendance clipboard as you leave the room. Make a final check to be sure all students have left the building.

Tornado / Disaster Drill (Weather)

In the event of a tornado (or other emergency), the possibility of destruction or injury is great. The total staff has the ultimate responsibility for the safety of everyone in the building. The safest area for students and staff to be is in the hallways against the wall or in small inner rooms without windows. This area will also help teachers communicate and assist rescue efforts. The technology wing and office hallways are not safe. Also do not seek shelter in exit hallway under stairwells or by the band

room. Remember to close your door after exiting your room. Please keep your class together and bring your attendance record. Have kids remain quiet and fill in the nearest available wall space in the hallway identified as your sheltered Students should sit facing the wall with knees up and heads down (See shelter areas below).

**T. J. Walker Middle School
Tornado and Fire Evacuation Location Sites**

Room Number	Tornado Evacuation To	Tornado Evacuation Notes	Fire Evacuation Exit	Exit Number
MS Commons	HS Gym corridor outside of Commons		Take North Exit out of Commons, turn left to HS main back exit.	7
Choir Rm. 127	Art corridor outside of classroom		Head toward MS and take right out west stairwell exit.	27
130	Corridor outside of classroom		Left to MS back exit	17
131	Room 131	Inner closet the best	Left to MS west stairwell exit	27
128	Corridor outside of classroom		Right to MS west stairwell exit	27
MS Band	South (front) corridor by MS commons	Close Hallway Doors	Right to MS west stairwell exit	27
153	Boys Locker Room		Left to MS back exit	17
176	Stay in room	Under tables	Left to MS back exit	17
179	Back corridor leading to MS commons	Close hallway doors	Out room exit	18
150	Boys Locker Room		Right to MS back exit	17
149	Stay in Room	Under tables	Right to MS back exit	17
124	Hallway outside of classroom	Classroom side	Left to MS west stairwell exit	27

123	Hallway outside of classroom	Bathroom side	Right to MS east stairwell exit	26
122	Hallway outside of classroom	Wall between 122 & 123	Right to MS east stairwell exit	26
115	Hallway outside of classroom	Wall between 122 & 123	Right to MS east stairwell exit	25
113	Hallway outside of classroom	Wall between 122 & 123	Right to MS east stairwell exit	25
111	Hallway outside of classroom	Wall between 122 & 123	Right to MS east stairwell exit	25
103	Hallway outside of classroom	Wall between 122 & 123	Right to MS east stairwell exit	25
MS Office	inner rooms of office		MS main entrance	25
MS Gym	Girls Locker Room		Gym Exits to Outside	23 or 24
206	1st floor Girls bathroom	east stairwell by IMC	Left to MS main entrance	25
207	Hallway wall between 1 st floor bathrooms	east stairwell by IMC	Left to MS main entrance	25
MS IMC	Girls Locker Room	back stairwell down rainbow hall	MS main entrance	25
214	1 st floor Boys bathroom	east stairwell by IMC	Right to MS main entrance	25
215	Boys Locker Room	west stairwell by room 216	Right to MS main entrance	25
216	Boys Locker Room	west stairwell by room 216	Left for MS west stairwell exit	27
218	Girls Locker Room	back stairwell down rainbow hall	Left to north (back) stairwell out back exit	27
219	Girls Locker Room	back stairwell down rainbow hall	Left to north (back) stairwell out back exit	27

220	Girls Locker Room	back stairwell down rainbow hall	Left to north (back) stairwell out back exit	17
221	Girls Bathroom by Locker Room	back stairwell down rainbow hall	Left to north (back) stairwell out back exit	17
222	Girls Locker Room	back stairwell down rainbow hall	Left to north (back) stairwell out back exit	17

Revised: June 2019

Intruder (Lock-Down) Procedure

In the event of an intruder in the High School / Middle School complex, the following safety procedure will be used:

1. An all-call announcement will be issued: "There is an intruder in the building. Lock down immediately."
2. All classroom and interior doors must be locked and closed. Lights must be turned off if it is safe and possible to do so.
3. Students and staff members must move to an area within the classroom and out of view (i.e., corner, away from the door) and remain quiet. Under no circumstances should anyone, including students or others in the corridor, be allowed to enter the room, nor should anyone leave a classroom once the announcement is issued.
4. Students outside the regular classroom should seek an area in which to take cover in the nearest restroom.
5. Students and staff in the Commons should proceed to the Kitchen and shut and lock the door, turning off the lights and moving away from the doors.
6. Students and staff in the Library / Media Center should proceed to inner office rooms and shut and lock the door, turning off the lights and moving away from the doors and windows.
7. Students and staff in the Gym should proceed to one of the locker rooms and shut and lock the door, turning off the lights and moving away from the doors.
8. Stay in confined areas and wait for further instructions. When the school is secured and the threat is withdrawn, all will be notified.

Bomb Threat

In the event of a bomb threat, the following procedure will be used to evacuate the building:

1. An all-call announcement will be issued: “We have received a threat to building safety. Please evacuate the building in a calm, orderly manner.” Evacuations will normally only take place after law enforcement is on scene and have secured both the exit route and the evacuation site.
2. Look around the room and note anything that is unusual or out of place. Do not touch anything suspicious. Report unusual findings to the High School Office. Lock the room door(s) upon exiting.
3. Accompany students and evacuate the building through the approved evacuation route. Unless otherwise notified, use the south and east doors only. Proceed to the United Methodist Church, 836 Michigan Street. Take a roll call of your class upon arrival at the site. Keep the roll call sheet and turn it in to the High School Office at the conclusion of the event. The roll call sheet should include students’ names and whether they were present or not, names of other students attached to your class, and the time the roll was taken. Any time your class moves from one location to another location, another roll should be taken.
4. Do not allow students to stop at their lockers.
5. Do not allow students to stop at their own or someone else’s car.
6. The principal, secretaries, and custodial staff are responsible for checking all common areas including restrooms. If anything, unusual is seen or something is out of place, do not touch it, but report this to the office.
7. Students found in the common areas and who are not attached to a class should be notified to evacuate the building and attach themselves to a class under the control of a teacher closest to them.
8. Teachers without a class to escort must immediately assume the role of crossing guard to protect students from traffic and to keep students from going to cars.
9. When at the evacuation site, please keep students together and quiet them as much as possible while awaiting further instructions. Teachers without classes should assist other teachers with control of the students unless otherwise directed.

Off-Campus Shelter Assignments

Student Holding Area (A) - Worship Area or Movie Theater

Supervisor: Matt Propsom (Orange Vest)

6th Grade: Kasee Jandrin

7th Grade: Craig Sigl

8th Grade: Sarah Hansen

Spec. Ed: Theresa Hruby

PA Announcer: Stacy Judas (Orange Vest)

Responsibilities: Roll Call, Supervise Students, Keep Calm, Entertain, and keep in Worship Area unless using bathrooms. Matt will work with church to get access to a microphone to make announcements and will communicate with Parent Registration area using landlines or your cell phones.

Parent Registration (D) – Senior Center

Supervisor: Jen Hanson (Orange Vest)

Responsibilities: Individuals picking up a student must be on emergency card and must show ID if you do not recognize. This includes parents. Record name of person picking up the student and call the holding area to have the student's name announced to be released.

Registration Tables: Nora Hanks, Gretchen May-Cihlar, Holly Selle, Jen Lasee, and Jeanne Schopf

Reunion Area (E) – Hall between Church & Senior Center

Guard Entry: Scott Hockers & Stephen Jacobson (Orange Vests)

Responsibilities: Keep parents out of worship area and students out of senior center. When parent picks up child, they leave out the side door (F). Set up some chairs in that area so parents can sit and wait.

First Aid (B) – Classrooms off of Worship Area

Supervisor: Ben Herland (Orange Vest)

First Aid Assistant: , Megan Erickson & Theresa Hrubecky

Responsibilities: Tend to injured students. If no injuries, help in the parent registration area.

Church Main Entry (G): Mariah Stahlke (Orange Vests)

Responsibilities: Station outside and direct parents to the Senior Center entrance (C).

EMERGENCY PHONE CONTACT LIST

(7/11/19)

This list will be used in the case of a personal tragedy and other school closings. Please contact the person below you on the list. If for some reason you are unable to contact that person or you left a message on the answering machine, try the next person on the list. Continue until you finally reach someone. You are responsible to make sure that anyone you did not reach is notified. When leaving a message on the answering machine it is best to ask the person to call you when they receive the message and let them know you are contacting the next person on the list. If administration feels that an incident warrants the initiation of the emergency phone tree, then it is expected that you meet your obligation as stated above.

Mark Smullen
608-481-0230

Beth Alumbaugh 920-290-5334	Nan Anschutz 920-743-1909	Gretchen Cihlar 920-333-0517	Drew Demeny 920-373-4692
Courtney Elm 920-905-2460	Megan Erickson 414-610-3877	Nora Hanks 920-493-7941	Jennifer Hanson 920-857-7225
Ben Herland 262-949-2191	Scott Hockers 920-530-8635	Theresa Hrubecy 920-901-0507	Stephen Jacobson 608-290-3826
Kasee Jandrin 920-743-0023	Deb Jeanquart 920-256-3050	Derek Jennerjohn 920-493-8608	Stacy Judas 920-559-9704
Sarah Kruck 920-495-3016	Morgan Kiedrowski 414-303-2123	Jennifer Lasee 920-493-6135	Lori Mellen 920-495-5238
Kaara McHugh 978-855-5559	Nurse Tina 920-495-6811	Dennis Orns 417-499-2161	Andrew Pagel 920-973-2639
Kori Powell 715-347-0927	Matt Propsom 920-883-6897	Jenny Rabas 414-704-5396	Jeanne Schopf 920-493-0962
Joe Schriener-Schmitt 608-284-0821	Holly Selle 920-818-0068	Craig Sigl 920-412-5898	Mark Smullen 608-481-0230
Jenny Spude 920-559-6871	Mariah Stahlke 920-495-2915	Terri Stoneman 920-743-8951	Paige Sullivan 920-495-8318

<u>T.J. Walker Middle School CPR & FIRS AID Training</u>		
Staff	First Aid	CPR
Beth Alambaugh		
Nan Anschutz	Expired	Expired
Gretchen Cihlar	Expired	Expired
Drew Demeny		
Courtney Elm	No	No
Megan Erickson	No	No
Nora Haks	No	No
Jennifer Hanson		
Ben Herland		
Scott Hockers	No	No
Theresa Hrubecky	No	No
Stephen Jacobson	?	?
Kasee Jandrin	Expired	Expired
Deb Jeanquart	No	No
Derrick Jennerjohn		
Stacy Judas	No	YES
Jennifer Lasee		
Morgan Kiedrowski	No	No
Jennifer Lasee	Expired	Expired
Lori Mellen	Expired	Expired
Kaara McHugh	?	?
Dennis Orns	?	?

Andrew Pagel		
Kori Powell	Expired	Expired
Matt Propsom		
Jenny Rabas		
Jeanne Schopf	Expired	Expired
Joe Schriener-Schmidt	?	?
Holly Selle	Expired	Expired
Craig Sigl	No	No
Mark Smullen	Expired	Expired
Jenny Spude		
Mariah Stahlke	?	?
Terri Stoneman	Expired	Expired
Paige Sullivan		

Responding to a Student with Suicidal Tendencies

It is recognized by the Sturgeon Bay School District that suicide – whether “verbalized thought” or “attempt” – is a very serious problem requiring a prompt response. Since it is impossible to know if the student will attempt to harm himself/herself, action must be taken immediately.

Procedure

1. Any teacher or other school personnel who has reason to believe, by direct or indirect knowledge, that a student is at risk for suicide, no matter how trivial it seems, shall immediately report the student to the counselor and building principal.
2. If the student attempts suicide during the school day, the health and safety of the student is paramount, and 911 is to be called immediately. First aid will be rendered until professional medical treatment and/or transportation can be received. The building principal, school counselor, law enforcement, and parent/guardian should be notified as soon as possible.
3. Confidentiality normally expected of Pupil Services staff including school counselors must be waived in lieu of concern for the student’s life or the safety of another person.
4. Any student suspected of suicidal behavior shall be brought to the office for direct supervision, monitoring, and an interview with the school counselor or Pupil Services staff member. The

school counselor or Pupil Services staff member may elicit assistance or consultation from another member of the school district's crisis management team, law enforcement, or an appropriate community agency.

5. After the school counselor or Pupil Services staff member has made his/her determination of the suicidal risk, the parent/guardian of the student will be notified as soon as possible.
 - A. If the situation is determined to be of moderate danger, the student will not be permitted to leave the school grounds until a conference is held with the parent. The student must remain in the actual physical custody of a staff member until a transfer to the parent/guardian, law enforcement, or protective agency.
 - B. When a student presents imminent/high danger to harming oneself/others, school staff should contact law enforcement. The student must remain in the actual physical custody of a staff member until a transfer to the parent/guardian, law enforcement, or protective agency.
 - C. The parent/guardian will be apprised of the seriousness of the situation and referred to a mental health provider.
 - D. The parent/guardian will be requested to sign a statement that he/she has been notified of the situation and the school's recommendation.
 1. Once the parent/guardian is contacted and/or referral is made to an outside agency, school staff will assume secondary counseling responsibilities only and will not take responsibility for being therapists. When an outside agency is to be utilized, a release of information form should be signed by the parent/guardian and student to allow a two-way flow of information between school and the community agency.
 2. A confidential written record, made by the counselor, of the procedure followed and recommendations made concerning the referred student will be kept by the school in the office of the director of Pupil Services.
 3. After the immediate incident has been resolved, the principal and a member of the Pupil Services staff will meet to evaluate the situation and decide on an appropriate role for the school to take in assisting the student. A designated member of the Pupil Services staff will document actions taken by the school in the case, facilitate the student's reentry into the academic setting and function as a resource of support to the student.
 4. Because failure to report is punishable by a fine and/or jail sentence, this policy will be distributed annually as widely as possible by means such as posting or publishing and shall be included in the employee handbook.

5350 - SUICIDE INTERVENTION PROCESS

In compliance with Board of Education Policy [5350](#), any time a staff member encounters a situation in which a student appears to be contemplating suicide; the following process should be followed carefully.

Step One - Stabilize the Situation

- A. Under no circumstances is a suicidal student to be left alone.
- B. Converse with the student immediately to determine if s/he has any dangerous instrumentalities (weapon, substance, or other material capable of inflicting a mortal wound) on or nearby his/her person.
- C. If the student will allow, immediately remove any dangerous instrumentalities from the student and the student's environment.
- D. If the student will agree, accompany him/her to a prearranged, nonthreatening place away from other students and other people but where there is another adult and a telephone close by. If the principal can be notified without leaving the student, do so as quickly as possible. If the student will not agree, stay calm and remain with him/her until someone comes.

Either the principal (if available) or the staff member should proceed to Step Two without delay.

Step Two - Assess the Risk

- A. Stay relaxed and talk calmly to the student to assess the risk of the student harming himself/herself. Listen intently to what the student is saying and avoid giving advice. Keep questions nonjudgmental.
- B. If the student will not relinquish a dangerous instrumentality, use EXTREME RISK PROCEDURE (Step Three A).
- C. If the student is in imminent danger of harming himself/herself, use SEVERE RISK PROCEDURE (Step Three B).
- D. If the student is not in imminent danger of harming himself/herself, use MODERATE RISK PROCEDURE (Step Three C).

Step Three - Take Appropriate Action

A. EXTREME RISK PROCEDURE

- 1. Contact the police or Door County Human Services.
- 2. Keep the student engaged in conversation as well as reassuring him/her until the police arrive.

3. After the police arrive, and if good rapport has been established with the student, remain present to provide continuity and support as the police attempt to get the student to relinquish the dangerous instrumentality.
4. Contact the student's parents and inform them of what has transpired and of the actions being taken.

B. SEVERE RISK PROCEDURE

Determine if the student's distress is the result of parental abuse, neglect, or exploitation. If so, notify Protective Services immediately, give them the facts, request them to intervene, and follow their instructions.

C. MODERATE RISK PROCEDURE

1. Try to determine the reason(s) for the student's distress. Contact the parents, give them the facts, and ask them to come to the school right away.
2. Assist the parents in contacting an agency or resource person who can provide appropriate intervention.

Step Four - Communicate

- A. Inform the appropriate members of the District staff such as the student's teachers and counselors of the facts and the actions being taken. Alert them that they need to observe the District's confidentiality requirements (AG [2411](#)), although the occurrence was not something that developed during counseling.
- B. **If the parents request**, inform the student's close friends of the facts and the actions being taken.

Step Five - Follow-Up

- A. Determine the extent to which emergency or short-term procedures were completed properly.
- B. Find out if arrangements have been made for long-term clinical and/or support services.

- C. If neither short-term procedures nor long-term services were properly conducted or pursued, consult with the District Administrator to determine appropriate action.
- D. Maintain continuing contact with the student to communicate interest in his/her welfare and support of the long-term services being provided.
- E. Remain alert to the possibility of "copy-cat" suicide attempts by other students.
- F. Evaluate Steps A - E.

Suicide Post-vention Process

If, in spite of all intervention efforts, a suicide should occur, implement the District's Crisis Intervention Plan. If additional guidance is needed, contact the American Association of Suicidology, 5221 Wisconsin Avenue N.W. 2nd Floor, Washington, D.C. 20015. (202) 237-2280.

Section 5: Student Evaluation

Course/Class Expectations

Each teacher will provide their students and the Principal with their expectation's handout at the beginning of the year/course that contains the following information:

- Grading Scale – these scales should be preset by the principal and department.
- Explanation on how the grade is determined (i.e. Total points, weighted categories)
- Late Homework Policy
- Classroom Rules/Expectations/Procedures
- Course Syllabus includes general information about the course.

Electronic Gradebook

Many teachers have come to appreciate the advantages of utilizing some form of electronic record book to record and calculate overall student grades. The Power School software used by the Sturgeon Bay School District contains this record book feature (Power Grade).

Parents will be able to access Power School to monitor their student's progress. To help facilitate this communication between school and home, it is imperative that all teachers use Power Grade and input student scores regularly (minimally within 3 days when an assignment is due date). It is also highly recommended, that teachers' regularly print out a copy of their student records as a backup in case of computer failure.

If teachers have any questions regarding the use of Power Grade, they should contact the office and assistance/training will be available. It is important that teachers log off after using the record book, so students do not have access. Putting a password-protected screensaver on your computer is recommended.

Grading Scale

T. J. Walker utilizes a standard grading scale that is set as the default in Power Grade and should be communicated to the students on your Course/Class Expectations handout.

- A: 93-100
- A-: 90-92
- B+: 88-89
- B: 83-87
- B-: 80-82
- C+: 78-79
- C: 73-77
- C-: 70-72
- D+: 68-69
- D: 63-67
- D-: 60-62
- F: 59 or Below

Homework

One of the major factors accounting for academic failure at any level is not doing assignments. In addition to not getting credit for homework, poor test scores usually accompany the problem, contributing to failing grades. Choosing to do homework on a regular basis is a decision-making skill that students need to develop and maintain. Homework guidelines are governed by Board policy #2330.

Each grade level shall, on a daily or weekly basis, keep a log of assignments and/or homework issued to students. These logs should be monitored daily and adjusted as necessary to make certain that students are being expected to do a reasonable amount of homework as opposed to being overloaded on any given day or week. Copies of the logs will be provided to the webmaster of our district website, middle school secretary, and posted in each classroom.

When long-term assignments or projects are issued to students, an informational sheet detailing the tasks, timelines, grading criteria, etc. must be provided to the students and conveyed to the parents as well. In this manner, at any given point in time, we ought to be able to explain any youngster's progress and/or grade in terms understood by the students, parents, and teachers.

The following procedures have been developed to deal with students who do not turn in assigned work on time:

- Completed homework assignments will be turned in to the teacher according to the deadline assigned.
- Students not turning in a completed assignment on time will receive a grade reduction for that assignment.
- Students may be assigned after-school detention to complete work missed.
- It will be the student's responsibility to inform his/her parents that the homework detention will be served (the office telephone is available for this).
- It will be the responsibility of the family to provide transportation home if needed after the detention.
- Failure to attend a detention may result in additional detention, In-School Suspension or an assignment to attend "Saturday School."

Student Grades

The confidential nature of student grades should be respected. Under most circumstances, students should not be correcting one another's assignments. Grades to be recorded should be collected and not dictated orally to the teacher. Grades must be issued in accordance with Board policy 5421 and 5421a.

Section 6: Concerning Students

Alcohol, Tobacco, and Drug Use

Students are not permitted to be under the influence or in possession of alcoholic beverages and/or drugs at any time while in the school building, in buses, or on school grounds. This rule applies to student functions on or off school property. Students observed smoking, drinking, exchanging, and/or under the influence of and/or in possession of alcohol or other drugs should be brought to or reported to the High School Office as soon as possible. The Board of Education has adopted strict disciplinary rules in this regard, but the cooperation of the teachers is essential in preventing substance abuse by students.

Substance Abuse Awareness

Awareness is the key to understanding and identifying the extent of school substance abuse problems. Be aware of the following typical characteristics of a substance-abusing student:

- declining grade, truancy, or tardiness
- loss of motivation and self-discipline
- short attention span
- fascination with drug culture
- obsession with rock groups and drug-related pictures, slogans, clothing, books, and personal items
- change of friends; evasiveness about new friends
- change in personal dress and grooming habits
- sullen, uncaring attitude and behavior
- periods of anger, hostility, and irritability
- persistent problems with school behavior
- conflicts with authority figures (teachers, counselors, administrators)
- aura of secrecy; mysterious phone calls
- unusually big appetite
- possession of small boxes, baggies, rolling papers, pipes, or other drug paraphernalia

If any of these characteristics become noticeable with a particular student, please notify the principal or a guidance counselor. It is easier to prevent drug abuse than to treat it.

Four Stages of Substance Abuse

1. **Experimentation: Learning the Mood Swing.** In this initial stage, students experiment and discover that certain drugs can create certain feelings. Commonly abused drugs are cigarettes, wine coolers, alcohol, and inhalants.

2. Seeking the Mood Swing. Actively seeking the effects of drugs to get high, feel better, perform better, or to relax. Commonly abused drugs are alcohol and marijuana.
3. Preoccupation with the Mood Swing. Becoming dependent. In this stage, drugs are used to get drunk or high. The abuser feels that he/she cannot have fun without drugs. Commonly abused drugs are alcohol, marijuana, hash, crack, and speed.
4. Addiction/Chemical Dependency. The user is psychologically or physically dependent. In this stage, the abuser must use drugs to feel normal. Long-term residential treatment is now required. By this stage, the abuser has used a wide variety of drugs such as crack, LSD, heroin, and PCP.

Attendance Reporting

Schools are required to keep accurate attendance of students; therefore, it is extremely important for teachers to be accurate in taking hourly attendance. Please check your roll closely and record your attendance in PowerSchool as soon as possible (preferably the beginning of class). If a student arrives late for school (homeroom) mark them as Teacher Unverified Absence QQ and the secretary will change it Absent Unexcused. The principal will handle discipline for students late for school. Students late for classes (1-8) should be marked (TU) depending on if they came late with a pass. If they came without a pass, you can mark TU or send back to get a pass from the person that kept them late. If you already marked the student absent in PowerSchool you need to change the attendance code in PowerSchool some time before the end of the day from QQ to TU. Only send the student to the office for a pass (1-8) if they came late from the office. Discipline for students late for classes other than first hour is the responsibility of the teacher which may include working with the principal (See tardiness below).

Legal Absences

A child may be legally excused from attendance for the following reasons:

- illness or injury
- temporary mental or physical condition
- out-of-school instruction as approved by the state superintendent
- good cause as determined by the Board of Education:
 - Funeral
 - Medical appointment
 - Extreme weather condition
 - Religious holiday
 - Emergencies as determined by the administration
 - School-sponsored activities including the following:
 - Job shadowing
 - Performances

Pre-Planned Absences

Absences that are known about in advance must be cleared with the office, and work should be made up prior to the student leaving. A student who wishes to obtain an excused absence for a period of time must obtain a pre-absence. Following a note or telephone call from the parent/guardian to the

principal/office staff, the office will issue a pre-absence form. The student will bring this form around to each teacher and receive assignments that will be missed. After all teachers have signed the form, the student is responsible for returning it to the office. This must be on file in the office before the student absence occurs. If not, the student will be considered unexcused. School work that would be missed due to an absence caused by a family trip (vacation) or pre-planned absence must be completed prior to the absence or be submitted immediately upon return from the absence.

Bullying

The Sturgeon Bay School District strives to provide a safe, secure, and respectful learning environment for all students in school buildings, on school grounds, in school buses, and at school-sponsored activities. Bullying has a harmful social, physical, psychological, and academic impact on bullies, victims, and bystanders. The district consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process.

By definition, bullying is deliberate or intentional behavior using words or actions intended to cause fear, intimidation, or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic such as but not limited to age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status.

Bullying behavior can be:

- physical (e.g., assault, hitting or punching, kicking, theft, or threatening behavior)
- verbal (e.g., threatening or intimidating language, teasing or name-calling, or racist remarks)
- indirect (e.g., spreading cruel rumors, intimidation through gestures, social exclusion, or sending insulting messages or pictures by mobile phone or using the Internet).

Bullying behavior is prohibited in all schools, buildings, property, and educational environments including any property or vehicle owned, leased, or used by the district. This includes public transportation regularly used by students to go to and from school. Educational environments include but are not limited to every activity under school supervision.

Any student or other concerned individual who is either a victim of the bullying or is aware of the bullying is encouraged to report the conduct to the principal or school resource officer. Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously, and a clear account of the incident will be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report. There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action.

The principal, school resource officer, or designee shall within one school day interview the person(s) who are the victim(s) of the bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report. Parents and/or guardians of each student involved in the bullying will be notified prior to the conclusion of the investigation. The district shall maintain the confidentiality of the report and any related pupil records to the extent required by law.

If after investigation it is determined that a student participated in bullying behavior or retaliated against anyone due to the reporting of bullying behavior, the district administration and Board of

Education may take disciplinary action including but not limited to suspension, expulsion, and/or referral to law enforcement officials for possible legal action as appropriate.

Class Dismissal

Students are to remain in their seats at the end of the class period until dismissed by the teacher. Do not dismiss them before the end of the class period nor allow them to gather at the door waiting to leave. Take advantage of the time allotted for meaningful education experiences. Remember, the bell does not dismiss students, the teacher does.

Co-Curricular Participation

To represent our school in all sports and co-curricular events, a good school record is expected for each student. Coaches and advisors will turn in lists of team or club participants to the office. Coaches/directors/ advisors are responsible for seeing that all participants are academically eligible on a weekly basis and have a signed co-curricular code of conduct on file prior to any involvement (i.e. practice, competition, etc.).

Corporal Punishment

State Statute 118.31 and Board Policy JGA prohibits the use of corporal punishment in the public schools. Corporal punishment includes such things as paddling, slapping, and prolonged maintenance of physically painful positions for disciplinary reasons. Reasonable and necessary force can be used to protect persons and property from harm and to defuse dangerous and disruptive situations. However, no force of any kind can be used simply to maintain order and control in the classroom.

Cumulative Records

The cumulative records of students are filed in the Middle School Office and are available to all teachers. Teachers are encouraged to check these records to learn more about students and to better meet their educational needs. Test interpretation should be done by a school counselor.

Ask the secretary to retrieve the student's record file and return it to the secretary when finished. Do not take either the cumulative record or the folder out of the office. All material reviewed is confidential, and misuse of the records is grounds for termination of employment with the School District of Sturgeon Bay.

Discipline

Behavioral expectations should be communicated to students at the beginning of a course, both verbally and in writing. Expectations should be high yet reasonable with the goal being the creation of a classroom environment in which teaching, and learning are maximized. Expectations should be clearly stated and include an explanation of possible consequences that will result from failure to meet expectations.

Behavior that interferes with teaching and learning must be addressed. Although the administration of this school stands ready to support its teachers in matters of discipline, teachers should not regard this as an invitation to "dump" their unpleasant behavior problems in the lap of the principal. The teacher

who handles the behavior problems that arise in the light of an opportunity to do some good for the offender will find that many will respond positively and in turn strengthen the teacher's position of authority.

For cases in which a teacher's best efforts at holding a student accountable for repeated violations of school/class rules have not led to a change in behavior, the teacher should not hesitate to refer the student to the principal by completing a behavior referral. The principal will then work with the student, teacher, and possibly parent/guardian to correct the problem.

In general, a disruptive student should not be sent into the hallway unattended for misbehavior unless all of the following apply:

1. The student is in control of their emotions.
2. The student is not disruptive to other classes while in the hallway.
3. The removal is less than one minute.

If it becomes necessary to remove a student from class for the remainder of the period to maintain the learning environment for others, the teacher must do all of the following:

1. Instruct the disruptive student to report directly to the Middle School Office.
2. Notify the office immediately by telephone that the student has been sent.
3. Complete a log entry in Power School as soon as possible.
4. Contact the parent/guardian of the offending student within 24 hours of the removal from class. A phone call home by the principal does not take the place of a phone call by the teacher.

Students may not be removed from a class for longer than one class period except by the principal.

In cases where a teacher becomes aware of major violations of school rules and/or dangerous or criminal behavior (e.g., violence; alcohol, drug, or tobacco possession/use; possession of weapons; theft; vandalism; serious incidents of disrespect or insubordinate behavior; etc.), the teacher should take whatever reasonable steps he/she can address the situation initially and should then immediately inform the principal. As soon as possible afterward, the teacher should forward to the principal a written account of the incident using the Behavior Referral form or by submitting a log entry.

After School Detention

Any misbehavior, disrespect, or disruption of the regular classroom routine may give the teacher a reason to detain a student after school. It is suggested that the student remain with the teacher where the problem occurred. In cases where a staff member finds it necessary to assign a student an after-school detention, the student or staff member, prior to the detention being served, must notify the parents. In these cases, the time should be spent with the staff member after school.

Anecdotal Records for Discipline Purposes

Whenever a student is involved in a less-serious discipline situation that constitutes a disruption to the regular educational process, a log entry should be made in Power School. Chronic behavior problems and/or situations of a more serious nature are recorded on Behavior Referral forms and are retained by the principal as well as recorded in Power School. In some situations that begin as minor problems, there is a steady progression of events that lead to an intolerable situation. In order to effectively deal with these more serious or cumulative series of events, it is necessary to have a thorough understanding of the background. This can only be achieved with historical notes (log entries) that can easily be saved in Power School.

Hallway Expectations

Teacher supervision of hall areas in between classes and before and after school is essential for maintaining a positive bully-free environment. Hallway expectations for students are:

1. No running in the halls
2. No kicking, pushing, shouldering, or getting in others physical space.
3. No slamming or kicking of lockers.
4. No horseplay
5. Students should not be in halls during class without permission (with pass preferred).

Homeroom Protocol

The following lists the minimal expectations for our homeroom advisors. You are encouraged to do more to make your homeroom a supportive community.

1. Take Attendance
2. Announcements
3. Pledge of Allegiance
4. Review Homework Log
5. Hand out Pass to Play notices and other office forms for distribution
6. Once a week check grades/ do not have to do during homeroom.

Intervention Parent Meetings

Students who are struggling academically or behaviorally may require an intervention meeting to occur. The following protocol and agenda for this first meeting was established by our Child Study Team. It is important to document the efforts that are being made on behalf of the student to address their needs as part of RTI.

First Intervention Meeting: CST Protocol

Items to Bring to Meeting

- Permission to Evaluate Form
- Student File
- Progress Report
- Power School Access Codes
- Release of Information Form
- Copy of Parent Achenbach
- Teachers bring printouts on homework and comments from teachers

Meeting Agenda

1. Reason we are gathered.
2. What interventions have we done this year or previously?
3. Review Screens
 - a. Special Education
 - b. Vision and Hearing
 - c. Lexile
4. Family Information
 - a. Family and Community Support
 - b. How parent supports academics
 - c. Social Service or Social Worker
 - d. Community Programs
 - e. Does student follow rules of home?
 - f. Living Situation
5. Request Further Evaluation/Sign Forms
 - a. Reading
 - b. Achenbach
 - c. EEN
 - d. Health Evaluation
6. Interventions to Try Now
 - a. Study Skills
 - b. Change Schedule
 - c. Communication – Parent Access
 - d. Study Table
 - e. Boys & Girls Club Homework Lab
7. Set follow-up meeting (2-4 weeks)

* Minutes of meeting will be typed up and sent to parents with a CC to Team File

Pass to Play

T. J. Walker Students must be passing all their classes in order to participate in or observe any extra-curricular activities taking place at school (i.e. dances, athletic events, intramurals, class trips, and in-school recreational activities/assemblies). Utilizing our electronic grading system, weekly lists will be generated every three weeks of students who are ineligible for these activities due to failing grades. A student failing at middle of the quarter must attend after school study tables for three consecutive weeks. Once a student regains his/her passing status, s/he will be allowed to participate.

Schedule Changes

Students wishing to drop a course or change their schedule must have written permission from their parents and the approval of the principal. There are no schedule changes after the beginning of school

unless there is an obvious scheduling error made by the principal. Students will be given two weeks prior to the second semester to make schedule changes provided there is space available in the classes.

Special Education Services

The School District of Sturgeon Bay offers comprehensive services to meet the needs of all disabled youth. According to state and federal laws, specific steps must be taken before a child can receive these specialized services.

The director of pupil services or the principal can provide more specific information about the process of referring a student for evaluation for special education services.

All teachers are expected to actively participate in the IEP team process when asked. Teacher input in these discussions and planning meetings for specific individuals is vital to the success of the special programs.

Student / Parent Handbook

Each year an updated Student / Parent Handbook is given to each student at T. J. Walker Middle School and is made available to parents at their request. It is imperative that all teachers and staff read this handbook, review it on occasion, and clarify any questions that they have with the principal so that they have a clear understanding of all school expectations involving students and are able to deal with student matters in a consistent and fair manner that corresponds to said expectations.

Student Success Team

The Student Success Team (SST) is a problem solving and coordinating structure that assists students, families, and teachers to seek positive solutions for maximizing student potential. The SST focuses in-depth on one student at a time and invites the parent and student to participate in finding solutions. Each week the SST focuses on a different grade. For example, Week 1 – grade 6; Week 2 – Grade 6; Week 3 – Grade 8; Week 4 – entire student body to review discipline, attendance, and failures.

Additionally, at the elementary level, the Classroom SST provides a structure to review the academic, behavioral and health status of each student in a particular classroom. This process informs individual actions for students, including referral to the formal SST process, and class-wide actions to address issues such as use of class resources, behavior management, classroom modifications, and health education. The middle school will duplicate this process and review student referrals monthly.

Supervision

Teachers must exercise careful supervision of the students not only in the classroom but also in all places throughout the school where students gather. Teachers should make a point of being in the hallways during passing times between classes and occasionally checking the restroom areas.

Leaving a classroom or study hall without supervision or allowing students under teacher authority to work in an unsupervised area (e.g., sending students to work in an unsupervised computer lab, Weight

Room, Auditorium, Gym, etc.) is against the policy of this school. Teachers should never leave student groups alone unless an emergency has arisen.

Suspensions and Expulsions

Only the principal may suspend a student from a class for more than one period at a time. Emergency and short-term suspensions from class will be handled in the High School Office at a teacher's request. Teachers are cautioned not to enter a precarious position by issuing a statement to the effect that a student will never be permitted back in class.

A suspension is a temporary suspending of a student from his/her classes and activities by the superintendent or principal for disciplinary reasons or for the good of the group. It cannot continue indefinitely. At the end of a suspension, a student must either be returned to school or expelled from school. Due process must be accorded the student involved in a suspension. Suspended students must be allowed to make up work and assignments missed during the suspension on the same terms as other absences from school.

An expulsion is the complete severance of the student from all rights to participate in the programs of the school. Only the Board of Education has the power to expel.

Visitors

Student aged visitors must be pre-approved by the principal prior to the day of their visit. The primary reason a visitor would be permitted is if they are planning to enroll at TJ Walker. Students who want to bring a guest must have signed permission by each of their teachers. If one teacher does not agree to have the guest visitor in class, the visitor will spend the period in an alternative area.

Wellness Policy

Goals

Policy JFCL supports the mission of the School District of Sturgeon Bay by providing an environment that cultivates maximum student potential. Nutrition/activity influences a child's development, health, well-being, and potential for learning. The district-wide nutrition/activity policy encourages all members of the school community to create an environment that supports lifelong healthy eating and activity habits. Decisions made in all school programming need to reflect and encourage positive nutrition messages, healthy food choices, and active lifestyles.

Goals of this policy include the following:

- Provide a positive environment and appropriate knowledge regarding food.
- When using food as a part of class or student incentive programs, staff and students are encouraged to utilize healthy, nutritious food choices. Moreover, food will be used minimally as an incentive, and non-food items will be the preferred incentive.
- When curricular-based food experiences are planned, staff and students are encouraged to seek good nutrition choices and teach portion control whenever possible.

- Reduce student access to foods of minimal nutritional value.
- Encourage the practice of good nutrition by reducing the sale or distribution of foods of minimal nutritional value.
- Encourage student participation in high activity programs.
- Encourage water consumption as a healthy alternative to carbonated beverages.

District Nutrition Standards

The School District of Sturgeon Bay strongly encourages the sale and distribution of nutrient-dense foods for all school functions and activities. Nutrient-dense foods are those foods that provide students with calories rich in the nutrient content needed to be healthy. In an effort to support the consumption of nutrient-dense foods in the school setting, the district has adopted the following nutrition standards governing the sale of food, beverages, and candy on school grounds:

Food

- In keeping with the contractual obligations of the National School Lunch/Breakfast programs, ensure the integrity of the school lunch program by prohibiting food sales that are in direct conflict with the lunch/breakfast programs.
- Any food item for sale prior to the start of the school day and throughout the instructional day will be selected by using ethical judgment regarding nutritional value per serving.
- Any food items which can make up a reimbursable lunch/breakfast can be sold prior to and during the school day.
- Nuts and seeds are exempt from these standards because they are nutrient dense and contain high levels of monounsaturated fat. Foods's high in monounsaturated fat help lower "bad" LDL cholesterol and maintain "good" HDL cholesterol.
- It is recognized that there may be rare special occasions when the school principal may allow a school group to deviate from these guidelines.
- Encourage the consumption of nutrient-dense foods, i.e., whole grains, fresh fruits, and vegetables.

Beverages

- Vending sales of soda or artificially sweetened drinks will not be permitted.
- Milk, water varieties, sport drinks, and 100 percent fruit juices may be sold on school grounds both prior to and throughout the instructional day.

Section 7: Teacher Evaluation

Purpose

The purpose of the evaluation of the teaching staff will be the improvement of instruction in order to maintain a highly qualified competent staff. To further the purpose, the supervisory personnel responsible for the evaluation of teachers will acknowledge the right of the teacher to:

1. Know how he/she is performing the duties and responsibilities of his/her position.
2. Know the areas in which improvement is needed.
3. Have a candid appraisal of his/her work.
4. Discuss his/her evaluation report with his/her supervisor.
5. Seek and receive supervisory assistance when needed.
6. Have counsel at any point in the evaluation process.

Wisconsin Educator Effectiveness System

The Wisconsin Educator Effectiveness System provides a performance-based evaluation system designed by and for Wisconsin educators to support the continuous improvement of educator practice that leads to improved student learning. The system is a performance-based evaluation system that balances an educator's professional practice (50%) with evidence of student outcomes (50%).

The DPI Educator Effectiveness Team implements and improves the Wisconsin Educator Effectiveness System to ensure that educators receive quality data to identify and inform individual areas of strength, needed improvement, and ongoing support for professional growth. More information about the [Wisconsin Educator Effectiveness System](#) may be found on the DPI website.

2020-2021 Educator Effectiveness Timeline

Using Frontline Education for Professional Growth Documentation Tutorials		
Date	Summary Year	Supporting Years
During September	Teacher completes weekly lesson plans . Plans should be linked to a documented observation.	Teacher completes weekly lesson plans . Plans should be linked to a documented observation.
	Teacher completes Teacher Self-Review in Frontline Education . <i>(Support for all Frontline Education activities may be accessed here.)</i>	Teacher completes Teacher Self-Review in Frontline Education . <i>(Support for all Frontline Education activities may be accessed here.)</i>
	Teacher completes Beginning-of- Interval SLO information in Frontline Education .	Teacher completes Beginning-of- Interval SLO information in Frontline Education .

	Teacher completes Beginning-of-the-Year PPG information in Frontline Education .	Teacher completes Beginning-of-the-Year PPG information in Frontline Education .
	Teacher begins artifact collection in Frontline Education . Before writing an artifact reflection, review the Critical Attributes of the component. Use the Danielson Framework resource at this link.	Teacher may begin artifact collection in Frontline Education . Before writing an artifact reflection, review the Critical Attributes of the component. Use the Danielson Framework resource at this link.
Beginning October 1	Principal reviews SLO in Frontline Education . Teacher revises, if necessary.	EE mentor or PLC teams review SLO in Frontline Education . Teacher revises, if necessary.
	Principal reviews PPG in Frontline Education . Teacher revises, if necessary.	EE mentor or PLC teams review PPG in Frontline Education . Teacher revises, if necessary.
From October 1 through April 1	Principal completes one observation and at least two mini-observations.	Principal completes at least one mini-observation.
	Teacher continues artifact collection in Frontline Education .	Teacher may continue artifact collection in Frontline Education .

*From January 1 through February 1	Teacher completes Mid-Interval SLO information in Frontline Education .	Teacher completes Mid-Interval SLO information in Frontline Education .
	Teacher completes Mid-Year Review PPG information in Frontline Education .	Teacher completes Mid-Year Review PPG information in Frontline Education .
By April 1	Teacher completes artifact collection in Frontline Education .	Teacher may continue artifact collection in Frontline Education .
	Teacher completes End-of-Cycle Reflection in Frontline Education .	
By May 15	Teacher completes End-of-Interval Review SLO information (summary and self-score) in Frontline Education .	Teacher completes End-of-Interval Review SLO information (summary and self-score) in Frontline Education .
	Teacher completes End-of-Year Review PPG information in Frontline Education .	Teacher completes End-of-Year Review PPG information in Frontline Education .
By May 31	Principal completes End-of-Cycle Summary in Frontline Education .	PLC teams complete end-of-year review.

* The SLO Mid-Interval Review scheduled for January 1 – February 1 may be moved for those teachers who use an SLO timeline other than the full school year. For example, high school teachers using a 9-week term timeline will have a mid-interval review at approximately 4 weeks.

Three Year Teacher Evaluation Cycle
We are on the same cycle as the 2021 Staff Handbook due to COVID pandemic.

Teaching Staff	2021-2022	2022-2023	2023-2024
New 8th Gr. Special Ed	Probationary Year 1	Probationary Year 2	Summary Year
Drew Demeny	Probationary Year 1	Probationary Year 2	Summary Year
Ben Herland	Probationary Year 1	Probationary Year 2	Summary Year
Paige Suivan	Probationary Year 1	Probationary Year 2	Summary Year
Andrew Pagel	Probationary Year 1	Probationary Year 2	Summary Year
Jennifer Rabas	Supporting Year 1	Supporting Year 2	Summary Year
Mariah Stahlke	Probationary Year 1	Probationary Year 2	Summary Year
Courtney Elm	Probationary Year 2	Summary Year	Supporting Year 1
Megan Erickson	Summary Year	Supporting Year 1	Supporting Year 2
Melissa Haack	Supporting Year 2	Summary Year	Supporting Year 1
Sarah Hansen	Probationary Year 2	Summary Year	Supporting Year 1
Jennifer Hanson	Supporting Year 2	Summary Year	Supporting Year 1
Scott Hockers	Probationary Year 2	Summary Year	Supporting Year 1
Theresa Hrubecky	Probationary Year 2	Summary Year	Supporting Year 1
Stephen Jacobson	Probationary Year 2	Summary Year	Supporting Year 1
Kasee Jandrin	Summary Year	Supporting Year 1	Supporting Year 2
Deb Jeanquart	Supporting Year 2	Summary Year	Supporting Year 1
Stacy Judas	Supporting Year 2	Summary Year	Supporting Year 1
Morgan Kiedrowski	Summary Year	Probationary Year 1	Supporting Year 2
Jennifer Lasee	Supporting Year 1	Supporting Year 2	Summary Year
Matt Propsom	Supporting Year 2	Summary Year	Supporting Year 1
Jeanne Schopf	Supporting Year 2	Summary Year	Supporting Year 1
Holly Selle	Summary Year	Supporting Year 1	Supporting Year 2
Craig Sigl	Supporting Year 2	Summary Year	Supporting Year 1

Section 8: Schedules

**T. J. Walker Middle School
Daily Schedule**

Block 1 8:00 – 10:15		
	Math/ELA Block	“Skinny” Block
1A	8:00 – 9:09	8:00 – 8:47
1B		8:49 – 9:31
1C	9:11 – 10:15	9:33 – 10:15
Block 2 10:20 – 12:30		
	Math/ELA Block	“Skinny” Block
2A	10:20 – 11:24	10:20 – 11:02
2B		11:04 – 11:46
2C	11:26 – 12:30	11:48 – 12:30
LUNCH 12:30 – 1:08		
Block 3 1:11 – 3:24		
	Math/ELA Block	“Skinny” Block
3A	1:11 – 2:18	1:11 – 1:56
3B		1:58 – 2:40
3C	2:20 – 3:24	2:42 – 3:24

T. J. Walker Middle School
Extended Homeroom Schedule

Homeroom 8:00 – 8:32		
Block 1 8:32 – 10:33		
	Math/ELA Block	“Skinny” Block
1A	8:32 – 9:32	8:32 – 9:11
1B		9:13 – 9:52
1C	9:34 – 10:33	9:54 – 10:33
Block 2 10:36 – 12:37		
	Math/ELA Block	“Skinny” Block
2A	10:36 – 11:35	10:36 – 11:15
2B		11:17 – 11:56
2C	11:37 – 12:37	11:58 – 12:37
LUNCH 12:37 – 1:17		
Block 3 1:20 – 3:24		
	Math/ELA Block	“Skinny” Block
3A	1:20 – 2:23	1:20 – 2:02
3B		2:04 – 2:43
3C	2:25 – 3:24	2:45 – 3:24

T. J. Walker Middle School
2 Hour Delay Schedule

Block 1 10:00 – 11:36		
	Math/ELA Block	“Skinny” Block
1A	10:00 – 10:50	10:00 – 10:34
1B		10:36 – 11:05
1C	10:52 – 11:36	11:07 – 11:36
Block 2 11:39 – 1:10		
	Math/ELA Block	“Skinny” Block
2A	11:39 – 12:24	11:39 – 12:08
2B		12:10 – 12:39
2C	12:26 – 1:10	12:41 – 1:10
LUNCH 1:10 – 1:50		
Block 3 1:53 – 3:24		
	Math/ELA Block	“Skinny” Block
3A	1:53 – 2:38	1:53 – 2:22
3B		2:24 – 2:53
3C	2:40 – 3:24	2:55 – 3:24

T. J. Walker Middle School
Activity Schedule

Block 1 8:00 – 10:00		
	Math/ELA Block	“Skinny” Block
1A	8:00 – 9:02	8:00 – 8:42
1B		8:44 – 9:21
1C	9:04 – 10:00	9:23 – 10:00
Block 2 10:03 – 11:58		
	Math/ELA Block	“Skinny” Block
2A	10:03 – 11:00	10:03 – 10:40
2B		10:42 – 11:19
2C	11:02 – 11:58	11:21 – 11:58
LUNCH 11:58 – 12:38		
Block 3 12:41 – 2:46		
	Math/ELA Block	“Skinny” Block
3A	12:41 – 1:38	12:41 – 1:19
3B		1:21 – 1:58
3C	1:40 – 2:37	2:00 – 2:37
ACTIVITY PERIOD 2:40 – 3:24		

T. J. Walker Middle School
In-service Day Schedule

Block 1 8:00 – 9:22		
	Math/ELA Block	“Skinny” Block
1A	8:00 – 8:45	8:00 – 8:32
1B		8:34 – 8:57
1C	8:46 – 9:22	8:59 – 9:22
Block 2 9:26 – 10:39		
	Math/ELA Block	“Skinny” Block
2A	9:26 – 10:02	9:26 – 9:49
2B		9:51 – 10:14
2C	10:03 – 10:39	10:16 – 10:39
Block 3 10:43 – 11:56		
	Math/ELA Block	“Skinny” Block
3A	10:43 – 11:19	10:43 – 11:06
3B		11:08 – 11:31
3C	11:20 – 11:56	11:31 – 11:56

Supervision Schedule 2020-2021 School Year

Supervise before school 7:30 am - 7:50 am in front lobby

-

Supervise after school front doors (3:24 – 3:34)

-

Bus Supervision (3:24 – 3:37 PM) – 1 per day

- Monday -
- Tuesday -
- Wednesday -
- Thursday -
- Friday -

Breakfast Supervision in MS Commons (7:50 – 8:00 AM) – 1 per day

- OPEN

Computer Lab Supervision – Lunch (2 days per week Tues. & Thurs.)

- Jen Hanson

Lunch Supervision in the lunchroom

- Craig Sigl
- Matt Propsom

Gym Supervision at Lunch

- Jeanne Schopf
- Scott Hockers

Study Table Supervision Paid Stipend until 4:15 pm

- Gr. 6 OPEN
- Gr. 7 Open
- Gr. 8 OPEN

T. J. Walker Middle School School Calendar 2021-22

This calendar is not updated during the year. Please visit our website for the most current information.

Aug. 24.....	6 th Grade Orientation 6:30 – 8:00 p.m.
Aug. 25.....	Open House 4:30 – 6:30 p.m.
Sept. 1.....	First Day of School
Sept. 9.....	Allied Arts Parent Meeting 6:00 – 6:30 p.m.
Sept. 9.....	8 th Grade Parent/Student DC Meeting 6:30 p.m.
Sept. 14.....	School Pictures
Oct. 8.....	Teacher In-Service/No Classes
Nov. 5.....	½ Day Teacher In-Service p.m./End of 1 st Quarter
Nov. 8 – 12.....	Parent/Teacher Conferences
Nov. 18.....	Allied Arts Dress Rehearsal 7:30 a.m. – 3:30 p.m.
Nov. 25 & 26.....	Thanksgiving Break – No Classes
Nov. 30.....	Senior Citizen Allied Arts Performance & Luncheon 10:30 a.m.
Dec. 3.....	Public Allied Arts Performance 7:00 p.m.
Dec. 4.....	Public Allied Arts Performance 2:00 p.m.
Dec. 6.....	Winter Band Concert 7:00 PM
Dec. 14.....	Winter Choir Concert 7:00 p.m.
Dec. 23.....	Last Day of School before Winter Vacation
Jan. 3.....	Classes Resume
Jan. 14.....	½ Day Teacher In-Service p.m./End of 2 nd Quarter
Feb. 12.....	School Ski Trip
Feb. 18.....	Teacher In-Service/No Classes
Feb. 23 - 25.....	6 th Grade Science Field Trip to CWES
Feb. 26.....	POPS Concert 4:00 PM
Feb. 28 – Mar. 4.....	Term 3 Parent Teacher Conferences
Mar. 14 – 18.....	Spring Fever Week
Mar. 18.....	½ Day Teacher In-Service p.m./End of 3 rd Quarter
Mar. 21 – 25.....	Spring Break – No Classes
April 15.....	Good Friday - No School
April 25.....	Spring Band Concert 7:00 PM
May 6.....	MS Choir Concert 7:00 p.m.
May 8 – 13.....	8 th Grade Washington DC Trip
May 27.....	Teacher In-Service/No Classes
May 30.....	Memorial Day – No Classes
June 3.....	8 th Grade Awards Ceremony 10:00 AM
June 3.....	½ Day (11:56 release) (Last Day of School)

TJ Walker Middle School Important Grading and Mailing Dates 2021-2022

Thursday, August 19 September Parent Newsletter Mailing
Monday, September 27 October Newsletter Articles Due
Friday, October 22 Last Day of Exploratory 1
Monday, October 25 November Newsletter Articles Due
Friday, November 5 End of 1st Quarter
Monday, November 8 Grades Due 8:00 AM
Monday, November 8 to November 12 Parent Teacher Conferences 4:30 – 7:00 PM
Tuesday, November 10 1st Quarter Report Cards
Friday, November 29 December Newsletter Articles Due
Monday, December 10 Progress Reports Due (4:00 PM)
Wednesday, December 16 Progress Reports and January Newsletter Mailing
Tuesday, December 14 Last Day of Exploratory 2
Friday, January 14 End of 1st Semester
Monday, January 18 Grades Due (4:00 PM) and February Newsletter Articles Due
Sunday, February 11 Last Day of Exploratory 3
Friday, February 25 Progress Reports Due and March Newsletter Articles Due
Monday, February 28- March 4 Parent Teacher Conferences 4:30 – 7:00 PM
Friday, March 18 April Newsletter Articles Due
Friday, March 18 End of 3rd Quarter
Monday, March 28 3rd Quarter Grades Due
Monday, April 11 Last Day of Exploratory 4 Rotation
Monday, April 25 May Newsletter Articles Due
Friday, May 6 Progress Report Due
Friday, June 3 Last Day of Exploratory 5
Friday, June 3 End of Semester 2 and Summer Newsletter Articles Due
(Grades due prior to Teacher Checkout June 3)
Tuesday, June 8 Report Cards and Summer Newsletter Mailing
Monday, June 13 Summer School Begins

Section 9: Pupil Services

Below are links to the most up to date versions of some of the policies and procedures related to special education and pupil services.

Student Records: Maintenance and Confidentiality Procedures

District Process for Educational Concerns

Special Education District Policies and Procedures

Non Spec Ed & SCT Referral Form with Parent Consent

[District Procedure for accepting and processing special education referrals](#) - The short version of our specific procedure

[Accommodation plan/documentation](#)

Section 10: Code of Classroom Conduct - Board Policy 5500

5500 - STUDENT CODE OF CLASSROOM CONDUCT

Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law regarding minors. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community.

Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty should be maintained in the schools of this District.

The District Administrator shall establish procedures to carry out Board policy and philosophy, and shall hold all school personnel, students, and parents responsible for the conduct of students in schools, on school vehicles, and at school-related events.

Student conduct on or adjacent to school premises, on school vehicles, and at school-related events and activities shall be governed by the rules and provisions of the Student Code of Classroom Conduct. In addition, student conduct on internet-based social media outlets, such as Facebook, Twitter, Instagram, Snapchat, etc. when such conduct forms a sufficient connection to school or staff, is governed by the Code of Conduct. This Code of Classroom Conduct shall be reviewed and approved periodically.

Student conduct in the classroom shall be governed by the rules and provisions of the Code of Classroom Conduct developed for each school in consultation with a committee of School District residents that consists of parents, students, members of the School Board, school administrators, teachers, pupil services professionals, and other residents of the School District who are appointed to the committee by the School Board. Each school's Code of Classroom Conduct shall be adopted by the School Board.

Section 11. Child Abuse or Neglect - Board Policy 8462

8462 - STUDENT ABUSE AND NEGLECT

The Board of Education is concerned with the physical and mental well-being of all children of this District and will cooperate in the identification and reporting of cases of child abuse or neglect in accordance with law.

The Board shall require every employee to receive training provided by the Department of Public Instruction (DPI) in identifying children who have been abused or neglected and, in the laws, and procedures detailed herein governing the reporting of suspected or threatened child abuse and neglect. Such training shall be completed within the first six (6) months of employment in the District and thereafter at least once every five (5) years after the initial training.

Each District employee who has reasonable cause to suspect child abuse or neglect has occurred or is occurring shall be responsible for reporting immediately every case, whether ascertained or suspected, of abuse or neglect resulting in physical or mental injury to a child by other than accidental means.

The employee shall immediately call the local office of the Child Welfare Department or local law enforcement agency.

Employees shall also notify the appropriate administrator according to the District's Reporting Procedure for Student Abuse or Neglect.

The identity of the reporting person shall be confidential, subject only to disclosure by consent or court order. A reporting employee shall not be dismissed or otherwise penalized for making a report of child abuse or neglect.

Information concerning alleged child abuse is confidential. Any unauthorized disclosure by an official or employee of the District is a violation of the law and may subject the disseminator to civil liability for resulting damages and disciplinary action.

Each principal should be mindful of the possibility of physical or mental abuse being inflicted on a student by an employee. Any such instances, whether real or alleged, should be dealt with in accordance with the administrative guidelines established by the District Administrator.

4362

Section 12: Harassment - Board Policy 4362.01 and 4362

4362 - EMPLOYEE ANTI-HARASSMENT

Prohibited Harassment

The Board of Education is committed to a work environment that is free of harassment of any form. The Board will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it. Any member of the School District community who violates this policy will be subject to disciplinary action, up to and including termination of employment. Additionally, appropriate action will

be taken to stop and otherwise deal with any third party who engages in harassment against our employees.

The Board will vigorously enforce its prohibition against harassment based on race, color, national origin, age, sex (including transgender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), national origin, ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters, or any other characteristic protected by law in its employment practices (hereinafter referred to as "Protected Characteristics"), and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. The Board prohibits harassment that affects tangible job benefits, interferes unreasonably with an individual's work performance, or creates an intimidating, hostile, or offensive working environment. Harassment may occur employee- to-employee, employee-to-student, male-to-female, female-to-male, male-to-male, or female-to-female.

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

For purposes of this policy, "School District community" means individuals subject to the control and supervision of the Board including, but not limited to, students, teachers, staff, volunteers, and Board members, agents, contractors, or other persons.

For purposes of this policy, "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 District, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off School District property).

Definitions

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a school employee on the basis of the employee's Protected Characteristics that:

- A. Places a school employee in reasonable fear of harm to his/her person or damage to his/her property;
- B. Is sufficiently severe, pervasive, and persistent so as to create a hostile working environment which materially alters the employee's working conditions from the perspective of a reasonable person similarly situated.
- C. Has the effect of substantially disrupting the orderly operation of a school or any other aspect of the District's operations

Sexual Harassment

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on sex constitutes sexual harassment when:

- A. A supervisory employee engages in harassing behavior towards a subordinate employee, regardless of whether such conduct creates a hostile work environment.
- B. Acquiescence in or submission to such conduct is an explicit or implicit term or condition of employment.
- C. An individual's acquiescence in, submission to, or rejection of such conduct becomes the basis for employment decisions affecting that individual.
- D. Such conduct is sufficiently severe, pervasive, and persistent such that it has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.
- E. Consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism results in an adverse employment action for another employee or otherwise creates a hostile work environment.
- F. Inappropriate boundary invasions by a District employee or other adult member of the District into a student's personal space and personal life.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment 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 sexual propositions, invitations, solicitations, and flirtations.
- B. Physical and/or sexual assault.
- C. Threats or insinuations that a person's employment, wages, promotion, assignments, , or other conditions of employment may be adversely affected by not submitting to sexual advances;
- D. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls text messages, or social media postings.
- E. Sexually suggestive objects, pictures, videotapes, audio recordings, or literature, placed in the work or educational environment, which may embarrass or offend individuals.

- F. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures;
- G. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another;
- H. Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history;
- I. Consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment; and
- J. Verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Sexual relationships between staff members, where one staff member has supervisory responsibilities over the other, are discouraged as a matter of Board policy. Such relationships have an inherent possibility of being construed as sexual harassment because the consensual aspect of the relationship may be the result of implicit or explicit duress caused by uncertainty regarding the consequences of non-compliance.

Romantic or sexual relationships between District staff (teachers, aides, administrators, coaches or other school authorities) and a student is expressly prohibited. Any school staff member who engages in sexual conduct with a student may also be guilty of a crime and any information regarding such instances will be reported to law enforcement authorities.

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 performance; or of creating an intimidating, hostile, or offensive working environment. 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 Harassment

Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Age Harassment

Prohibited age-based harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's age, being over age forty (40), and when the conduct has the purpose or

effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment.

Race/Color Harassment

Prohibited race/color-based harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race and/or color and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability, perceived disability, or record of disability, and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's current or past disabling condition or a perceived condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

Reports and Complaints of Harassing Conduct

Members of the School District community and third parties, which includes all staff, are encouraged to promptly report incidents of harassing conduct to an administrator, supervisor, or other School District official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any administrator, supervisor, or other District official who receives such a complaint shall file it with the District's Compliance Officer at his/her first opportunity.

Members of the School District community or third parties who believe they have been harassed by another member of the School District community or a third party are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the complaining individual's employment unless the complaining individual makes the complaint maliciously or with knowledge that it is false.

Reporting procedures are as follows:

- A. Any employee who believes s/he has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the appropriate school official as identified in D below.
- B. Teachers, administrators, and other school officials who have knowledge of or receive notice that an employee has or may have been the victim of harassment prohibited under this policy shall immediately report the alleged harassment to the appropriate school official as defined in D below.

- C. Any other person with knowledge or belief that an employee has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to an appropriate school official as defined in D below.
- D. Appropriate school officials are as follows:
 - 1. Any complaint under this policy shall be reported to the District's Compliance Officer unless the complaint is regarding the Compliance Officer. In such cases, the complaints shall be reported to the District Administrator, who shall assume the role of the District Compliance Officer for such complaints.
 - 2. Any complaint under this policy regarding the District Administrator or Board Member that is received by the District Compliance Officer shall be referred to the School Board's legal counsel, who shall assume the role of the District Compliance Officer for such complaints.
- 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. Further, nothing in this policy shall prevent any person from reporting harassment directly to the District Administrator.
- F. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, the District shall designate both a male and a female District Compliance Officer

Anti-Harassment Compliance Officers

The following individuals serve as "Anti-Harassment Compliance Officers" for the District. They are hereinafter referred to as the "Compliance Officers".

Lindsay Ferry
 Pupil Services Director
 920-746-2804
 1230 Michigan Street
 Sturgeon Bay, WI 54235
 lferry@sturbay.k12.wi.us

Dan Tjernagel
 Superintendent
 920-746-2801
 1230 Michigan Street
 Sturgeon Bay, WI 54235
 dtjernagel@sturbay.k12.wi.us

The names, titles, and contact information of these individuals will be published annually in the parent and staff handbooks and/or on the School District's web site.

A CO will be available during regular school/work hours to discuss concerns related to harassment, 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.

The COs are assigned to accept complaints of harassment directly from any member of the School District community or a visitor to the District, 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 begin either an investigation or the CO will designate a specific individual to conduct such a process. The CO will prepare recommendations or will oversee the preparation of such recommendations. All members of the School District community should report incidents of harassment that are reported to them to the CO within two (2) business days of learning of the incident.

Investigation and Complaint Procedure

Any employee or other member of the School District community or visitor to the District who believes that s/he has been subjected to harassment or has witnessed harassment of another may seek resolution of his/her complaint through the procedures as described below. Further, a process for investigating claims of harassment and a process for rendering a decision regarding whether the claim of harassment was substantiated are set forth below.

Once the complaint process begins, the investigation will be complete in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

Complaint Procedure

An individual who believes she/he has been subjected to harassment hereinafter referred to as the "complainant", may file a complaint, either orally or in writing with a teacher, principal, CO, District Administrator, or other supervisory employee. As noted above, any complaint received regarding the District Administrator or a Board member shall be referred to the Board's legal counsel, who shall assume the role of the CO for such complaints. Additionally, if the complaint is regarding a CO, the complaint shall be reported to the District Administrator, who shall assume the role of CO for such complaints.

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) calendar days after the conduct occurs while the facts are known, and potential witnesses are available. If a Complainant informs a Principal, District Administrator, or other Supervisory employee, either orally or in writing, about any complaint of discrimination or retaliation, that employee must report such information to the CO within two (2) business days.

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

All written complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or be actively engaging in, harassment; a detailed description of the facts upon which the complaint is based; 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 CO 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 work assignment or schedule for the complainant and/or the alleged harasser. In making such a determination, the CO should consult the Complainant to assess his/her position to the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still take whatever actions s/he deem appropriate in consultation with the District Administrator. No temporary arrangements shall be disciplinary to either the complainant or respondent.

Within two (2) business days of receiving a complaint, the CO will inform the individual alleged to have engaged in the harassing conduct, hereinafter referred to as the "respondent", that a complaint has been received.

Simultaneously, the CO will inform the individual alleged to have engaged in the discriminatory or retaliatory conduct (hereinafter referred to as the "Respondent"), that a complaint has been received. The respondent will be informed about the nature of the allegations and a copy of this policy shall be provided to the respondent at that time. The respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Within five (5) business days of receiving the complaint, the CO will initiate a formal investigation to determine whether the complainant has been subject to offensive conduct/harassment.

Although certain cases may require additional time, the CO will attempt to complete an investigation into the allegations of harassment within fifteen (15) calendar days of receiving the formal complaint. The investigation will include:

- A. Interviews with the complainant.
- B. Interviews with the respondent.
- C. Interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations.
- 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.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful harassment as provided in this policy and State and Federal law as to whether the complainant has been subject to. 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 School Board Attorney before finalizing the report to the District Administrator.

Absent extenuating circumstances, within five (5) business days of receiving the report of the CO, the District Administrator must either issue a final decision regarding whether the complaint of harassment has been substantiated or request further investigation. A copy of the District Administrator's final decision will be delivered to both the complainant and the respondent.

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

The decision of the District Administrator shall be final. If the investigation results in disciplinary action, the employee subject to discipline is entitled to file a grievance pursuant to Board Policy 4340. Nothing in this policy shall be construed to prevent an employee from bringing a complaint before the Equal Employment Opportunity Commission or the Wisconsin Equal Rights Division.

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 formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

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. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

Privacy/Confidentiality

The School District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and all the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligation in an investigation of harassment. The School District will respect the privacy of the complainant, the respondent, and all witnesses in a manner consistent with the School District's legal obligations under State and Federal law. Confidentiality, however, cannot be guaranteed. All complainants proceeding through the formal investigation process should be advised that their identities may be disclosed to the respondent.

During the course of an investigation, the CO will determine whether confidentiality during the investigation process is necessary to protect the interests and reputations of those involved and/or to protect the integrity of the investigation and if so shall instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

All public records created as a part of an investigation of a complaint of harassment will be maintained by the CO in accordance with the Board's records retention policy. Any records which are considered student records in accordance with the State or Federal law will be maintained in a manner consistent with the law.

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. 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. All disciplinary action will be taken in accordance with applicable law. When imposing discipline, the District Administrator shall consider the totality of the circumstances. 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.

All sanctions imposed by the Board and/or District Administrator shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

Allegations Constituting Criminal Conduct

If the CO has reason to believe that the complainant has been the victim of criminal conduct, such knowledge should be reported to local law enforcement. After such report has been made, the District Administrator shall be advised that local law enforcement was notified.

If the complainant has been the victim of criminal conduct and the accused is the District Administrator, such knowledge should be reported by the CO to local law enforcement. After such report has been made, the Board President shall be advised that local law enforcement was notified.

Any reports made to local law enforcement shall not terminate the obligation and responsibility to continue to investigate a complaint of harassment. While the COs may work cooperatively with outside agencies to conduct concurrent investigations, the harassment investigation shall not be stopped due to the involvement of outside agencies without good cause after consultation with the District Administrator.

Reprisal

Submission of a good faith complaint or report of harassment will not affect the complainant's or reporter's work status or work environment. However, the Board also recognizes that false or fraudulent claims of harassment or false or fraudulent information about such claims may be filed. The Board reserves the right to discipline any person filing a false or fraudulent claim of harassment or false or fraudulent information about such a claim.

The District will discipline or take appropriate action against any member of the School District community who retaliates against any person who reports an incident of harassment prohibited by this policy or participates in a proceeding, investigation, or hearing relating to such harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

Miscellaneous

The District shall conspicuously post a notice including this policy against harassment in each school in a place accessible to the School District community and members of the public. This notice shall also include the name, mailing address, and telephone number of the COs, the name, mailing address, and telephone number of the State agency responsible for investigating allegations of discrimination in

employment, and the mailing address and telephone number of the United States Equal Opportunity Employment Commission.

A link to or summary of this policy and any related administrative guidelines shall appear in the employee handbook and a copy shall be made available upon request of employees and other interested parties.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of - harassment. The District Administrator 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 staff at such times as the Board in consultation with the District Administrator determines is necessary or appropriate.

The Board will respect the privacy of the complainant, the individuals against whom the complaint is filed, and the witnesses as much as practicable, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery, disclosure, or other legal obligations.

4362.01 - THREATENING BEHAVIOR TOWARD STAFF MEMBERS

The Board of Education believes that a staff member should be able to work in an environment free of threatening speech or actions.

Threatening behavior consisting of any words or deeds that intimidate a staff member or cause anxiety concerning his/her physical and/or psychological well-being is strictly forbidden. Any student, parent, visitor, staff member, or agent of this Board who is found to have threatened a member of the staff will be subject to discipline and reported to the appropriate law enforcement authorities.

The District Administrator shall implement guidelines whereby students and employees understand this policy and appropriate procedures are established for prompt and effective action on any reported incidents.

2021/2022 Elementary Parent Handbook Revisions

General Changes

- Front cover - date changes
- Updated school calendar

Text Revisions (new language is highlighted, deleted language has been struck through)

Old Text

~~Sunset School~~

~~School Office: 746-2811~~

~~Dr. Ann Smejkal, School Principal: 746-2815~~

~~Sawyer School~~

~~School Office: 746-2817~~

~~Brian O'Handley, School Principal: 746-5906~~

New Text

Sawyer **Elementary School**

School Office: 746-2817

Katy DeVillers, School Principal: 746-2815

Old Text

Board of Education

Ferry Hooker	President	746-2800	thooker@sturbay.k12.wi.us
Keith Miller	Vice President	746-2800	kmiller@sturbay.k12.wi.us
Amy Stephens	Treasurer	746-2800	astephens@sturbay.k12.wi.us
Tina Jennerjohn	Clerk	746-2800	tjennerjohn@sturbay.k12.wi.us
Beth Chisholm	Member	746-2800	bchisholm@sturbay.k12.wi.us
Mike Stephani	Member	746-2800	mstephani@sturbay.k12.wi.us
Chad Hougaard	Member	746-2800	chougaard@sturbay.k12.wi.us
Jessica Holland	Member	746-2800	jholland@sturbay.k12.wi.us
Scott Alger	Member	746-2800	salger@sturbay.k12.wi.us

New Text

Board of Education

Mike Stephani	President	746-2800	mstephani@sturbay.k12.wi.us
To be determined	Vice President	746-2800	@sturbay.k12.wi.us
To be determined	Treasurer	746-2800	@sturbay.k12.wi.us

Tina Jennerjohn	Clerk	746-2800	tjennerjohn@sturbay.k12.wi.us
Beth Chisholm	Member	746-2800	bchisholm@sturbay.k12.wi.us
To be determined	Member	746-2800	@sturbay.k12.wi.us
Chad Hougaard	Member	746-2800	chougaard@sturbay.k12.wi.us
Jessica Holland	Member	746-2800	jholland@sturbay.k12.wi.us
Scott Alger	Member	746-2800	salger@sturbay.k12.wi.us

Old Text

Administration

Dan Tjernagel	Superintendent	746-2801	dtjernagel@sturbay.k12.wi.us
Ann Smejkal	Elementary Principal SS	746-2815	asmejkal@sturbay.k12.wi.us
Brian O’Handley	Elementary Principal SW/SR	746-5906	bohandley@sturbay.k12.wi.us
Mark Smullen	Middle School Principal	746-2803	msmullen@sturbay.k12.wi.us
Robert Nickel	High School Principal	746-2802	rnickel@sturbay.k12.wi.us
Jacob Holtz	Business Manager	746-2805	toisen@sturbay.k12.wi.us
Lindsay Ferry	Director of Pupil Services/Special Education	746-2804	lferry@sturbay.k12.wi.us
John Sullivan	Director of Buildings & Grounds	746-1834	jsullivan@sturbay.k12.wi.us
Jennifer Spude	Food Service Director	746-3877	jspude@sturbay.k12.wi.us

New Text

Administration

Dan Tjernagel	Superintendent	746-2801	dtjernagel@sturbay.k12.wi.us
Katy DeVillers	Sawyer Elementary Principal	746-2815	kdevillers@sturbay.k12.wi.us
Brian O’Handley	Sunrise Elementary Principal	746-5906	bohandley@sturbay.k12.wi.us
Mark Smullen	Middle School Principal	746-2803	msmullen@sturbay.k12.wi.us
Keith Nerby	High School Principal	746-2802	knerby@sturbay.k12.wi.us
Ann Smejkal	Director of Teaching and Learning	746-TBD	asmejkal@sturbay.k12.wi.us
Jacob Holtz	Business Manager	746-2805	jholtz@sturbay.k12.wi.us
Lindsay Ferry	Director of Pupil Services/Special Education	746-2804	lferry@sturbay.k12.wi.us
Amy Sterckx	Director of Technology	746-2813	asterckx@sturbay.k12.wi.us
John Sullivan	Director of Buildings & Grounds	746-1834	jsullivan@sturbay.k12.wi.us
Jennifer Spude	Food Service Director	746-3877	jspude@sturbay.k12.wi.us

Old Text

Sturgeon Bay Elementary School Staff

Position	Sunset EC/4K/K	Sawyer Grades 1-2	Sunrise Grades 3-5
Principal	Ann Smejkal 746-2815 asmejkal@sturbay.k12.wi.us	Brian O’Handley 746-5906 bohandley@sturbay.k12.wi.us	Brian O’Handley 746-5906 bohandley@sturbay.k12.wi.us
Administrative Assistant	Erin Dawidiuk 746-2811	Brenda Hartl 746-2817	Colleen Elliott 746-2814

	edawidiuk@sturbay.k12.wi.us	bharti@sturbay.k12.wi.us	elliott@sturbay.k12.wi.us
Behavior Interventionist/Building Coordinator (SW)		Jennifer Vogler 746-3889 jvogler@sturbay.k12.wi.us	
Director of Pupil Services/ Special Ed	Lindsay Ferry 746-2804 lferry@sturbay.k12.wi.us	Lindsay Ferry 746-2804 lferry@sturbay.k12.wi.us	Lindsay Ferry 746-2804 lferry@sturbay.k12.wi.us
Pupil Services/ Special Ed Secretary	Linnea Pichette 746-2816 lpichette@sturbay.k12.wi.us	Linnea Pichette 746-2816 lpichette@sturbay.k12.wi.us	Linnea Pichette 746-2816 lpichette@sturbay.k12.wi.us
Guidance Counselor	Karlie Martens 746-5827 kmarten@sturbay.k12.wi.us	Karlie Martens 746-5827 kmarten@sturbay.k12.wi.us	Gary Grahl 746-1827 ggrahl@sturbay.k12.wi.us
District Data Specialist	Mary Nickel 746-3876 mnickel@sturbay.k12.wi.us	Mary Nickel 746-3876 mnickel@sturbay.k12.wi.us	Mary Nickel 746-3876 mnickel@sturbay.k12.wi.us
School Nurse	Door County Medical Center Nursing cohort 746-5903	Door County Medical Center Nursing cohort 746-5903	Door County Medical Center Nursing cohort 746-5903

Position	Sunset EC/4K/K	Sawyer Grades 1-2	Sunrise Grades 3-5
Early Childhood Teacher	Carey Potier 746-5714 cpotier@sturbay.k12.wi.us		
4K Teacher	Melissa Benzinger 746-5803 mbenzinger@sturbay.k12.wi.us		
4K Teacher	Gwen Gregory 746-5805 ggregory@sturbay.k12.wi.us		
4K Teacher	Kristin Wachsmuth 746-5709 kwachsmuth@sturbay.k12.wi.us		
4K Teacher	TBD 746-5856 @sturbay.k12.wi.us		
4K Special Ed. Teacher	Heather Plzak 746-5870 @sturbay.k12.wi.us		
Kindergarten Teacher	Peggy Carstens 746-5905 pcarstens@sturbay.k12.wi.us		
Kindergarten Teacher	Tammy Kroll 746-5833 tkroll@sturbay.k12.wi.us		
Kindergarten Teacher	Jennifer Manke 746-5821 jmanke@sturbay.k12.wi.us		
Kindergarten Teacher	Rebecca Ulberg 746-5715 ruberg@sturbay.k12.wi.us		
Kindergarten Special Ed. Teacher	Leah Corso lcorso@sturbay.k12.wi.us		
Grade 1 Teacher		Beth Hubbard 746-5904 bhubbard@sturbay.k12.wi.us	
Grade 1		TBD	

Teacher		746-5857 @sturbay.k12.wi.us	
Grade 1 Teacher		Chris Maas 746-5826 camas@sturbay.k12.wi.us	
Grade 1 Teacher		Erik Tauschek 746-5824 etauschek@sturbay.k12.wi.us	
Grade 1 Special Ed, Teacher		Cheri Vandenberg 746-5810 cvandenberg@sturbay.k12.wi.us	
Grade 2 Teacher		Travis Grooters 746-5759 tgrooters@sturbay.k12.wi.us	
Grade 2 Teacher		Lane Hagen 746-5806 lhagen@sturbay.k12.wi.us	

Position	Sunset EC/4K/K	Sawyer Grades 1-2	Sunrise Grades 3-5
Grade 2 Teacher/ Math Intervention		Amy Richard 746-5804 arichard@sturbay.k12.wi.us	
Grade 2 Teacher		Deanna Vanden Langenberg 746-5907 dvendenlangenberg@sturbay.k12.wi.us	
Grade 2 Teacher		Alexandra Sperber 746-5724 asperber@sturbay.k12.wi.us	
Grade 2 Special Ed. Teacher		Jessica Louthain 746-5850 jlouthain@sturbay.k12.wi.us	
Grade 3 Teacher			Molly Cornell (ELA) 746-5817 mcornell@sturbay.k12.wi.us
Grade 3 Teacher			Christel Ruddy 746-5912 cruddy@sturbay.k12.wi.us
Grade 3 Teacher			Allison Lautenbach 746-5851 alautenbach@sturbay.k12.wi.us
Grade 3 Teacher			Deanna Vanden Langenberg 746-5907 dvendenlangenberg@sturbay.k12.wi.us
Grade 3 Teacher			Amanda Wilke 746-5712 awilke@sturbay.k12.wi.us
Grade 3 Special Ed. Teacher			Brynn Orthober 746-5781 borthober@sturbay.k12.wi.us
Grade 4 Teacher			TBD 746-5823 @sturbay.k12.wi.us
Grade 4 Teacher			Bobby Deggendorf 746-5917 bdgendorf@sturbay.k12.wi.us
Grade 4 Teacher			Heidi Richard 746-5834 hrichard@sturbay.k12.wi.us

Grade 4 Teacher			Amanda Matuszewski 746-5723 amatuszewski@sturbay.k12.wi.us
Grade 4 Special Ed. Teacher			Sue Piper 746-5781 spiper@sturbay.k12.wi.us
Grade 5 Teacher			Molly Cornell (Science) 746-5817 mcornell@sturbay.k12.wi.us
Grade 5 Teacher			Lola DeVillers 746-5710 ldevillers@sturbay.k12.wi.us
Grade 5 Teacher			Aaron Pairolero 746-5707 apairolero@sturbay.k12.wi.us
Grade 5 Teacher			Beth Kindt 746-5915 bolson@sturbay.k12.wi.us

Position	Sunset EC/4K/K	Sawyer Grades 1-2	Sunrise Grades 3-5
Grade 5 Special Ed. Teacher			Lisa Ocokoljich 746-5845 locokoljich@sturbay.k12.wi.us
Grade 5 Teacher/ Math Support			Jennifer Paye-Weber 746-5923 jpaweber@sturbay.k12.wi.us
Art Teacher	Mariah Stahlke 746-5738 mstahlke@sturbay.k12.wi.us	Katherine Baeten 746-5808 kbaeten@sturbay.k12.wi.us	Katherine Baeten 746-5808 kbaeten@sturbay.k12.wi.us
Music Teacher	FBD (Kindergarten) 746-5766 @sturbay.k12.wi.us	Cheryl Pfister 746-5926 cvoora@sturbay.k12.wi.us	Cheryl Pfister 746-5926 cvoora@sturbay.k12.wi.us
Phy Ed Teacher	Sam Mueller 746-5918 smueller@sturbay.k12.wi.us	Kyle Retzlaff 746-5871 kretzlaff@sturbay.k12.wi.us	Jim Benesh 746-5802 jbenesh@sturbay.k12.wi.us
Media Specialist	Holly Selle 746-3882 hselle@sturbay.k12.wi.us	Holly Selle 746-3882 hselle@sturbay.k12.wi.us	Holly Selle 746-3882 hselle@sturbay.k12.wi.us
Reading Intervention		Stacey Martin 746-5902 smartin@sturbay.k12.wi.us	Constance Vogel 746-5916 civogel@sturbay.k12.wi.us
Reading Intervention		Deb Holland 746-5815 dholland@sturbay.k12.wi.us	
Speech & Language Pathologist	Polly Schink 746-5716 pschink@sturbay.k12.wi.us	Julie Doucette 746-5909 doucette@sturbay.k12.wi.us	Linda Mirkes 746-5816 lmirkes@sturbay.k12.wi.us
Physical Therapist	Rebecca Ullman 746-5801 rullman@sturbay.k12.wi.us	Rebecca Ullman 746-5801 rullman@sturbay.k12.wi.us	Rebecca Ullman 746-5801 rullman@sturbay.k12.wi.us
Occupational Therapist	Katie Rankin 746-5801 krankin@sturbay.k12.wi.us	Katie Rankin 746-5801 krockendorf@sturbay.k12.wi.us	Katie Rankin 746-5801 krockendorf@sturbay.k12.wi.us
Library Associate	Melanie Hobart 746-5812 mstanczyk@sturbay.k12.wi.us	Melanie Hobart 746-5812 mstanczyk@sturbay.k12.wi.us	Carol Mulinix 746-5901 cmulinix@sturbay.k12.wi.us
Associate	Kris Amos	Jill Forbes	Ria Buesing

	746-5855 kamos@sturbay.k12.wi.us	746-2817 iforbes@sturbay.k12.wi.us	746-5749 rbuesing@sturbay.k12.wi.us
Associate	Raelynn Dalske 746-5855 rdalske@sturbay.k12.wi.us	Laura Hoffman 746-3842 lhoffman@sturbay.k12.wi.us	
Associate	Michelle Wenzel 746-5855 mwenzel@sturbay.k12.wi.us		
Special Education Associate	Brenda Abrahamson 746-5870 babrahamson@sturbay.k12.wi.us	Jessica Anderson 746-2817 jkanderson@sturbay.k12.wi.us	Cassie Gigstead 746-5845 cgigstead@sturbay.k12.wi.us
Special Education Associate	Cindy Anschutz 746-5870 lvertz-stange@sturbay.k12.wi.us	Anika Bastian 746-2817 ahaugen@sturbay.k12.wi.us	Erin Hemminger 746-5781 ahemminger@sturbay.k12.wi.us
Special Education Associate	Dana Brown 746-5855 dbrown@sturbay.k12.wi.us	Darlene Hohlfelder 746-2817 dhohlfelder@sturbay.k12.wi.us	Jackie Herlache 746-5819 jherlache@sturbay.k12.wi.us

Position	Sunset EC/4K/K	Sawyer Grades 1-2	Sunrise Grades 3-5
Special Education Associate	Casie Frangipane 746-5714 cfrangipane@sturbay.k12.wi.us	Meredyth Nelson 746-2817 mnelson@sturbay.k12.wi.us	Kim Knapp 746-5781 kknapp@sturbay.k12.wi.us
Special Education Associate	Stacy Laughlin 746-5803 slaughlin@sturbay.k12.wi.us	Stacey Vogel 746-2817 svogel@sturbay.k12.wi.us	Phil Krueger 746-5819 pkruieger@sturbay.k12.wi.us
Special Education Associate	Lori MacMillen 746-5833 lmacmillen@sturbay.k12.wi.us		Maggie Stover 746-5781 mstover@sturbay.k12.wi.us
Special Education Associate	Lana Vertz-Stange 746-5870 lvertz-stange@sturbay.k12.wi.us		Alyssum Tomberlin 746-5781 atomberlin@sturbay.k12.wi.us
Special Education Associate	Stephanie Volz 746-5820 svolz@sturbay.k12.wi.us		FBD 746-5819 sumentum@sturbay.k12.wi.us
Special Education Associate	Pam Watermolen 746-5805 pwatermolen@sturbay.k12.wi.us		Teri Van Lieshout 746-5845 tvanlieshout@sturbay.k12.wi.us
Transportation Coordinator	John Quaderer/ Kobussen 818-0785 John.Quaderer@kobussen.com	John Quaderer/ Kobussen 818-0785 John.Quaderer@kobussen.com	John Quaderer/ Kobussen 818-0785 John.Quaderer@kobussen.com
Lunch Server	Bill Weber 746-5721	Joanne Benzshawel 746-5807	TBD 746-5921
Lunch Server	Renate Viste 746-5721	Carla Maccoux 746-5807	Jeanne Hembel 746-5921
Building Engineer	Bob Kramer 746-5922 bkramer@sturbay.k12.wi.us	Bob Kramer 746-5922 bkramer@sturbay.k12.wi.us	Joe Anderson 746-5908 janderson@sturbay.k12.wi.us
Custodian	Cindy Wolter 746-5922	Caryn Vogel 746-5718	Kathy Soukup 746-5908

New Text

Sturgeon Bay Elementary Contact Information

Board of Education

Mike Stephani	President	mstephani@sturbay.k12.wi.us
To be determined	Vice President	TBD@sturbay.k12.wi.us
To be determined	Treasurer	TBD@sturbay.k12.wi.us
Tina Jennerjohn	Clerk	tjennerjohn@sturbay.k12.wi.us
Beth Chisholm	Member	bchisholm@sturbay.k12.wi.us
To be determined	Member	TBD@sturbay.k12.wi.us
Chad Hougaard	Member	chougaard@sturbay.k12.wi.us
Jessica Holland	Member	jholland@sturbay.k12.wi.us
Scott Alger	Member	salger@sturbay.k12.wi.us

Administration

Dan Tjernagel	Superintendent	dtiernagel@sturbay.k12.wi.us
Katy DeVillers	Sawyer Elementary Principal	kdevillers@sturbay.k12.wi.us
Brian O’Handley	Sunrise Elementary Principal	bohandley@sturbay.k12.wi.us
Mark Smullen	Middle School Principal	msmullen@sturbay.k12.wi.us
Keith Nerby	High School Principal	rnickel@sturbay.k12.wi.us
Ann Smejkal	Director of Teaching and Learning	asmejkal@sturbay.k12.wi.us
Jacob Holtz	Business Manager	jholtz@sturbay.k12.wi.us
Lindsay Ferry	Director of Pupil Services/Special Education	lferry@sturbay.k12.wi.us
Amy Sterckx	Director of Technology	asterckx@sturbay.k12.wi.us
John Sullivan	Director of Buildings & Grounds	jsullivan@sturbay.k12.wi.us
Jennifer Spude	Food Service Director	jspude@sturbay.k12.wi.us

Sturgeon Bay Elementary School Staff

Position	Sawyer Grades EC-2	Sunrise Grades 3-5
Principal	Katy DeVillers 746-2815 kdevillers@sturbay.k12.wi.us	Brian O’Handley 746-5906 bohandley@sturbay.k12.wi.us
Administrative Assistant	Erin Dawidiuk 746-2817 edawidiuk@sturbay.k12.wi.us	Brenda Hartl 746-2814 bhartl@sturbay.k12.wi.us
Director of Pupil Services/ Special Ed	Lindsay Ferry 746-2804 lferry@sturbay.k12.wi.us	Lindsay Ferry 746-2804 lferry@sturbay.k12.wi.us
Pupil Services/ Special Ed Secretary	Linnea Pichette 746-2816 lpichette@sturbay.k12.w.us	Linnea Pichette 746-2816 lpichette@sturbay.k12.w.us
Guidance Counselor	Karlie Martens 746-TBD kmarten@sturbay.k12.wi.us	Gary Grahl 746-1827 ggrahl@sturbay.k12.wi.us
District Data	Casey Manders	Casey Manders

Specialist	746-3876 mnickel@sturbay.k12.wi.us	746-3876 mnickel@sturbay.k12.wi.us
School Nurse	Door County Medical Center Nursing cohort 746-5903	Door County Medical Center Nursing cohort 746-5903

Position	Sawyer Grades EC-2	Sunrise Grades 3-5
Early Childhood Teacher	Carey Potier 746-TBD cpotier@sturbay.k12.wi.us	
4K Teacher	Melissa Benzinger 746-TBD mbenzinger@sturbay.k12.wi.us	
4K Teacher	Gwen Gregory 746-TBD ggregory@sturbay.k12.wi.us	
4K Teacher	Kristin Wachsmuth 746-TBD kwachsmuth@sturbay.k12.wi.us	
4K Teacher	Anika Bastian 746-5820 abastian@sturbay.k12.wi.us	
4K Special Ed. Teacher	Leah Corso 746-TBD lcorso@sturbay.k12.wi.us	
Kindergarten Teacher	Madeline Brosteau 746-TBD mbrosteau@sturbay.k12.wi.us	
Kindergarten Teacher	Tammy Kroll 746-TBD tkroll@sturbay.k12.wi.us	
Kindergarten Teacher	Jennifer Manke 746-TBD jmanke@sturbay.k12.wi.us	
Kindergarten Teacher	Rebecca Ulberg 746-TBD rulberg@sturbay.k12.wi.us	
Grade K/1 Special Ed, Teacher	Cheri Vandenbogart 746-TBD cvandenbogart@sturbay.k12.wi.us	
Grade 1 Teacher	Beth Hubbard 746-TBD bhubbard@sturbay.k12.wi.us	
Grade 1 Teacher	Alicia Burris 746-TBD aburris@sturbay.k12.wi.us	
Grade 1 Teacher	Chris Maas 746-TBD cmaas@sturbay.k12.wi.us	
Grade 1 Teacher	Erik Tauschek 746-TBD etauschek@sturbay.k12.wi.us	
Resource Special Ed. Teacher	Heather Plzak 746-TBD hplzak@sturbay.k12.wi.us	
Grade 2 Teacher	Travis Grooters 746-TBD	

	tgrooters@sturbay.k12.wi.us	
Grade 2 Teacher	Lane Hagen 746-TBD lhagen@sturbay.k12.wi.us	

Position	Sawyer Grades EC-2	Sunrise Grades 3-5
Grade 2 Teacher/ Math Intervention	Amy Richard 746-TBD arichard@sturbay.k12.wi.us	
Grade 2 Teacher	Deanna Vanden Langenberg 746-TBD dvendenlangenberg@sturbay.k12.wi.us	
Grade 2 Teacher	Alexandra Sperber 746-TBD asperber@sturbay.k12.wi.us	
Grade 2 Special Ed. Teacher	Jessica Louthain 746-TBD jlouthain@sturbay.k12.wi.us	
Grade 3 Teacher		Molly Cornell 746-5817 mcornell@sturbay.k12.wi.us
Grade 3 Teacher		Christel Ruddy 746-5912 cruddy@sturbay.k12.wi.us
Grade 3 Teacher		Amanda Wilke 746-5712 awilke@sturbay.k12.wi.us
Grade 3 Special Ed. Teacher		Brynn Orthober 746-TBD borthober@sturbay.k12.wi.us
Grade 4 Teacher		Bobby Deggendorf 746-5917 bdggendorf@sturbay.k12.wi.us
Grade 4 Teacher		Katie Smullen 746-5834 hrichard@sturbay.k12.wi.us
Grade 4 Teacher		Amanda Bottkol 746-5723 amatuszewski@sturbay.k12.wi.us
Grade 4 Special Ed. Teacher		Sue Piper 746-TBD spiper@sturbay.k12.wi.us
Grade 5 Teacher		Angela Nerby 746-TBD mcornell@sturbay.k12.wi.us
Grade 5 Teacher		Lola DeVillers 746-5710 ldevillers@sturbay.k12.wi.us
Grade 5 Teacher		Aaron Pairolero 746-5707 apairolero@sturbay.k12.wi.us
Grade 5 Teacher		Ivy Berg 746-TBD bolson@sturbay.k12.wi.us
Grade 5		Lisa Ocokoljich

Special Ed. Teacher		746-5845 locokoliich@sturbay.k12.wi.us
Grade 3 - 5 Remote Learning Teacher		Allison Lautenbach 746-TBD arockendorf@sturbay.k12.wi.us
Grade 5 Teacher/ Math Support		Jennifer Paye-Weber 746-TBD jpaveweber@sturbay.k12.wi.us
Position	Sawyer Grades EC-2	Sunrise Grades 3-5
4K-2 Related Arts Teacher	MacKenzie Straub 746-TBD mstraub@sturbay.k12.wi.us	
Grades 1 - 5 Art Teacher	TBD 746-5808 TBD@sturbay.k12.wi.us	TBD 746-5808 TBD@sturbay.k12.wi.us
Grades 1 - 5 Music Teacher	Cheryl Pfister 746-5926 cvoura@sturbay.k12.wi.us	Cheryl Pfister 746-5926 cvoura@sturbay.k12.wi.us
Grades EC - K Phy Ed Teacher	Sam Mueller 746-TBD smueller@sturbay.k12.wi.us	
Grades 1 - 2 & Adaptive Phy Ed Teacher	Kyle Retzlaff 746-5871 kretzlaff@sturbay.k12.wi.us	
Grades 3 - 5 Phy Ed Teacher		Jim Benesh 746-5802 jbenesh@sturbay.k12.wi.us
Media Specialist	Holly Selle 746-3882 hselle@sturbay.k12.wi.us	Holly Selle 746-3882 hselle@sturbay.k12.wi.us
Reading Intervention	Stacey Martin 746-TBD smartin@sturbay.k12.wi.us	Constance Vogel 746-5916 civogel@sturbay.k12.wi.us
Reading Intervention	Deb Holland 746-TBD dholland@sturbay.k12.wi.us	
Speech & Language Pathologist	Polly Schink 746-TBD pschink@sturbay.k12.wi.us	
Speech & Language Pathologist	Julie Doucette 746-5909 doucette@sturbay.k12.wi.us	TBD 746-5816 TBD@sturbay.k12.wi.us
Physical Therapist	Rebecca Ullman 746-5801 rullman@sturbay.k12.wi.us	Rebecca Ullman 746-5801 rullman@sturbay.k12.wi.us
Occupational Therapist	Katie Rankin 746-5801 krockendorf@sturbay.k12.wi.us	Katie Rankin 746-5801 krockendorf@sturbay.k12.wi.us
Library Associate	Melanie Hobart 746-5812 mstanczyk@sturbay.k12.wi.us	Carol Mulinix 746-5901 cmulinix@sturbay.k12.wi.us
Associate	Kris Amos 746-5855 kamos@sturbay.k12.wi.us	TBD 746-TBD TBD@sturbay.k12.wi.us
Associate	Laura Hoffman 746-TBD	

	lhoffman@sturbay.k12.wi.us	
Associate	RaeLynn Dalske 746-TBD rdalske@sturbay.k12.wi.us	
Associate	Michelle Forrest 746-TBD mforrest@sturbay.k12.wi.us	
Associate	Morgan Rusche 746-TBD mrusche@sturbay.k12.wi.us	
Special Education Associate		Cassie Gigstead 746-5845 cgigstead@sturbay.k12.wi.us
Special Education Associate	Brenda Abrahamson 746-TBD babrahamson@sturbay.k12.wi.us	Erin Hemminger 746-5781 ahemminger@sturbay.k12.wi.us
Special Education Associate	Darlene Hohlfelder 746-TBD dhohlfelder@sturbay.k12.wi.us	Jackie Herlache 746-5819 jherlache@sturbay.k12.wi.us
Position	Sawyer Grades EC-2	Sunrise Grades 3-5
Special Education Associate	Meredyth Nelson 746-TBD mnelson@sturbay.k12.wi.us	Kim Knapp 746-5781 kknapp@sturbay.k12.wi.us
Special Education Associate	Stacey Vogel 746-TBD svogel@sturbay.k12.wi.us	Phil Krueger 746-5819 pkrueger@sturbay.k12.wi.us
Associate	Cindy Anschutz 746-TBD Lvertz-stange@sturbay.k12.wi.us	Maggie Stover 746-5781 mstover@sturbay.k12.wi.us
Special Education Associate	Dana Brown 746-TBD dbrown@sturbay.k12.wi.us	Alyssum Tomberlin 746-5781 atomberlin@sturbay.k12.wi.us
Special Education Associate	Casie Frangipane 746-TBD cfrangipane@sturbay.k12.wi.us	TBD 746-TBD TBD@sturbay.k12.wi.us
Associate	Stacy Laughlin 746-TBD slaughlin@sturbay.k12.wi.us	Teri Van Lieshout 746-5845 tvanielshout@sturbay.k12.wi.us
Associate	Amanda McCauley 746-TBD aschleicher@sturbay.k12.wi.us	
Special Education Associate	Lana Vertz-Stange 746-TBD Lvertz-stange@sturbay.k12.wi.us	
Special Education Associate	Stephanie Volz 746-TBD svolz@sturbay.k12.wi.us	
Associate	Pam Watermolen 746-TBD pwatermolen@sturbay.k12.wi.us	
Transportation Coordinator	John Quaderer/ Kobussen 818-0785 John.Quaderer@kobussen.com	John Quaderer/ Kobussen 818-0785 John.Quaderer@kobussen.com
Lunch Server	Joanne Benzshawel 746-5807	Laura Klaubauf 746-5921
Lunch Server	Renate Viste 746-5721	Jeanne Hembel 746-5921

Lunch Server		Carla Maccoux 746-5807
Building Engineer	Bob Kramer 746-5922 bkramer@sturbay.k12.wi.us	Joe Anderson 746-5908 janderson@sturbay.k12.wi.us
Custodian	Cindy Wolter 746-5922	
Custodian	Caryn Vogel 746-5718	Kathy Soukup 746-5908

Old Text

Buses

Sunset — 4K/Kindergarten

- ~~Sunset neighborhood buses will arrive at Sunset school at 7:20. Kindergarteners will unload from the buses and go directly to the playground.~~
- ~~Buses from Sawyer and Sunrise neighborhoods will arrive by 7:30.~~

Sawyer – Grades 1 and 2

- Sawyer neighborhood buses will arrive at Sawyer school at 7:20. Students will unload from the buses and go directly to the playground.
- Buses from ~~Sunset and~~ Sunrise neighborhoods will arrive by 7:30.

Sunrise – Grades 3-5

- Sunrise neighborhood buses will arrive at Sunrise school at 7:20. Students will unload from the buses and go directly to the playground.
- Buses from ~~Sunset and~~ Sawyer neighborhoods will arrive by 7:30.

New Text

Buses

Sawyer – Grades EC -2

- EC/4K buses will arrive at 7:20. Students will unload from the buses at the new entrance and go directly to their classrooms.
- Grades K-2 Sawyer neighborhood buses will arrive at Sawyer school at 7:20. Students will unload from the buses at the main entrance and go directly to their classrooms.
- Buses from **the** Sunrise neighborhood will arrive by 7:30.

Sunrise – Grades 3-5

- Sunrise neighborhood buses will arrive at Sunrise school at 7:20. Students will unload from the buses and go directly to the playground.
- Buses from **the** Sawyer neighborhood will arrive by 7:30.

Old Text

Sunset: Erie Street

Old Text

Sunset Kindergarten and Sawyer

- Wave 1 – All Buses – 2:40

- Wave 2 – All Car Riders – 2:45

~~Sunset Kindergarten and Sawyer~~

- Wave 1 – All Buses – 2:40
- Wave 2 – All Car Riders – 2:45

New Text

Afternoon Dismissal

Supervision will be provided at the bus zone at all schools.

All times are approximate

Sawyer

- EC-4K Wave 1 - 2:15
- EC-4K Wave 2 - 2:20
- K - 2 Wave 1 – All Buses – 2:40
- K - 2 Wave 2 – All Car Riders – 2:45

Old Text

Attendance

It is expected that children attend school daily. If a child is ill, please keep them home to encourage a speedy recovery and to limit the possibility of passing the illness on to others. Parents are expected to call the school office (~~Sunset 746-2811, Sawyer 746-2817, Sunrise 746-2814~~) to report their child's absence.

Old Text

Dress for Recess

Students are expected to play outside for recesses and should be dressed appropriately, especially when the weather is wet or cold. Temperature guidelines have been developed to help in the selection of clothes:

- **40 – 50 Degrees** – light jacket as needed
- **Under 40 Degrees** – winter jackets, hats or headbands, mittens or gloves
- **Under 20 Degrees** – boots required in all areas in grades PS & K – 2
- **Under 0 Degrees** – boots required in all areas grades 3 - 5

Students will have indoor recess when temperatures are at or below:

- ~~Sunset: 0 degrees~~
- **Sawyer: 0 degrees**

- **Sunrise:** -10 degrees

Old Text

Field Trips

Field trips are an important part of our education program. Through these excursions, students see what they are learning in the classroom applied in real life. It's a time to develop skills in courtesy, safety, and good citizenship, and it stimulates interest and pride in our community. Permission slips will be sent home for parental approval of student participation in each field trip. **Students must have written parental permission to participate on all field trips off the Sturgeon Bay School sites.** Field trips between ~~Sunset~~, Sawyer, Sunrise, T.J. Walker Middle School, Sturgeon Bay High School, the Door County Library, and Crossroads at Big Creek will not require parent permission for participation; however, parents will be notified of these trips through teacher newsletters. The permission slip will indicate any cost associated with the field trip. Scholarships are available by contacting the building principal. **Only children in the class may attend the field trip; no pre-school children or infants.**

Old Text

Hours – Office

Elementary school office hours are 7:15 AM - 3:15 PM, Monday – Thursday, and 7:15 AM - 3:00 PM Friday.

Hours - Student

Early Childhood & ~~Sunset~~ 4yr Old Preschool: Tuesday – Friday

- Morning session - 7:40 AM – 10:40 AM
- Afternoon session - 11:35 AM – 2:35 PM
- Full Day Session - 7:40 AM – 2:35 PM

Old Text

Special Services

Guidance and Counseling Services

The elementary schools are staffed with the following counselors: Mrs. Karlie Martens at ~~Sunset and Sawyer Schools~~, 746-5827, and Mr. Gary Grahl at Sunrise School, 746-1827.

Old Text

Title I

Title I is a federally funded program designed to provide support in the areas of reading, language arts, and math for students in grades K-5. The Sturgeon Bay Title I Program is a school-wide program and aligned with our Response to Intervention services. For further information please contact Dr. Smejkal at 746-~~2815~~.

New Text

Title I

Title I is a federally funded program designed to provide support in the areas of reading, language arts, and math for students in grades K-5. The Sturgeon Bay Title I Program is a school-wide program and aligned with our Response to Intervention services. For further information please contact Dr. Smejkal at 746-**TBD**.

New Text

Sunrise Elementary Remote Learning Agreement

Remote Learning occurs when students learn from home via videos and assignments posted by teachers. Remote Learning is geared towards students who are self-motivated and require less support from classroom teachers to be successful with their learning. Successful Remote Learners have a great deal of focus, discipline, and independence, and have adult support while they learn. Due to the nature of Remote Learning, it is very important for your home to be prepared to support student learning. These expectations are similar to those for Sturgeon Bay middle and high school students.

Remote Learners will be reviewed on an ongoing basis by building principals and teachers to ensure students learning remotely are being successful. A student may be removed from Remote Learning and be placed into In-Person Learning should the student fail to meet the expectations of Remote Learning. Starting with the 2021/2022 school year Sunrise Elementary students wishing to request Remote Learning must meet the following requirements, which have been put into place to ensure the academic growth of all Sturgeon Bay School District Remote Learning students:

Student Expectations

“No Float”

- I understand that I will not be allowed to float between the remote and in-person learning platforms. In opting for the remote learning platform, I agree to remain in that platform until the six week period has ended.

Attendance

- I understand that Sunrise Elementary remote learners will be required to meet on campus regularly with their remote learning teacher.
- I understand that Sunrise Elementary School attendance requirements apply to all students including remote learners.
- I understand that attendance will be taken daily. (See the Student / Parent Handbook for more information on attendance.)
- I understand that to be considered “present,” I need to meet as scheduled with the Remote Learning teacher and complete assignments and activities as assigned.

Internet, Network, and Computer Safety

Sunrise Elementary School Acceptable Use Policy regarding use of the school computer network (excerpted from the Student / Parent Handbook and Chromebook Handbook):

- I will access only my own assigned computer, account and/or files. If someone else is logged into a device, I will log him/her off and log in as myself.
- I will not use school devices or Internet access to create, access, upload, or transmit material that is obscene, profane, violent, discriminatory, or depicts or describes illegal activities. I will not participate in cyber-bullying by spreading gossip, insults, or other unkindness with the purpose of creating, viewing, or participating in the humiliation of others.
- I will not plagiarize by representing the work of others as my own; I will provide citations as needed to obey copyright law. I will not manipulate technology to cheat.
- I will use the school’s devices, accounts, and school-assigned email address only for educational purposes.
- I will not give my password to another user nor attempt to learn or to use anyone else’s password, and I will not transmit my address or telephone number or any personal or confidential information about myself or others.
- I will not damage or tamper with hardware or software; vandalize or destroy data; intrude upon, alter, or destroy the files of another user; introduce or use malicious software; access restricted information or networks; alter or change security settings; or block, intercept, or interfere with any email or electronic communications by teachers and administrators to parents or others. Students/families will be held responsible for the cost of replacement of any materials or property which are lost or damaged through student negligence or intentionally destructive behavior.
- If I notice any strange or suspicious activity on the device I am using, I will report it immediately to the Library Media staff.
- I will follow all school rules while using my own device on school grounds, and I understand that the rules outlined above apply to my use of my own device on school property.
- I understand that my use of the school district’s computers, Google account, and wifi access is not private, and that the district reserves the right to monitor use to assure compliance with these guidelines. Violations may lead to revocation of computer access and/or other disciplinary measures.

Remote Learner Netiquette

I understand I am expected to follow Sunrise Elementary School Remote Learner Netiquette:

- Stay positive. Reach out to your teachers and classmates for problems and celebrations. Help others. We are in this adventure together.
- You are in charge of your learning. Be aware of meeting times and requirements for each class. Become familiar with the technology. The parent should check grades regularly with your child's remote learning teacher.
- Create an appropriate learning environment. Give yourself quiet and privacy to concentrate on your classes.
- Engage. Participation is the key to being engaged. Know how to access and complete assignments.
- Schedule. Make a study plan. Work at your own pace but be aware of deadlines.
- Service. Help and respect others. Think before you post. Be honest and do your own work.

Academic Success

- I understand that my principal can require me to return to in-person learning any time I am not in compliance with this agreement.
- In order to continue in the remote learning plan, I understand that I need to be proficient in most or all standards I am working toward. Grades will be checked regularly and at the end of each trimester.

State-Mandated Testing

- I understand that I will be required to attend in person for all state-mandated testing (Forward Exam, for example).

Parent/Guardian Expectations

- I am in support of my student’s involvement as a remote learner.
- I understand that I will be required to meet with school staff to discuss my student’s involvement in Remote Learning.
- I understand I am responsible for providing a reliable Internet connection and an appropriate learning environment in my home.
- I understand that the school district will provide my student with a Chromebook.
- I understand that it is my student’s responsibility to comply with the “No Float”; Attendance; Internet, Network, and Computer Safety; Remote Learning Netiquette; Academic Success; and State-Mandated Testing sections detailed in this document. I will support my student in his/her compliance.
- I understand that if my student does not comply with the “No Float”; Attendance; Internet, Network, and Computer Safety; Remote Learning Netiquette; Academic Success; and State-Mandated Testing sections detailed in this document, he/she will be required to return to in-person learning at the discretion of the principal.
- I understand that if my student is unable to show proficiency with grade level standards, he/she will be required to return to in-person learning.

I have read and understand the information in this agreement regarding remote learning and accept any consequences as detailed regarding my/my student’s participation in this option.

Student Signature	Date
Parent/Guardian Signature	Date
Counselor Signature	Date
Principal Signature	Date

Special Ed. Director Signature (for Special Ed. students only)	Date
--	------

Sawyer School
Remote Learner Agreement
2021-2022

Student Name: _____ Grade _____

Although we know that in-person instruction is best for students, there may be justifiable reasons for a family to prefer the remote learning platform. During the upcoming school year, a remote learning option will be available. In order to increase the effectiveness of the remote learning experience, remote learners and their parents/guardians will agree to the expectations outlined in this document. If student or parent/guardian expectations cannot be met in the remote environment, the student will be required to return to in-person instruction.

The 4K-2 remote learning option will not look the same as the remote learning experience offered during the 2020-2021 school year. Expectations for the participation, attendance, and work completion will be similar to the district's in-person option. Students will participate daily in the learning activities provided for their grade levels. This may include a combination of real-time lessons, recorded lessons, and/or learning packets. This option will require significant commitment from both parents/guardians and students.

Learning Platform

- Students in grades 4K-2 who elect to enroll in remote learning for the 2021-2022 school year will be enrolled in the SeeSaw and Bloomz applications.
- At some grade levels, paper activities will be assigned in addition to remote assignments.
- Students will be expected to engage daily in Lexia (K-2) and Reflex Math (2nd grade) learning.
- Teachers will monitor student progress and will be available once per week via Google Meet as well as by email or Bloomz.
- Students will be required to attend school in person for some assessment activities. Teacher involvement in these assessments are important to inform instruction.

Technology Requirements

- Parents/Guardians are responsible for providing a reliable internet service.
- Sawyer School will provide my student with a Chromebook. (Contract must be signed after attending a parent and student required orientation.)
- Students will be responsible for adhering to the procedures and guidelines of the Sturgeon Bay Schools Acceptable Use Policy as well as the Chromebook Handbook.
- Students/families will be held responsible for the cost of replacement of any materials or property which is lost or damaged through their negligence or intentionally destructive behavior as outlined in the Chromebook Handbook.

- If I notice any strange or suspicious activity on the device I am using, I will report it immediately to the Sawyer School office.

Standardized Testing/Assessment

- 4K-2 students participate in a variety of assessments throughout the school year. Remote learning students will be required to complete these assessments in school.
 - 4K - PALS and Numeracy Notation Checklist (NNC).
 - K - STAR Early Literacy, NNC, and Fountas and Pinnell Reading Assessment (F&P).
 - Grade 1 - STAR Early Literacy, STAR Math, F&P.
 - Grade 2 - STAR Reading, STAR Math, F&P.

Remote Learning Attendance

Attendance for remote learners will be taken daily in the same way in person attendance is taken.

- Students will be considered “present” when there is **daily** evidence of:
 - SeeSaw assignments and activities completed or showing clear evidence of effort.
 - Student participation in any scheduled meetings or synchronous lessons.
 - Paper Packet lessons are turned in weekly.
- When attending in Real-Time, students will be expected to follow the Sawyer Way Expectations for Virtual Learning (See Expectation Handout). If students are not following these expectations, Teachers will remove them from the Real-Time Lesson and they will be marked absent.
- Remote learners will be required to attend school in person a minimum of two days per month.

Grade Calculation/Policy

- Teachers will evaluate progress for remote learning students on standards presented in daily work.

Return to In-person learning

- Floating back and forth between remote and in-person learning will not be an option.
- Enrollment in remote learning will be a minimum of a 6 week commitment.
- Requests to return earlier will be considered based on student progress and must be approved by the building principal.

Parent/Guardian Expectations

- I understand that my student and I will be required to meet with school staff prior to the school year starting for required training.
- I am in support of my student’s involvement as a remote learner, and I will provide sufficient supervision and support to assist my student in completing daily work.
- I understand that I will be required to meet with school personnel weekly to discuss my student’s progress and resolve any questions or challenges.
- I understand I am responsible for providing a reliable Internet connection and an appropriate learning environment in my home.
- I understand that the school district will provide my student with a Chromebook.

- I understand that it is my student's responsibility to comply with all expectations of remote learning.
- I understand that if my student does not comply with the expectations of remote learning, he/she will be required to return to in-person learning at the discretion of the principal.

I have read and understand the information in this agreement regarding remote learning and accept any consequences as detailed regarding my/my student's participation in this option.

Parent Signature

Student Signature

Date

Sturgeon Bay Elementary Schools

2021/2022 Parent Handbook



Revised April 2021

This handbook is also posted on our district website at www.sturbay.k12.wi.us

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Elementary School Phone Numbers

Sawyer Elementary School

School Office: 746-2817

Katy DeVillers, School Principal: 746-2815

Sunrise Elementary School

School Office: 746-2814

Brian O'Handley, School Principal: 746-5906

Busing

John Quaderer, Kobussen: 818-0785

Food Service

Jennifer Spude, Food Service Director: 746-3877

Sturgeon Bay Elementary Vision & Mission

Dear Families:

Welcome to the start of a new school year in the Sturgeon Bay Elementary School Community of Learners!!

We are excited to work with you to create a successful elementary school experience for your child/ren. Through this handbook we have attempted to answer questions about the elementary school programs, policies, procedures, and expectations. Please review the handbook and keep it in a convenient place for future reference. If you have any questions, please call. Nothing is more important to us than your child/ren and the partnership between home and school.

District Mission Statement

The School District of Sturgeon Bay, in partnership with the student, family, and community, will provide diverse educational opportunities for the development of informed, knowledgeable citizens and successful lifelong learners.

Elementary Vision Statement

Sturgeon Bay Elementary Schools are committed to cultivating and maintaining a learning community in which:

Collaboration is the norm.

There is a clear and shared focus on student learning. Expectations for meeting standards, academically and socially, are high. Staff is highly qualified, dedicated and passionate about the role they play in the education of our students. Leadership fosters mutual respect and trust.

The instructional program is student-centered and research-based.

Teachers know and understand individual learning needs and styles and actively adapt instructional practice to ensure success. Curriculum, instruction, and assessment align with district and state standards.

Students are confident, self-motivated and eager to learn.

Classrooms are inviting and interactive places where students and staff exhibit a positive attitude, are purposefully engaged and feel included. Respect is evident. All feel safe and supported.

Communication is open and diversity is honored.

School, family, and community partnerships are encouraged. Everyone understands and actively works toward achieving the shared goal of student success. Parents and community members perceive our schools as warm and inviting.

Sturgeon Bay Elementary Contact Information

Board of Education

Mike Stephani	President	mstephani@sturbay.k12.wi.us
To be determined	Vice President	TBD@sturbay.k12.wi.us
To be determined	Treasurer	TBD@sturbay.k12.wi.us
Tina Jennerjohn	Clerk	tjennerjohn@sturbay.k12.wi.us
Beth Chisholm	Member	bchisholm@sturbay.k12.wi.us
To be determined	Member	TBD@sturbay.k12.wi.us
Chad Hougaard	Member	chougaard@sturbay.k12.wi.us
Jessica Holland	Member	jholland@sturbay.k12.wi.us
Scott Alger	Member	salger@sturbay.k12.wi.us

Administration

Dan Tjernagel	Superintendent	dtjernagel@sturbay.k12.wi.us
Katy DeVillers	Sawyer Elementary Principal	kdevillers@sturbay.k12.wi.us
Brian O’Handley	Sunrise Elementary Principal	bohandley@sturbay.k12.wi.us
Mark Smullen	Middle School Principal	msmullen@sturbay.k12.wi.us
Keith Nerby	High School Principal	rnickel@sturbay.k12.wi.us
Ann Smejkal	Director of Teaching and Learning	asmejkal@sturbay.k12.wi.us
Jacob Holtz	Business Manager	jholtz@sturbay.k12.wi.us
Lindsay Ferry	Director of Pupil Services/Special Education	lferry@sturbay.k12.wi.us
Amy Sterckx	Director of Technology	asterckx@sturbay.k12.wi.us
John Sullivan	Director of Buildings & Grounds	jsullivan@sturbay.k12.wi.us
Jennifer Spude	Food Service Director	jspude@sturbay.k12.wi.us

Sturgeon Bay Elementary School Staff

Position	Sawyer Grades EC-2	Sunrise Grades 3-5
Principal	Katy DeVillers 746-2815 kdevillers@sturbay.k12.wi.us	Brian O’Handley 746-5906 bohandley@sturbay.k12.wi.us
Administrative Assistant	Erin Dawidiuk 746-2817 edawidiuk@sturbay.k12.wi.us	Brenda Hartl 746-2814 bhartl@sturbay.k12.wi.us
Director of Pupil Services/ Special Ed	Lindsay Ferry 746-2804 lferry@sturbay.k12.wi.us	Lindsay Ferry 746-2804 lferry@sturbay.k12.wi.us
Pupil Services/ Special Ed Secretary	Linnea Pichette 746-2816 lpichette@sturbay.k12.wi.us	Linnea Pichette 746-2816 lpichette@sturbay.k12.wi.us
Guidance Counselor	Karlie Martens 746-TBD kmarten@sturbay.k12.wi.us	Gary Grahl 746-1827 ggrahl@sturbay.k12.wi.us
District Data Specialist	Casey Manders 746-3876 mnickel@sturbay.k12.wi.us	Casey Manders 746-3876 mnickel@sturbay.k12.wi.us
School Nurse	Door County Medical Center Nursing cohort 746-5903	Door County Medical Center Nursing cohort 746-5903

Position	Sawyer Grades EC-2	Sunrise Grades 3-5
Early Childhood Teacher	Carey Potier 746-TBD cpotier@sturbay.k12.wi.us	
4K Teacher	Melissa Benzinger 746-TBD mbenzinger@sturbay.k12.wi.us	
4K Teacher	Gwen Gregory 746-TBD ggregory@sturbay.k12.wi.us	
4K Teacher	Kristin Wachsmuth 746-TBD kwachsmuth@sturbay.k12.wi.us	
4K Teacher	Anika Bastian 746-5820 abastian@sturbay.k12.wi.us	
4K Special Ed. Teacher	Leah Corso 746-TBD lcorso@sturbay.k12.wi.us	
Kindergarten Teacher	Madeline Brosteau 746-TBD mbrosteau@sturbay.k12.wi.us	
Kindergarten Teacher	Tammy Kroll 746-TBD tkroll@sturbay.k12.wi.us	
Kindergarten Teacher	Jennifer Manke 746-TBD jmanke@sturbay.k12.wi.us	
Kindergarten Teacher	Rebecca Ulberg 746-TBD rulberg@sturbay.k12.wi.us	
Grade K/1 Special Ed. Teacher	Cheri Vandenbogart 746-TBD cvandenbogart@sturbay.k12.wi.us	
Grade 1 Teacher	Beth Hubbard 746-TBD bhubbard@sturbay.k12.wi.us	
Grade 1 Teacher	Alicia Burris 746-TBD @sturbay.k12.wi.us	
Grade 1 Teacher	Chris Maas 746-TBD cmaas@sturbay.k12.wi.us	
Grade 1 Teacher	Erik Tauschek 746-TBD etauschek@sturbay.k12.wi.us	
Resource Special Ed. Teacher	Heather Plzak 746-TBD hplzak@sturbay.k12.wi.us	
Grade 2 Teacher	Travis Grooters 746-TBD tgrooters@sturbay.k12.wi.us	
Grade 2 Teacher	Lane Hagen 746-TBD lhagen@sturbay.k12.wi.us	

Position	Sawyer Grades EC-2	Sunrise Grades 3-5
Grade 2 Teacher/ Math Intervention	Amy Richard 746-TBD arichard@sturbay.k12.wi.us	
Grade 2 Teacher	Deanna Vanden Langenberg 746-TBD dvendenlangenberg@sturbay.k12.wi.us	
Grade 2 Teacher	Alexandra Sperber 746-TBD asperber@sturbay.k12.wi.us	
Grade 2 Special Ed. Teacher	Jessica Louthain 746-TBD jlouthain@sturbay.k12.wi.us	
Grade 3 Teacher		Molly Cornell 746-5817 mcornell@sturbay.k12.wi.us
Grade 3 Teacher		Christel Ruddy 746-5912 cruddy@sturbay.k12.wi.us
Grade 3 Teacher		Amanda Wilke 746-5712 awilke@sturbay.k12.wi.us
Grade 3 Special Ed. Teacher		Brynn Orthober 746-TBD borthober@sturbay.k12.wi.us
Grade 4 Teacher		Bobby Deggendorf 746-5917 bdggendorf@sturbay.k12.wi.us
Grade 4 Teacher		Katie Smullen 746-5834 hrichard@sturbay.k12.wi.us
Grade 4 Teacher		Amanda Bottkol 746-5723 amatuszewski@sturbay.k12.wi.us
Grade 4 Special Ed. Teacher		Sue Piper 746-TBD spiper@sturbay.k12.wi.us
Grade 5 Teacher		Angela Nerby 746-TBD mcornell@sturbay.k12.wi.us
Grade 5 Teacher		Lola DeVillers 746-5710 ldevillers@sturbay.k12.wi.us
Grade 5 Teacher		Aaron Pairolero 746-5707 apairolero@sturbay.k12.wi.us
Grade 5 Teacher		Ivy Berg 746-TBD bolson@sturbay.k12.wi.us
Grade 5 Special Ed. Teacher		Lisa Ocoljich 746-5845 locokoljich@sturbay.k12.wi.us
Grade 3 - 5 Remote Learning Teacher		Allison Lautenbach 746-TBD arockendorf@sturbay.k12.wi.us
Math Support & Coaching		Jennifer Paye-Weber 746-TBD jpaveweber@sturbay.k12.wi.us
4K-2 Related Arts Teacher	MacKenzie Straub 746-TBD mstraub@sturbay.k12.wi.us	

Position	Sawyer Grades EC-2	Sunrise Grades 3-5
Grades 1 - 5 Art Teacher	TBD 746-5808 TBD@sturbay.k12.wi.us	TBD 746-5808 TBD@sturbay.k12.wi.us
Grades 1 - 5 Music Teacher	Cheryl Pfister 746-5926 cyouara@sturbay.k12.wi.us	Cheryl Pfister 746-5926 cyouara@sturbay.k12.wi.us
Grades EC - K Phy Ed Teacher	Sam Mueller 746-TBD smueller@sturbay.k12.wi.us	
Grades 1 - 2 & Adaptive Phy Ed Teacher	Kyle Retzlaff 746-5871 kretzlaff@sturbay.k12.wi.us	
Grades 3 - 5 Phy Ed Teacher		Jim Benesh 746-5802 jbenesh@sturbay.k12.wi.us
Media Specialist	Holly Selle 746-3882 hselle@sturbay.k12.wi.us	Holly Selle 746-3882 hselle@sturbay.k12.wi.us
Reading Intervention	Stacey Martin 746-TBD smartin@sturbay.k12.wi.us	Constance Vogel 746-5916 civogel@sturbay.k12.wi.us
Reading Intervention	Deb Holland 746-TBD dholland@sturbay.k12.wi.us	
Speech & Language Pathologist	Polly Schink 746-TBD pschink@sturbay.k12.wi.us	
Speech & Language Pathologist	Julie Doucette 746-5909 doucette@sturbay.k12.wi.us	TBD 746-5816 TBD@sturbay.k12.wi.us
Physical Therapist	Rebecca Ullman 746-5801 rullman@sturbay.k12.wi.us	Rebecca Ullman 746-5801 rullman@sturbay.k12.wi.us
Occupational Therapist	Katie Rankin 746-5801 krockendorf@sturbay.k12.wi.us	Katie Rankin 746-5801 krockendorf@sturbay.k12.wi.us
Library Associate	Melanie Hobart 746-5812 mstanczyk@sturbay.k12.wi.us	Carol Mulinix 746-5901 cmulinix@sturbay.k12.wi.us
Associate	Kris Amos 746-5855 kamos@sturbay.k12.wi.us	TBD 746-TBD TBD@sturbay.k12.wi.us
Associate	Laura Hoffman 746-TBD lhoffman@sturbay.k12.wi.us	
Associate	RaeLynn Dalske 746-TBD rdalske@sturbay.k12.wi.us	
Associate	Michelle Forrest 746-TBD mforrest@sturbay.k12.wi.us	
Associate	Morgan Rusche 746-TBD mrusche@sturbay.k12.wi.us	
Special Education Associate		Cassie Gigstead 746-5845 cgigstead@sturbay.k12.wi.us
Special Education Associate	Brenda Abrahamson 746-TBD babrahamson@sturbay.k12.wi.us	Erin Hemminger 746-5781 ahemminger@sturbay.k12.wi.us

Special Education Associate	Darlene Hohlfelder 746-TBD dhohlfelder@sturbay.k12.wi.us	Jackie Herlache 746-5819 jherlache@sturbay.k12.wi.us
Position	Sawyer Grades EC-2	Sunrise Grades 3-5
Special Education Associate	Meredyth Nelson 746-TBD mnelson@sturbay.k12.wi.us	Kim Knapp 746-5781 kknapp@sturbay.k12.wi.us
Special Education Associate	Stacey Vogel 746-TBD svogel@sturbay.k12.wi.us	Phil Krueger 746-5819 pkruieger@sturbay.k12.wi.us
Special Education Associate	Cindy Anschutz 746-TBD Lvertz-stange@sturbay.k12.wi.us	Maggie Stover 746-5781 mstover@sturbay.k12.wi.us
Special Education Associate	Dana Brown 746-TBD dbrown@sturbay.k12.wi.us	Alyssum Tomberlin 746-5781 atomberlin@sturbay.k12.wi.us
Special Education Associate	Casie Frangipane 746-TBD cfrangipane@sturbay.k12.wi.us	TBD 746-TBD TBD@sturbay.k12.wi.us
Special Education Associate	Lana Vertz-Stange 746-TBD Lvertz-stange@sturbay.k12.wi.us	Teri Van Lieshout 746-5845 tvanielshout@sturbay.k12.wi.us
Associate	Amanda McCauley 746-TBD aschleicher@sturbay.k12.wi.us	
Associate	Stacy Laughlin 746-TBD slaughlin@sturbay.k12.wi.us	
Special Education Associate	Stephanie Volz 746-TBD svolz@sturbay.k12.wi.us	
Associate	Pam Watermolen 746-TBD pwatermolen@sturbay.k12.wi.us	
Transportation Coordinator	John Quaderer/ Kobussen 818-0785 John.Quaderer@kobussen.com	John Quaderer/ Kobussen 818-0785 John.Quaderer@kobussen.com
Lunch Server	Joanne Benzshawel 746-5807	Laura Klaubauf 746-5921
Lunch Server	Renate Viste 746-5721	Jeanne Hembel 746-5921
Lunch Server	Bill Weber 746-5721	
Lunch Server		Carla Maccoux 746-5807
Building Engineer	Bob Kramer 746-5922 bkramer@sturbay.k12.wi.us	Joe Anderson 746-5908 janderson@sturbay.k12.wi.us
Custodian	Cindy Wolter 746-5922	
Custodian	Caryn Vogel 746-5718	Kathy Soukup 746-5908

Arrival to and Departure from School

Arrival Procedures (7:20-7:40 AM)

Supervision will be provided in the bus zones and on the playground at all schools beginning at 7:20 AM.

Buses

Sawyer – Grades EC - 2

- EC4K buses will arrive at 7:20. Students will unload from the buses at the new entrance and go directly to their classrooms.
- Grades K-2 Sawyer neighborhood buses will arrive at Sawyer school at 7:20. Students will unload from the buses and go directly to the playground.
- Buses from the Sunrise neighborhood will arrive by 7:30.

Sunrise – Grades 3-5

- Sunrise neighborhood buses will arrive at Sunrise school at 7:20. Students will unload from the buses and go directly to the playground.
- Buses from the Sawyer neighborhood will arrive by 7:30.

Private Vehicle

Please drop your student off on the school side of the street if you are bringing your child/ren to school in the morning.

The streets around each school are busy places in the morning. Having your child/ren cross the street presents a serious safety risk. Students are to go directly to the playground area and only enter the school with their respective class at 7:40 AM. If students are eating breakfast at school, they can go directly into the building. Please quickly drop off your child and move your vehicle. Please park away from any bus area if you choose to walk your child to the playground or enter the building. The congestion in these areas is a safety concern. Should you run late in the morning and drop your child off at any one of the elementary schools, please drop your child off at the “main entrance.” All other doors are locked at 7:40 AM after associates and children have come into the buildings.

Students who are dropped off by private vehicle should be dropped off in the following locations:

Sawyer: Willow Street

Sunrise: 15th Avenue.

Bikes

During weather that is appropriate for bike riding, students are allowed to ride their bikes to school. Bicycles must be “walked” on sidewalks adjacent to the school. Bicycle racks are provided for parking and the bike rack area is “off-limits” during the school day. Helmets are encouraged. In order to provide a measure of safety, the Board of Education has a policy and rules related to bicycles at school. Included are the following:

- Students may bring bikes to school at their own risk; locks are encouraged.
- Bikes are to be kept in the bike racks during school hours.
- No bike use during school hours.
- Students should ride only THEIR own bikes; one child per bike.
- All bikes should be licensed.
- Students should demonstrate safe bike riding skills and follow the state laws regarding the use of bikes.
- Infractions of bike rules may result in suspension of bike privileges. No roller blades, skateboards, or scooters are allowed. We simply cannot store them inside during the school day.

Afternoon Dismissal

Supervision will be provided at the bus zone at all schools.

All times are approximate

Sawyer

- EC-4K Wave 1 - 2:15
- EC-4K Wave 2 - 2:20
- K - 2 Wave 1 – All Buses – 2:40
- K - 2 Wave 2 – All Car Riders – 2:45

Sunrise

- All students dismissed at 2:50
- Boys and Girls Club bus – 14th Avenue Door
- All other buses – Rhode Island Door
- Car riders – 15th Avenue
- Each student will be sent home the usual way unless the parent sends a written note to the school office stating the specific request for an alternate plan for that day; exceptions will be made when a parent calls for an emergency last minute change.

Attendance

It is expected that children attend school daily. If a child is ill, please keep them home to encourage a speedy recovery and to limit the possibility of passing the illness on to others. Parents are expected to call the school office (Sawyer 746-2817, Sunrise 746-2814) to report their child's absence. If the school is not called prior to 8:00 AM, school personnel will attempt to contact parents of absent students. Your cooperation helps ensure the safety of students. Please notify the school if your home, work, or emergency phone numbers change. Parents who do not have a phone are expected to send a written note of explanation with the child upon his or her return to school. Failure to report an absence by one of these means will result in the absence being documented as **unexcused**. Sturgeon Bay Schools want to work with you to ensure your child is attending school and following district truancy policies and state law.

Students are expected to enter the school with their classmates at 7:40 AM. Students arriving after 7:40 should report to the office and will be marked tardy. Students arriving after 8:00 AM will be considered absent (excused or unexcused) for the appropriate periods of the school day missed. Students will be dismissed according to the dismissal procedure. ***If your child/ren must leave the building prior to dismissal, s/he must check out in the office prior to leaving and must check in at the office upon return for a signed pass to return to the classroom.*** School Board policy 5200 addresses attendance and truancy issues.

Students may be excused from school during the course of the day only if in the custody of their parent/s, an adult designated on the pupil emergency card, or an adult designated in a written note from their parents. Students will be required to make up all necessary assignments as determined by the teacher.

If your family has a planned absence during a time when school attendance is expected, please submit a Planned Absence Form (available in the office) to the respective school office at least one week in advance to have the absence excused. The family will be responsible to assist their student in the completion of assignments. No school texts will be sent on family trips.

We encourage families to make medical, dental, counseling, and other appointments after school hours whenever possible, unless there is an emergency. Community agencies have usually been able to accommodate appointments after our school day.

Non-school employees and persons not contracted by the school are not allowed to counsel or provide therapy for students at school. With written parent permission a representative from an out-of-school counseling agency may pick a student up at the end of the school day and transport the student to an out-of-school counseling session. We expect students to be supervised by Sturgeon Bay School District employees while at school. School facilities do not have spaces for these activities.

The following is a summary of some key points regarding school attendance:

- Parents are expected to contact their child's school when their child is absent. Absences without a parent excuse are considered unexcused.
- Arriving late to school without a parent excuse is considered an unexcused absence. A child can be considered truant if there are 5 or more unexcused late arrivals during a semester. Students should be at school by 7:40 AM. Parents can bring their child to school as early as 7:20 AM.
- A child is considered truant if there are 5 or more unexcused absences in a semester.
- **Each student is allowed up to 10 excused absences each year** for reasons such as illness, medical appointments, vacation, funerals, and family emergencies. Parents are expected to inform the school of the absence at least one week in advance when possible. Students are responsible for completing assignments they will miss during these absences.
- While we do encourage you to keep your children home when they are ill, parents are expected to contact their child's school if their child is absent because of illness. A written medical excuse may be requested by the district if your child is absent for several consecutive days or chronically absent during the year due to illness. ***Absences with a written doctor's note do not count toward the 10-day total.***

1997 Wisconsin Act 239 became effective June 18, 1998. This act includes the following (please note that only significant and relevant changes are listed):

- **Changes the definition of "habitual truant" to "pupil who is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a semester."**
- **Allows that parents may excuse a child for not more than 10 days per school year.**
- Once notified of attendance/truancy concerns, the parent must meet with school personnel within 5 school days (may be an additional 5 days by mutual consent.) If the meeting is not held within 10 days, court proceedings may be initiated without the meeting.
- The parent or person in control of a child who fails to attend school regularly may be fined not more than \$500 or imprisoned for not more than 30 days or both (first offense.) For second and/or subsequent violations, the person may be fined \$1000, imprisoned for 90 days or both.
- The court may also order: community service, counseling at the responsible party's expense, and the parent/guardian's attendance at school with the child.
- Suspension of the student's driving privilege for up to one year (raised from 90 days.)

For more information on Wisconsin's attendance law, please see *Wisconsin State Statute 118.15 Compulsory School Attendance* at the following link: <http://docs.legis.wisconsin.gov/statutes/statutes/118/15>

Board Policy Book

The Sturgeon Bay School Board Policy Book is available for parent review on the school website.

Book Orders

Several times during the school year teachers receive book order forms from children's book clubs. These clubs offer paperback books at reasonable prices. Most of the clubs are sponsored by companies with which the district has done business for years. We do not want to have students put excessive pressure on parents to buy these books and will send order forms home only with those children whose parents have requested to receive them on the Book Club Order Form Permission slip which is sent home at the beginning of the school year.

Building Use

Sturgeon Bay Schools encourages the use of its facilities by civic groups in the evenings. To request use of a facility, contact the manager of Buildings & Grounds.

Celebrations

Please distribute invitations or presents for private parties outside of school. The school is no longer allowed to distribute directory data to parents.

Please remember to let the teacher know ahead of time if you would like to send treats to the classroom; please consider nutritious choices. Soft and hard candies are not allowed in school. No personal deliveries (balloons, flowers, candy, etc.) will be accepted for students at school.

Classroom Assignments

Classroom assignments for a given school year are made by the principal with every effort to balance classes according to gender, academic and social leadership, special needs, and matches of learning and teaching styles. If parents have concerns regarding the class assignment of their child/ren for the following school year, they are to contact the principal directly by phone or e-mail. Please know that requests for specific teachers will not be automatically honored, as the first priority is balanced classes.

Class Lists/Directory Data

Under the Wisconsin pupil records law, school districts may disclose "directory data" with respect to each pupil to any person. Directory data includes student name, address, and telephone number. The Sturgeon Bay Board of Education policy does not allow this information to be given out. Contact your principal with any questions.

Students enrolling in the Sturgeon Bay School District will use his or her birth name, unless that name has been changed by an Order of the Court. A copy of the Court Order addressing the name change must be on file in the student's behavioral record.

Student Code of Classroom Conduct

Student conduct in the classroom shall be governed by the rules and provisions of the Code of Classroom Conduct developed for each school in consultation with a committee of School District residents that consists of parents, students, members of the School Board, school administrators, teachers, pupil services professionals, and other residents of the School District who are appointed to the committee by the School Board. Each school's Code of Classroom Conduct shall be adopted by the School Board (5500).

Positive Behavioral Intervention & Supports (PBIS)

Positive Behavioral Intervention & Supports (PBIS) is a proactive approach to school-wide discipline. It focuses on creating and sustaining strategies for achieving positive social and learning outcomes while preventing problem behaviors. PBIS uses a collaborative team approach to analyze and respond to discipline-related behavioral patterns. Each elementary school has three explicitly stated school-wide expectations (e.g., Be Safe, Be Responsible, Be Respectful). Teaching matrices are developed to teach rules and procedures aligned with these expectations for the classroom and other settings in the school (hallway, lunchroom, playground, etc.).

A major initiative at the elementary level is a PBIS framework which includes proactive strategies for defining, supporting, and teaching appropriate behaviors to create positive learning environments. Attention is focused on sustaining a multi-level system of support to enhance student learning. Students often need encouragement and new skills to improve their behavior and assistance in learning to do so. School staff recognizes that maintaining and changing student behaviors involves a continuum of acknowledgements, supports, and interventions. A multi-level system of supports includes a general curriculum enhanced by acknowledgments of positive behaviors, and clearly stated expectations that are applied to

all students. Targeted or intensive interventions are added for students who do not respond to universal efforts and require additional support.

Students spend the majority of their time in classroom environments where behavior is expected to meet the high standards set by the School District of Sturgeon Bay. While most discipline matters are managed in the classroom, some student behavior is managed by the administration through an office referral that may result in interventions or consequences based on the nature of the violation of Board policy or the Code of Student Conduct. Parent/guardian involvement is critical to the creation of safe and orderly environments. Parent/guardian notification is desired at all levels of interventions and consequences, but it is required whenever there is the possibility that a student may be removed from the school environment.

Students who violate the Code of Student Conduct may be removed from their current educational setting and receive instruction in an alternate setting within the school building. Removals during an In School Intervention are not considered a suspension from school and do not count toward the cumulative days of removal. Parents should be notified in writing of an In School Intervention. Severe behavior or chronic misconduct that has created a substantial barrier to learning for others may result in the student's removal from their current educational setting.

Behavior that extends beyond an In School Intervention will be handled following the Sturgeon Bay Elementary Schools In School/Out of School Suspension guidelines as described below.

In-School/Out-of-School Suspension Guidelines

In order to maintain a healthy and safe learning environment for all students:

- 1) The following in school behaviors may result in in-school suspension, as determined by the administrator and or his/her designee. The administrator will inform the parent/s.
 - a) Significantly disruptive behavior (longer than 10 minutes in classroom) third (or more) incident of threatening behavior (gesture such as raised hand or clenched fist or verbal harassment or name-calling, bullying or threatening statement such as "I'll get you" or "You'll be sorry")
 - b) An incident of violent action (aggressive hitting, pushing, tripping, biting, or kicking that causes no serious physical harm, bruise or injury)
 - c) Repeated violations of the student code of classroom conduct
- 2) The following behaviors in school activities may result in out-of-school suspension, as determined by an administrator. The administrator will contact the parent/s. A conference with student & parent will be held upon return to school.
 - a) Failure to comply in an in-school suspension setting
 - b) Significantly disruptive behavior (longer than 20 minutes cumulative)
 - c) Severe threatening behavior (verbal bullying or threatening statement that is more specific and detailed and/or includes a specific plan rather than just an angry reaction, such as "At recess I'm going to take my pencil and poke your arm" or "I'm going to beat you up on the way home from school" or an attempt to follow-through on a threat
 - d) Repeated incidents of violent action (aggressive hitting, pushing, tripping, biting, or kicking that causes no serious physical harm, bruise or injury)
 - e) Severe physical violence (physical contact that results in a mark that lasts longer than 15 minutes, a bruise, an injury, or draws blood)
- 3) Serious behaviors in school activities may result in out-of-school suspension, as determined by an administrator. A referral to the police liaison officer or police department may occur if a pattern of serious behavior develops. The administrator will contact the parent/s and police in such situations. A conference with student & parent will be held upon return to school.

Please visit <http://dpi.wi.gov/sites/default/files/imce/sspw/pdf/schldscplnqa.pdf> for information regarding frequently asked questions about school discipline.

Communicable Diseases

Call the respective school IMMEDIATELY should your child contract one of the following diseases:

Disease	Communicability, Precautions & Restrictions
Chicken Pox	Keep patient home until all lesions are crusted over, usually 5-6 days after rash appears.
Conjunctivitis ("Pink Eye")	Depends on the case, refer for diagnosis and medical treatment.
Influenza	Keep patient home until symptoms disappear. Communicable 3-7 days after clinical onset.
Measles	Communicable from onset of respiratory illness until 4 days after appearance of rash. Keep patient home until 5 days after the appearance of rash.
Mumps	Keep patient home until salivary gland swelling has subsided, or other symptoms have cleared.
Pertussis ("Whooping Cough")	Child should be under physician's care.
Scabies	Keep patient home under adequate treatment from physician and until the physician gives permission to return to school.
Head Lice	Keep patient home until appropriate treatment has been completed.
Streptococcal	Keep patient home for 7 days from onset if untreated; with adequate medication treatment keep patient home for 24 hours.
Impetigo	Keep patient home until all lesions have healed, or child has been on antibiotic treatment for 24 hours.

Community Events and Activities

Elementary staff members get many requests from outside groups and/or agencies to make announcements and/or distribute informational brochures and flyers to elementary students. These flyers and brochures have information regarding positive, worthwhile events and activities available to the students in our community. While we want to support having our students involved in these community events, we must remain consistent regarding what and how we distribute materials to students. The following guidelines are used as per Board Policy KI:

- All requests for making announcements or distribution of materials must be approved by the principal.
- Announcements and distribution of materials are made only for non-profit community organizations.
- Classroom teachers will make brief announcements regarding an event/activity.
- If the organization provides copies, they will be made available to those interested students.
- Students will be offered information regarding these events, but not required to take them.
- A flyer and brochure of an event will also be posted on the "Community Events" bulletin board.

Conduct – School & Bus

The School District of Sturgeon Bay recognizes and accepts its responsibility to create, foster, and maintain an orderly and safe classroom environment conducive to teaching and to the learning processes. Every member of the school community is expected to contribute to this. Staff, including administrators, teachers, and associates must use their training, experience and authority to create schools and classes where effective learning is possible. Students are expected to come to school, and to every class, ready and willing to participate, learn and grow, and to enhance the learning of others. Parents should be aware of their children's activities, performance, and behavior in school, and are asked to cooperate and consult with the school to prevent or address problems.

The Sturgeon Bay Elementary Schools use a system of **Positive Behavioral Interventions and Supports** which include teaching of key behavior expectations and practicing those behaviors on a regular basis. "Cool Tools" taught throughout the school year establish clear expectations for behavior in all school environments. Office discipline referrals will be made

when students fail to exhibit appropriate behavior. When an office referral is made a student conference and re-teaching session will be held, and if appropriate, parents will be notified. Each school has three clear, consistent rules – “Be Safe, Be Responsible, Be Respectful”. Bus behavior will be outlined and reinforced by the Kobussen bus company supplying transportation for the district.

The Classroom Code of Conduct policy (5500) establishes behavior guidelines and expectations of the student by staff, administrators and fellow students. Adopted by the Board of Education in the spring of 1999, this Code is part of the Board Policy Book and is available upon request.

Cooperation with Community Organizations

The Board of Education recognizes there are many after school activities during Wednesday evenings in our community. Many of these organizations act as an important partner with the school in the overall development of youth. Every effort shall be made to schedule school activities so they will interfere as little as possible with scheduled community events. As a general rule, Wednesday evenings will remain devoid of school activities. (Board Policy KMA)

Destination Imagination

Destination Imagination is an international creative problem-solving competition for student’s kindergarten through college. The program is highly effective for any student who has the desire to work as part of a team towards a unique solution to one of DI’s challenging problems developed each year. Students learn to cooperate with each other, evaluate ideas, research topics, and make decisions, as well as develop independence and self-confidence. In our elementary schools, students in grades 3-5 participate on teams of 5-7 members; each team is assigned a coach.

Divorced Parents

The Sturgeon Bay Elementary Schools will maintain strict neutrality between parents who are involved in a divorce action, unless otherwise directed by Court Order.

Each family with children in an elementary school is requested to provide the principal with a certified copy of the most recent Court Order, which provides specific custody and visitation rights of the parents. In the absence of a copy of the written Court Order, neither parent shall be deemed to have rights superior to the other parent.

Unless directed otherwise in the most recent Court Order, both parents, custodial and non-custodial, are entitled to all grade reports, notices of school activities, disciplinary action, and teacher/principal conference appointments or summary. **The non-custodial parent will submit a written request for these reports and notices, including his/her current address, to the building secretary.** For the purpose of conferencing, both parents will be scheduled for the same conference time.

Students will not be released to any person other than those listed on the emergency card. It is the custodial parent(s)’ responsibility to notify the school office regarding any changes to emergency card information.

A non-custodial parent with visiting rights may not visit his/her child enrolled in school during required school hours unless such a visit is expressly requested in a certified copy of the most recent Court Order and is on file with the school, or the custodial parent has consented in writing to such a visit and the visit is approved by the principal.

Dress and Grooming

The students of the Sturgeon Bay School District should use good judgment in their dress and grooming. They should dress in a manner that does not present a danger to health or safety, advertise alcohol, tobacco or drugs, have slogans with vulgar, violent or sexually suggestive themes or signify gang affiliations or cause interference with classroom order. Questions have arisen regarding the appropriateness of wearing “baggies” – low hanging pants or trousers. We will follow the same policy as the middle school & high school – trousers/pants are to be worn at the waist. The wearing of long, oversized shirts to conceal the waistline is not an acceptable alternative. All shirts or blouses must cover the midriff, have a minimum of 2 inch

straps, and expose no cleavage. Backless or strapless shirts/tops are not permitted. Undergarments should not be visible. Shorts or skirts may be worn to school. They must be of appropriate style and length (extend to mid-thigh). Long sleeve shirts must be available to be worn at school from November – March as building temperatures vary. Caps, hats of any kind, or bandanas are not to be worn in any school building except on special, principal approved dress-up days. Oxford style lace or Velcro tennis shoes with soft gum rubber soles are required for physical education and are the preferred tennis shoe for general school wear. This type of shoe provides good traction and serves as a safety measure. Tennis shoes with retractable rollerblades are not allowed. Flip flop sandals are not allowed on the playground or in PE class. All clothing should be marked for easy identification. At the close of the school year any items that remain in a lost & found bin will be donated to charity.

Dress for Recess

Students are expected to play outside for recesses and should be dressed appropriately, especially when the weather is wet or cold. Temperature guidelines have been developed to help in the selection of clothes:

- **40 – 50 Degrees** – light jacket as needed
- **Under 40 Degrees** – winter jackets, hats or headbands, mittens or gloves
- **Under 20 Degrees** – boots required in all areas in grades PS & K – 2
- **Under 0 Degrees** – boots required in all areas grades 3 - 5

Students will have indoor recess when temperatures are at or below:

- **Sawyer:** 0 degrees
- **Sunrise:** -10 degrees

During snow conditions, snow pants must be worn to play off the blacktop area. K – 2 students are expected to wear snow pants outside if parents sent them to school with the child and the temperatures warrant their wear; students in grades 3 – 5 may choose to wear/not wear snow pants on the blacktop area, but must wear them to play off the blacktop area. Boots are required on the blacktop area when snow or ice is present. Students not having boots when needed will stay in a dry area outside as designated by the playground supervisor. When the ground is sufficiently dry such that mud will not be tracked into the school and classrooms, an announcement will be made by the principal or playground supervisor stating that “boots are not required.”

Educational Philosophy

The School District of Sturgeon Bay believes that we have an obligation to continually strive to instill in each individual, according to his/her abilities, the knowledge, skills, attitudes, and values necessary for effective living in a free and changing society based on the rights and responsibilities in our American heritage.

This school district aims to provide a diversified program of educational experiences for youth and to cooperate with the home, church, and community to promote the development of effectively educated citizens.

Within the classroom, emphasis should be on the development of fundamental skills and knowledge, as well as on breadth and depth of materials according to the student’s ability. This can best be accomplished through a varied and flexible curriculum presented in surroundings that promotes good work and study. The needs of the students, their parents, and the community demand an honest appraisal of student ability, flexible learning programs, and a healthy respect for learning itself. Likewise, recognition of the obligation to stimulate the ability to think objectively, to draw conclusions, and to make decisions is accompanied by an awareness of significant and desirable social and personal values.

Electronic Devices

Electronic devices such as cell phones are not allowed in school except for special activities with the approval of the principal. If an electronic device is brought to school it will be confiscated and returned only to a parent.

Emergency Plans

Doors

All school exits will remain locked unless there is a school staff member present to monitor the door. If visiting the school please ring the doorbell and the door will be opened by someone in the main office.

Fire

Fire drills are held monthly as required by law. Teachers instruct students as to the procedures to follow for a fire drill/alarm. Plans are posted in all classrooms.

High Risk or Violent Situations

The school district has a plan that will be followed for security, intruders, and bomb threats. All school personnel have copies of this plan, which has been developed with the Door County Sheriff's Department and the Sturgeon Bay Police Department.

School Closings

The Superintendent or designee may close schools. Official announcements will be made over radio stations WDOR 93.9 FM, WSRG STAR 97.7 FM, WBDK 96.7 FM, and local television news broadcasts. In the event that both parents work outside the home, arrangements should be made as to where a child should go if school is closed during the course of the day. Phones are typically very busy during such emergencies, so please make arrangements in advance and discuss them with your child/ren. If there is any doubt regarding where a child should go, the child will remain at school.

Weather Conditions

Tornado alert plans are posted in all classrooms. Tornado alert drills are conducted twice annually.

Enrollment Procedures

Preschool children must be 4 years old on or before September 1. Kindergarten children must be 5 years old on or before September 1. The Sturgeon Bay School Board has a policy regarding early admission to Kindergarten; contact the principal if you are considering this. First grade children must be 6 years old on or before September 1 or have completed a state approved kindergarten program. Enrollment forms may be completed at one of the two district registration days in August or at an elementary school office.

All new and returning families are expected to attend district registration days in August to either enroll or confirm enrollment and update information.

In addition, all students entering Sturgeon Bay Schools for the first time are requested to have a physical and dental examination by a licensed physician or nurse practitioner and dentist. Physical examinations are strongly encouraged for students entering preschool or kindergarten and sixth grade.

All students entering kindergarten are requested to provide proof of an eye examination by a licensed optometrist or physician by December 31st following enrollment in kindergarten.

Fees

The registration fee is \$10.00 per Half-Day Preschool student, \$20.00 per Full-Day Preschool student and \$20.00 per student in Kindergarten – grade 5. This registration fee helps defray the cost of consumable school supplies - workbooks, worksheets, construction paper, etc. Fees are collected during August registration days or upon registration of transfer students. Text and library books are furnished by the Board of Education on a loan basis. Replacement costs will be assessed for lost or damaged books by the issuing teacher or librarian.

Field Trips

Field trips are an important part of our education program. Through these excursions, students see what they are learning in the classroom applied in real life. It's a time to develop skills in courtesy, safety, and good citizenship, and it stimulates interest and pride in our community. Permission slips will be sent home for parental approval of student participation in each field trip. **Students must have written parental permission to participate on all field trips off the Sturgeon Bay School sites.** Field trips between Sawyer, Sunrise, T.J. Walker Middle School, Sturgeon Bay High School, the Door County Library, and Crossroads at Big Creek will not require parent permission for participation; however, parents will be notified of these trips through teacher newsletters. The permission slip will indicate any cost associated with the field trip. Scholarships are available by contacting the building principal. **Only children in the class may attend the field trip; no pre-school children or infants.**

Participation in activities held away from the school site is dependent on the student meeting the school's expectations regarding academic performance and school-wide behavior. Parents will be notified by the principal if a child is in danger of losing field trip privileges. Students who do not go on school-sponsored field trips will be expected to attend school and will be supervised by school personnel.

Food Services

It is preferred that parents prepay at the food services department located at the high school for their children's breakfast, lunch, and milk. Prices are listed in the food service application. Please mail payments to: Sturgeon Bay High School, Food Service Department, 1230 Michigan Street, Sturgeon Bay, WI 54235. Please call 746-2807 with any questions concerning your family's food services account. If your child has special dietary needs contact the Food Service director at 746-3877. With medical verification of lactose intolerance an alternative beverage will be provided. Prices are listed on the Food Services application.

Breakfast

Breakfast is available at all elementary schools each morning. A carton of milk is also available for a cold lunch beverage. Students who do not select a school breakfast may bring their own snack as an alternative. A carton of milk is also available.

Lunch

Lunch is served between 10:45 – Noon. Both student lunches and salads include one carton of either chocolate or white milk. Milk only is available as a cold lunch beverage.

Parent/Family Visitors during Lunch

The lunch hour is a time for students to take a break from the classroom and socialize with their friends. We ask parents who want to visit school during the lunch hour to please consider the following:

- National School Lunch Week is a great week to visit. This is a time for parents to come and visit during lunch and share a school meal with their student.
- For parents who want to visit, we ask that you consider participating in school lunch, if possible, rather than bringing in outside food. Fast food can be a distraction for other students and has caused some concerns at times in the past.
- Younger siblings who are not in school yet sometimes have a hard time handling the lunch room setting.

Free & Reduced Food Services

Students in grades K-5 who receive free food services will receive a breakfast including one white milk, or one milk only and a lunch with one milk included free of charge. Additional milks are available and will be charged to the student's food services account. Students in grades K-5 who receive reduced food services will receive a breakfast, including one milk, free of charge at breakfast. A lunch, including one milk, will be provided for the reduced fee. Additional milks are available to these students and charged to the student's food services account.

Sturgeon Bay School District serves meals under the National School Lunch Program. To apply for free or reduced price meals, households must fill out the application and return it to the food services department located at the high school. Additional copies are available at each school office. The information provided on the application will be used for the purpose of determining eligibility and may be verified at any time during the school year by school or other officials. Applications may be submitted at any time during the school year.

In the operation of the child nutrition programs, no child will be discriminated against because of race, color, sex, national origin, age, or disability. If any member of a household believes they have been discriminated against, they should write immediately to the Secretary of Agriculture, Washington D.C. 20250.

Harassment

The District is committed to providing equal educational opportunities for all students and stopping discrimination. We will maintain a learning and working environment for students and employees free from any form of harassment or intimidation. Board Policy 5517 states that the District does not tolerate harassment in any form and will take necessary and appropriate action to eliminate it, up to and including discipline of offenders. Any student who believes he/she has been subjected to harassment is encouraged to directly inform the person engaging in harassing conduct or communication that such conduct or communication is offensive and must stop. Any student who believes he/she has been the victim of harassment must report his/her concerns to the principal or a district staff member, verbally or in writing, in a timely manner. Complaints will be processed in accordance with established procedures. There shall be no retaliation against individuals who file complaints under this policy. A copy of the policy is available upon request at each school office.

Health

Screenings at School

With the cooperation of the Door County Health Department, the following health screening services are provided for:

- **Vision Screening:** Preschool, Kindergarten – grade 5
- **Hearing Screening:** Preschool, Kindergarten – Grade 5

If problems are noticed during screening, the Door County Public Health Department will contact parents. Parents can request private screenings for their child by contacting the Health Department directly. If a parent does not wish to have his/her child/ren participate in these screenings, a request for exclusion must be submitted in writing to the respective school office. These are basic screenings and are not substitutes for the physical and vision exams recommended by the district.

Examinations by Medical Professionals

All students entering school for the first time are encouraged to have a physical examination by a licensed physician or licensed nurse practitioner or show proof of a physical examination within the prior 12-months. Proof of physical examination is due by December 31st.

Students entering kindergarten are encouraged to provide proof of an eye examination by a licensed optometrist or physician by December 31st following a student's enrollment in kindergarten.

Students entering first grade are encouraged to have a dental examination by December 31st following the student's enrollment in first grade.

All students participating on school sponsored interscholastic athletic programs are required to have a physical examination in accordance with the Wisconsin Interscholastic Athletic Association regulations.

The cost of all such examinations shall be borne by the students' parents or guardians.

Home/School Communication

The District maintains a Website at www.sturbay.k12.wi.us, which can be visited at any time.

The SLOOP is the monthly newsletter for the Sturgeon Bay Elementary Schools. Please expect editions to be delivered home (one per family) on the first "school" Monday of each month by the youngest elementary aged student in your family. The SLOOP is also available on the district website.

In addition, teachers will send home information electronically, or through newsletters approximately once a month. These will include past/future areas of instruction, special interest topics and other pertinent information.

Written communication (teacher letters, SLOOPS, field trip permission slips, etc.) will be sent home in a specially designated red Home/School Communication Folder provided by the PTO. Check the folder's contents daily and return it to school.

Third thru fifth grade students will be provided with an assignment notebook. The notebook will be used to develop organizational skills regarding classroom assignments. Use of the assignment notebook is required; replacement notebooks are available for purchase at the school store. We ask that teachers and parents monitor and assist with the use of the assignment notebook.

If you have general concerns regarding your child or his/her school work please contact the teacher first, then the principal if deemed necessary.

Homebound

If a student at the elementary level will be absent for 20 consecutive days or has intermittent absences of at least 5 consecutive school days for an anticipated absence of 20 or more days and the absences are due to physical and/or emotional illness, the student may qualify for Homebound instruction. A licensed physician and/or licensed mental health professional must verify the need for absences in writing. Homebound instruction is available to students as the need develops and is designed to help the students maintain educational progress by providing educational services during specific periods of time when the student cannot attend school. It shall be provided within the limits as prescribed by state law.

For further information on homebound instruction, you may contact your child's Guidance Counselor, Principal and/or Director of Special Education/Pupil Services.

Homework

The Board of Education has a policy regarding homework (2330). Homework is defined as any opportunity to extend learning beyond the regular classroom period. The board believes that teachers, students, and parents/guardians all have responsibilities regarding homework. Students are expected to complete homework obligations. Each classroom teacher will communicate their assignment/homework procedures and routines at the beginning of the year.

If you have concerns regarding your child's homework please contact the teacher first, then the principal if deemed necessary.

Hours – Office

Elementary school office hours are 7:15 AM - 3:15 PM, Monday – Thursday, and 7:15 AM - 3:00 PM Friday.

Hours - Student

Early Childhood & 4yr Old Preschool: Tuesday – Friday

- Morning session - 7:40 AM – 10:40 AM
- Afternoon session - 11:35 AM – 2:35 PM
- Full Day Session - 7:40 AM – 2:35 PM

Grades Kindergarten – 2: Monday – Friday - 7:40 AM - 2:35 PM

Grades 3-5: Monday – Friday - 7:40 AM - 2:50 PM

Hours – Teacher

Teacher hours are 7:30 AM – 3:30 PM.

Illness or Injury

Students are expected to report all injuries to their teacher or supervisor immediately. When a child becomes ill or injured at school, the parents will be contacted at home or work to inform them of the illness or injury and to request that the child be transported home if needed. When a parent cannot be reached, the school will contact and release the child to the person/s designated on the pupil emergency card. Please keep emergency cards up to date. It is important to have persons listed in addition to the parents as sometimes neither parent can be reached. Please be sure the persons listed on the card have been informed and give their permission to be contacted.

The cost of medical care rests with the student’s parent or guardian. The school board does not provide student insurance, however a low cost student insurance policy is available. Participation is optional, but should be considered by families who do not have insurance coverage. To receive an information packet and application form, please contact your respective school office.

Immunizations

State law requires that students through grade 12 and children in day care centers be immunized. Immunizations are required against measles, mumps, rubella, hepatitis B, polio, diphtheria, tetanus, chicken pox, and pertussis/whooping cough. Students must present written evidence of complete basic and booster immunizations, including the day, month and year for each one.

If students are not fully immunized upon admittance to school, they must have received at least one dose of any vaccine required for their grade within 30 days of admission. They must remain on schedule and complete all required immunizations within one year. Exemptions may be obtained for medical, religious or personal conviction reasons. A physician must sign the medical waiver; a parent, guardian or adult student must sign religious and personal conviction waivers.

Following are the current minimum required immunizations for each age/grade level. It is not a recommended immunization schedule for infants and preschoolers. For that schedule, contact your doctor or local health department.

Age/Grade	Number of Doses				
Pre K (2 years through 4 years)	4 DTP/DTaP/DT	3 Polio	1 MMR ⁵	3 Hep B	1 Var ⁶
Grades K and 1 ¹	4 DTP/DTaP/DT/Td ¹	4 Polio ⁴	2 MMR ⁵	3 Hep B	2 Var ⁶
Grade 2 through 5	4 DTP/DTaP/DT/Td ²	4 Polio ⁴	2 MMR ⁵	3 Hep B	2 Var ⁶

1. DTP/DTaP/DT vaccine for children entering Kindergarten: Your child must have received one dose after the 4th birthday (either the 3rd, 4th, or 5th) to be compliant. (Note: a dose 4 days or less before the 4th birthday is also acceptable).
2. DTP/DTaP/DT/Td vaccine for students entering grades 1 through 12: Four doses are required. However, if your child received the 3rd dose after the 4th birthday, further doses are not required. (Note: a dose 4 days or less before the 4th birthday is also acceptable).
3. Tdap means adolescent tetanus, diphtheria and acellular pertussis vaccine. If your child received a dose of a tetanus-containing vaccine, such as Td, within 5 years of entering the grade in which Tdap is required, your child is compliant and a dose of Tdap vaccine is not required.
4. Polio vaccine for students entering grades kindergarten through 12: Four doses are required. However, if your child received the 3rd dose after the 4th birthday, further doses are not required. (Note: a dose 4 days or less before the 4th birthday is also acceptable).
5. The first dose of MMR vaccine must have been received on or after the first birthday (Note: a dose 4 days or less before the 1st birthday is also acceptable).
6. Var means Varicella (chickenpox) vaccine. Chickenpox disease history is also acceptable.

Internet Access

Elementary students can use computers for accessing and exploring information on the Internet. In the interest of maintaining computer ethics, all students using the Internet for any purpose while at school must have submitted a signed acceptable use policy before using the Internet. Intentional misuse of computers or technology will jeopardize student access to such equipment and be cause for disciplinary action. Please see the appendix for copies of the Sawyer and Sunrise Acceptable Use Policies.

Library Procedures

Classrooms visit the library at least once weekly. Students in kindergarten and grade 1 may check out one book. Students in grades 2-5 may check out two books. Kindergarten students need to return their books every week. Students in grades 1-5 check out their books for two weeks; however, students in grades 1 and 2 are encouraged to return their books every week when they have LMC class in order to check out another book.

Classroom teachers are given overdue notices for their students when a book has not been returned one week past the due date. This gives students an extra week to return their books before they become overdue. At the elementary level, fines are not charged for overdue books. Because we feel that borrowing book(s) from the library is important for our students, children may continue to borrow books from the library with the following understanding: If the book(s) in question are found before the end of the school year and they are in good condition, they will be returned to the library. If they are not found or are significantly damaged, the parent will be billed for the replacement cost of the book(s).

It may be helpful to keep library book(s) in a “special” place in the home. This place should be for school library books only and should be out of reach to younger siblings or pets.

Medication

Ideally, all medications should be given at home, but this is not always possible. In order to comply with State Statutes, the Board of Education has a medication policy (5330). Before school personnel can administer any medication, the Non-Prescription and/or Prescription Medication Authorization Form must be completed and returned to school. All medication, prescription and non-prescription, must be sent to school in the original container and will be kept in the school office. The building principal will designate school personnel authorized to dispense medication. Non-Prescription and Prescription Medication Authorization Forms are available from your local doctor, school office, and Appendix B in this handbook. An exception to this noted in Wisconsin Statute 118.291 became effective September 1, 1999. This legislation permits a student to carry in their possession an inhaler for the treatment of asthma provided three conditions are met:

- The inhaler is used before exercise to prevent the onset of breathing problems.
- The student has written permission from both a physician and their parent or guardian (if they are a minor).
- The principal has a copy of the written approval of the physician and parents (school office).

Please do not send cough drops to school as they can be a choking hazard.

Neglect/Abuse Referrals

As per Wisconsin Law 48.981 school personnel are required to report suspected cases of child abuse/neglect to the Door County Department of Social Services or Sturgeon Bay Police Department. The procedures followed are outlined by law and school policy/procedures (5440.01). All such reports are confidential.

Nondiscrimination Policy

It is the policy of the School District of Sturgeon Bay, pursuant to s.118.13, Wis, Stats., and PI 9, that no person, on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability, may be denied admission to any school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational, or other programs.

All vocational education programs follow the district’s policies (2260) of non-discrimination on the basis of the above-mentioned reasons. In addition, arrangements can be made to ensure that the lack of English language skills is not a barrier to admission or participation.

Any questions of complaints concerning Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of the above mentioned reasons, contact: Mr. Dan Tjernagel, Superintendent, School District of Sturgeon Bay, Sturgeon Bay, WI 54235, phone 920-746-2800.

Inquiries related to Section 504 of the Rehabilitation Act of 1972, which prohibits discrimination on the basis of handicap, should be directed to: Director of Pupil Services/Special Education, Ms. Sharon Sanderson, School District of Sturgeon Bay, Sturgeon Bay, WI 54235, phone 920/746-2804.

Open Enrollment

There is a short window of opportunity to apply for open enrollment under the open enrollment law. Application forms may be obtained from the District Office, 1230 Michigan Street beginning February 1. If your child has already been accepted, you do not need to reapply. Should you have further questions please call the district office at 746-2807.

Parent/Teacher Conferences

Parent/Teacher conferences are one of the most important channels of communication between school and home. Regularly scheduled conferences are held twice each year for grades 4K-5 to review student progress and plan for remediation and/or enrichment. Conferences will be held during the fall and early spring. Every effort will be given to create an accommodating conference schedule for families with children at multiple schools. Teachers welcome opportunities at any time of the school year to discuss in private any concern you have regarding your child. Make an appointment by calling the respective school office.

Parent Teacher Organization

The Parent-Teacher Organization (PTO) supports the united efforts of home, school, and community on behalf of children. Participation helps parents become better acquainted with the schools and more informed about educational programs. Meetings are generally held monthly; specific dates, times and locations will be published in the SLOOP. The PTO agenda will include a short time period for parent advisory issues. Parent opinion is welcome and valued in determining school programs and activities.

The PTO is responsible for:

- Room parents will arrange treats for various school functions and classroom parties
- Artist in Residence program
- Collection programs such as: Campbell Soup labels, Pick N' Save labels, and Econo Foods receipts
- Family Literacy Nights
- Fundraising events
- Open Houses
- Volunteer Services
- Back to School Nights

PBIS – Positive Behavioral Interventions and Supports

Positive Behavior Intervention Supports is a process for creating a safer and more effective school. PBIS is a systems approach to enhancing the capacity of schools to educate all children by developing research based, school wide, and classroom discipline systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific discipline plans. PBIS includes school-wide procedures and processes intended for:

- All students, all staff, and in all settings
- Non-classroom settings within the school environment
- Individual classrooms and teachers

- Individual student supports for the estimated 3-7 percent of students who present the most challenging behaviors.

PBIS is not a program or a curriculum; it is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating an environment within which school-based teams of educators are provided training in:

- Systems change
- Effective management principles and practices and
- Applications of research-validated instruction and management practices

For more information, please visit the Wisconsin RtI Center's web site: <https://www.wisconsinrticenter.org/>

Pets/Animals in School

The guidelines and expectations regarding pet or animal visits for classroom “show & tell” type activities include:

- The principal is to be consulted prior to the inclusion of a live animal in the classroom.
- Prior to introducing any animals into the classroom, teachers shall be certain that: students and school personnel are not allergic to their presence; the animals are free from any diseases or parasites; the animals will present no physical danger to students; and students are instructed of expected behavior in the presence of the animal
- All pets brought to school must have their vaccinations unless they are too young for required shots.
- Pets must be brought into school by a parent, shown, and immediately taken home after the classroom lesson. Parents need to make arrangements with the teacher to find out the best time for showing the pet. This arrangement will save the parent time knowing that they must be at school as long as the pet is at school. Animals are not to roam freely at school. Animals are not to be transported on school buses.
- Only the parent, teacher, or students designated by the teacher are to handle the animals.

Animals, other than therapy animals working with the school and approved by the principal, are not allowed on school grounds during arrival and dismissal times, even on a leash.

Physical Education

All students are expected to participate in physical education classes. Parent excuses for excluding a student from physical education class will be accepted for no more than two days. Beyond two days a doctor or chiropractor's excuse is needed. Exceptions will be made if a student is feeling ill or has an injury and has not had time to get the written excuse. In most situations, students who do not participate in physical education will observe the class activities.

Pictures

Student pictures are taken each year for students in grades Early Childhood - 5. Memory books will be available, order forms will be distributed in take-home red folders.

Playgrounds

Playgrounds are supervised each morning beginning at 7:20 AM. The large number of students using the playground during recesses has prompted us to adopt important safety rules. These rules are reviewed regularly with students and posted in our hallways. School rules of courtesy and respect apply to the playground. We are concerned for the safety of each child at school.

We ask that children not bring trading card collections, electronic games, gadgets, cell phones, footballs, hardballs, bats, skateboards, roller blades, scooters, or other objects that may cause injury or simulate violence.

Playing rough games, tackling, fighting, and throwing snowballs are not allowed. Please discuss the importance of responsible playground behavior with your child/ren.

Report Cards

Report cards are issued at the end of each trimester for students in grades 4K-5. Report cards reflect the educational development of your child in terms of academics, study habits, physical development, and social-emotional growth. Parents can use this information to support their child's learning at home.

School Closings

In the event of severe weather conditions or emergency circumstances, the Superintendent may close schools. Official announcements will be made over radio stations WDOR 93.9 FM, WSRG STAR 97.7 FM, WBDK 96.7 FM, and cable channel 7. These stations are also used to inform parents of any busing delays caused by inclement weather or mechanical problems. In the event that both parents work outside the home, arrangements should be made as to where a child should go, if school is closed during the course of the day. Phones are typically very busy during such emergencies, so advance arrangements are important. Regular bus routes are followed when school is dismissed early. Please discuss a plan for emergency school closings with your child/ren, the phone lines become extremely busy during snow emergencies. If school is "CLOSED" all school activities involving students and/or parents scheduled for that day are cancelled.

Selling In the Schools

Individuals or groups must receive permission from their building principal in order to sell items on school grounds. Sales are allowed for "non-profit" causes only. Sale of school related items, containing facsimiles of school logos (i.e. sweatshirts, T-shirts, jackets, etc.) by recognized school groups might be permitted with the approval of the school district administrator. (Board Policy 8550)

Snacks/Treats

Our schools promote an environment that cultivates maximum student potential. Nutrition/activity influences a child's development, health, wellbeing, and potential for learning. Our district's nutrition/activity policy encourages us to support lifelong healthy eating and activity habits. Please send snacks with nutritional value (Board Policy 8510). Select snacks from several areas of the Food Guide Pyramid. Offer a variety of foods and vary the presentation to maintain your child's interest in snack choices. Appropriate portions will support your child's appetite for lunch. Students are allowed to have a personal water bottle throughout the day. No soda or candy is allowed. **Let the teacher know at least a day in advance if you would like to send a special treat for the entire class in recognition of a birthday or other celebration.** Please consider treats that have nutritional value and are easy to serve in the classroom setting.

Preschool classes may have a different system for "group" snacks. Teachers will include information about snacks in their newsletters.

Special Education

The Sturgeon Bay Schools provides programs to meet the special education needs of individual students ages three to twenty-one. All categorical programs in areas of learning, social and emotional development and sensory impairment are provided, including supportive therapies, transportation and adaptive equipment.

A child is eligible for any of these programs if, after going through an evaluation process, the child's needs require special education programming. If you suspect that a student may be in need of special help, you can contact the classroom teacher, counselor, or principal for consultation. For further information, contact the Director of Pupil Services/Special Ed, Ms. Lindsay Ferry, at 746-2804.

Special Programs

AODA-Alcohol and Other Drug Abuse Prevention Programs

Alcohol and Other Drug Abuse Prevention is taught in grades kindergarten through five within the regular curriculum. The goal of activities and information presented is to prevent alcohol and other drug abuse by promoting positive self-esteem, teaching good decision making skills and giving students factual information about alcohol and other drugs.

Human Growth and Development

Teachers and the counselor at the 5th grade level teach a “Growing Up and Liking It” guidance/health unit. The program includes an introduction to reproductive physiology and a discussion of various physical, psychological, emotional, social, as well as sexual problems young people need to be prepared to understand as they enter into puberty. A parent program precedes the student program, at which parents may preview materials used in the student sessions. We encourage family discussions on the topic. All materials on human growth and development are available to parents of younger children to share with children individually. Contact the Sunrise School Guidance Counselor, Gary Grahl, 746-1827, to obtain copies of these materials.

Reading Buddy Program

In the reading buddy program, an adult volunteer buddy reads with a student buddy for 25-30 minutes once a week. Times vary, by building. The adult buddy provides positive reinforcement for the student’s efforts and discusses materials read. If you or someone you know is interested in being an adult reading buddy, please call Ms. Constance Vogel (Sunrise) 746-5836 or Ms. Deb Holland (Sawyer) 746-5815.

Sturgeon Bay Police Dept. Prevention Programs

Officers from the Sturgeon Bay Police Dept. will provide instructional support at all K – 5 grade levels. They will deal with topics such as: Stranger Danger (knowing address & phone number), Bike Safety, Job of a Police Officer, Home Alone Safety, Abduction Prevention, Peer Pressure, and Alcohol and Other Drug Abuse Information. Classroom teachers will provide parents more information regarding these classroom presentations through their newsletters. Officers will also help monitor traffic at busy drop-off and pick-up times and visit with students in hallways, lunchrooms, and playgrounds. The goal is for children to see police officers as “community helpers”.

Special Services

Guidance and Counseling Services

The elementary schools are staffed with the following counselors: Mrs. Karlie Martens at Sawyer School, 746-5827, and Mr. Gary Grahl at Sunrise School, 746-1827. The guidance program is developmental in nature, focusing on the educational and personal-social concerns of all children. The guidance counselors and classroom teachers coordinate and conduct classroom guidance activities. Counselors also work with small groups and individual students. Students participate in small groups and individual counseling only if parents give written permission. The guidance counselors are available for consultation with parents.

Title I

Title I is a federally funded program designed to provide support in the areas of reading, language arts, and math for students in grades K-5. The Sturgeon Bay Title I Program is a school-wide program and aligned with our Response to Intervention services. For further information please contact Dr. Smejkal at 746-TBD.

Staying after School

Students may remain after school to complete schoolwork, work on extra projects, or for disciplinary action. Under most circumstances, parental permission will be obtained prior to the student remaining at school. The teacher or appropriate staff member will supervise students staying after school. It may be necessary for parents to transport their child home from school. A student may be retained at school if there is a serious concern for the safety of that child or other students.

Substitute Teachers and Associates

Substitutes for teachers and associates are to be shown a high level of respect and cooperation.

Supplies

Each grade level has a specific list of supplies needed for regular classroom use. All student supplies should be labeled with the student's name. Please replenish supplies as needed. Basic school supplies are available for a minimal fee at Sawyer and Sunrise school stores.

Teacher Qualifications

Parents of students in the Sturgeon Bay School District have the right to know the professional qualifications of the classroom teachers that instruct their children. Federal law allows parents to ask for specific information about the child's classroom teachers and requires that we respond in a timely manner when we are asked for such information. Parents have the right to ask for the following information in regard to their child's teachers:

- Whether the Wisconsin Department of Public Instruction has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the Wisconsin Department of Public Instruction has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has advanced degrees and, if so, the subject of the degrees.
- Whether any teachers' assistants or similar paraprofessionals provide services to your child and, if they do, their qualifications.

To receive any of this information, please call the Principal of the school attended by your child or children.

Transfer Students

Children can be affected by moves in both positive and negative ways. The following suggestions may be helpful in providing for a successful transition.

Transfer into this district:

Notify the school of your intention to enroll as soon as possible. This allows the teacher time to prepare the room with the materials needed for your child and that student for receiving a new classmate. Accompany your child to school on his/her first day and meet the child's teacher(s). If possible, arrive a few minutes early. Supply the child with the basic school supplies but consider allowing your child to use "old favorites" (notebooks, school bags, lunch boxes, etc.). It may be less threatening to stay with the familiar. Make sure your child knows their way home - which bus to take or which sidewalks lead home. A rehearsal beforehand may be a good idea. Emphasize similarities between old and new. Maintain familiar routines - bedtimes, chores, sports, etc. Provide opportunities outside of the school day for your child to develop new friendships. Time with friends at school is not enough. Consult your child's teacher and/or guidance counselor about any questions or concerns regarding your child's transition. We want your child's transition to our school system to go smoothly and successfully.

Transfer out of this district:

If a student withdraws from the school before the end of the school year, the school should be notified at least two days in advance, but preferable up to thirty days in advance. This will help to assure that all withdrawal procedures may be completed; there is time for completion of projects and time to say good-bye. At the time a student enrolls in a new school, the parents will then initiate a request for the student's records to be sent to the new school. Be aware and willing to discuss feelings your child may express towards the move. Include your child in the move as much as possible. Involve him/her in packing, planning, and visiting the new home and school. Ask your child's teacher for a "Pupil Transfer Summary" to take with you to your child's new teacher. It will provide information about books used in our system and the progress the student has made. It will be most helpful for the new teacher on your child's first day at the new school. We want your child to have a smooth and successful transition to their new school.

Transportation

Bus transportation is contracted for the school district through Kobussen. Bus transportation is available to all students who live outside a 1/3 mile radius of their school, or reside in an unusually hazardous area as determined by the State Department of Transportation. Parents must register their students to ride the bus. This can be done during annual registration in August, or at any time during the school year. Initial registration or changes to pick up or drop off sites will require three days' notice prior to the change taking effect. Only one drop-off and one pick-up address are allowed per child. Changes to drop-off sites are only for emergencies. School buses are not to be used for play dates. For more information contact: John Quaderer at 746-3890.

Visitors to School

Parents are always welcome. However to be respectful of student learning and instructional time, visits to a class should be arranged with the teacher beforehand. Students attending from other schools must obtain permission from the principal prior to a visitation. These visits are limited to no longer than a half day.

All visitors, including parents and volunteers, are required to report to the office and register before going to a classroom. Visitors will be identified by a nametag guest pass. All visitors must also sign out of the office and return their guest pass prior to leaving the school. We look forward to your visits!

Volunteers

We welcome volunteers in our schools. Parents have the opportunity to volunteer with the classroom teacher, principal, or Parent Teacher Organization. **Volunteers working with children must complete a background check with our district office prior to beginning volunteering.** Please do not bring infants or very young children along when you volunteer. Volunteers are required to report to the office and register before going to a classroom. Volunteers will be identified by a nametag visitor's pass. Volunteers must also sign out of the office and return their visitors pass prior to leaving the school.

Appendix

Sturgeon Bay School Calendar

STURGEON BAY SCHOOL CALENDAR FOR 2021-2022

Approved 11-18-2020

Revised 3-12-2021

AUGUST 2021				
M	T	W	TH	F
16	17	18	19	20
23	24	25	26	27
30	31			

No school--Full day of in-service
No School--Half day in-service & half day teacher records.
No school--New Teacher In-Service
No School--Breaks
Classes in session
Half day for students--P.M. Teacher Records

SEPTEMBER 2021				
M	T	W	TH	F
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

FEBRUARY 2022				
M	T	W	TH	F
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

OCTOBER 2021				
M	T	W	TH	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

MARCH 2022				
M	T	W	TH	F
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

NOVEMBER 2021				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

APRIL 2022				
M	T	W	TH	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DECEMBER 2021				
M	T	W	TH	F
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

MAY 2022				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JANUARY 2022				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JUNE 2022				
M	T	W	TH	F
6	7	8	9	10
13	14	15	16	17

Quarter:	I	46 days	Ends Fri. 11/5/21
	II	42 days	Ends Fri. 1/14/22
	III	44 days	Ends Fri. 3/18/22
	IV	47 days	Ends Fri. 6/3/22
	TOTAL	179 days	

School begins Wednesday, September 1

In-service/No School: Oct. 8, Feb. 18, & May 27

No School due to breaks:
Nov. 25-28; Dec. 24 - Jan. 2; March 19 - 27;
& May 30

Note: SBHS can adjust quarters, if needed.

Sawyer Elementary School Acceptable Use Policy

As a part of my schoolwork, my school gives me the use of computers for my work. My behavior and language should follow the same rules I follow in my class and in my school. To help myself and others, I agree to the following promises:

Be Safe

- Walking feet
- Only carry device with two hands and cover closed (Chromebook)
- Visit only sites approved by the teacher
- Keep personal information private; including passwords

Be Responsible

- Hands to self or hands on own device
- Care in plugging/unplugging
- Treat device with care
- Keep liquids and food away from the device

Be Respectful

- Raise your hand and let teacher know when computer is not working
- Put your headphones away properly when finished
- Push in chair before leaving
- Be productive, use your time wisely
- Use only approved apps/programs
- Settings should not be adjusted by students
- If there is a concern about your device or how it was used, tell your teacher

Print Student's Name: _____

Student's Signature: _____

Date: _____

Parents: I have read and discussed with my son or daughter the Acceptable Use Agreement, and I give permission for him or her to use these resources. I understand that computer access is based on students following the guidelines above. Although students are supervised when using these resources, and their use is electronically monitored, I am aware of the possibility that my son or daughter may gain access to material that school officials and I may consider inappropriate or not of educational value.

Print Parent's Name: _____

Parent's Signature: _____

Date: _____

*STUDENTS MAY NOT USE COMPUTERS UNLESS THIS AGREEMENT IS SIGNED AND RETURNED TO THE TEACHER.

Sunrise Elementary School Acceptable Use Policy

As a part of my schoolwork, my school gives me the use of computers for my work. My behavior and language should follow the same rules I follow in my class and in my school. To help myself and others, I agree to the following promises:

BE SAFE

- Visit only sites approved by the teacher
- Keep personal information private; including passwords
- Carry closed with two hands and carry no more than three at a time
- Use generic icons/images for account
- Only log on as yourself
- Log off the device when finished

BE RESPECTFUL

- Hands on own device
- When editing/commenting, use positive words
- Treat device with care; plug/unplug carefully
- Keep liquids and food away from the device

BE RESPONSIBLE

- Share documents with approved people
- Editing privileges for collaborative work only
- School computer use is monitored; use device for intended purpose
- When opening desk, put device in lap.
- Settings should not be adjusted by students
- If there is a concern about your device or how it was used, tell your teacher

Print Student's Name: _____

Student's Signature: _____

Date: _____

Parents: I have read and discussed with my son or daughter the Acceptable Use Agreement, and I give permission for him or her to use these resources. I understand that computer access is based on students following the guidelines above. Although students are supervised when using these resources, and their use is electronically monitored, I am aware of the possibility that my son or daughter may gain access to material that school officials and I may consider inappropriate or not of educational value.

Print Parent's Name: _____

Parent's Signature: _____

Date: _____

*STUDENTS MAY NOT USE COMPUTERS UNLESS THIS AGREEMENT IS SIGNED AND RETURNED TO THE TEACHER.

Sunrise Elementary Remote Learning Agreement

Remote Learning occurs when students learn from home via videos and assignments posted by teachers. Remote Learning is geared towards students who are self-motivated and require less support from classroom teachers to be successful with their learning. Successful Remote Learners have a great deal of focus, discipline, and independence, and have adult support while they learn. Due to the nature of Remote Learning, it is very important for your home to be prepared to support student learning. These expectations are similar to those for Sturgeon Bay middle and high school students.

Remote Learners will be reviewed on an ongoing basis by building principals and teachers to ensure students learning remotely are being successful. A student may be removed from Remote Learning and be placed into In-Person Learning should the student fail to meet the expectations of Remote Learning. Starting with the 2021/2022 school year Sunrise Elementary students wishing to request Remote Learning must meet the following requirements, which have been put into place to ensure the academic growth of all Sturgeon Bay School District Remote Learning students:

Student Expectations

“No Float”

- I understand that I will not be allowed to float between the remote and in-person learning platforms. In opting for the remote learning platform, I agree to remain in that platform until the six week period has ended.

Attendance

- I understand that Sunrise Elementary remote learners will be required to meet on campus regularly with their remote learning teacher.
- I understand that Sunrise Elementary School attendance requirements apply to all students including remote learners.
- I understand that attendance will be taken daily. (See the Student / Parent Handbook for more information on attendance.)
- I understand that to be considered “present,” I need to meet as scheduled with the Remote Learning teacher and complete assignments and activities as assigned.

Internet, Network, and Computer Safety

Sunrise Elementary School Acceptable Use Policy regarding use of the school computer network (excerpted from the Student / Parent Handbook and Chromebook Handbook):

- I will access only my own assigned computer, account and/or files. If someone else is logged into a device, I will log him/her off and log in as myself.
- I will not use school devices or Internet access to create, access, upload, or transmit material that is obscene, profane, violent, discriminatory, or depicts or describes illegal activities. I will not participate in cyber-bullying by spreading gossip, insults, or other unkindness with the purpose of creating, viewing, or participating in the humiliation of others.
- I will not plagiarize by representing the work of others as my own; I will provide citations as needed to obey copyright law. I will not manipulate technology to cheat.
- I will use the school’s devices, accounts, and school-assigned email address only for educational purposes.

- I will not give my password to another user nor attempt to learn or to use anyone else's password, and I will not transmit my address or telephone number or any personal or confidential information about myself or others.
- I will not damage or tamper with hardware or software; vandalize or destroy data; intrude upon, alter, or destroy the files of another user; introduce or use malicious software; access restricted information or networks; alter or change security settings; or block, intercept, or interfere with any email or electronic communications by teachers and administrators to parents or others. Students/families will be held responsible for the cost of replacement of any materials or property which are lost or damaged through student negligence or intentionally destructive behavior.
- If I notice any strange or suspicious activity on the device I am using, I will report it immediately to the Library Media staff.
- I will follow all school rules while using my own device on school grounds, and I understand that the rules outlined above apply to my use of my own device on school property.
- I understand that my use of the school district's computers, Google account, and wifi access is not private, and that the district reserves the right to monitor use to assure compliance with these guidelines. Violations may lead to revocation of computer access and/or other disciplinary measures.

Remote Learner Netiquette

I understand I am expected to follow Sunrise Elementary School Remote Learner Netiquette:

- Stay positive. Reach out to your teachers and classmates for problems and celebrations. Help others. We are in this adventure together.
- You are in charge of your learning. Be aware of meeting times and requirements for each class. Become familiar with the technology. The parent should check grades regularly with your child's remote learning teacher.
- Create an appropriate learning environment. Give yourself quiet and privacy to concentrate on your classes.
- Engage. Participation is the key to being engaged. Know how to access and complete assignments.
- Schedule. Make a study plan. Work at your own pace but be aware of deadlines.
- Service. Help and respect others. Think before you post. Be honest and do your own work.

Academic Success

- I understand that my principal can require me to return to in-person learning any time I am not in compliance with this agreement.
- In order to continue in the remote learning plan, I understand that I need to be proficient in most or all standards I am working toward. Grades will be checked regularly and at the end of each trimester.

State-Mandated Testing

- I understand that I will be required to attend in person for all state-mandated testing (Forward Exam, for example).

Parent/Guardian Expectations

- I am in support of my student’s involvement as a remote learner.
- I understand that I will be required to meet with school staff to discuss my student’s involvement in Remote Learning.
- I understand I am responsible for providing a reliable Internet connection and an appropriate learning environment in my home.
- I understand that the school district will provide my student with a Chromebook.
- I understand that it is my student’s responsibility to comply with the “No Float”; Attendance; Internet, Network, and Computer Safety; Remote Learning Netiquette; Academic Success; and State-Mandated Testing sections detailed in this document. I will support my student in his/her compliance.
- I understand that if my student does not comply with the “No Float”; Attendance; Internet, Network, and Computer Safety; Remote Learning Netiquette; Academic Success; and State-Mandated Testing sections detailed in this document, he/she will be required to return to in-person learning at the discretion of the principal.
- I understand that if my student is unable to show proficiency with grade level standards, he/she will be required to return to in-person learning.

I have read and understand the information in this agreement regarding remote learning and accept any consequences as detailed regarding my/my student’s participation in this option.

Student Signature	Date
Parent/Guardian Signature	Date
Counselor Signature	Date
Principal Signature	Date
Special Ed. Director Signature (for Special Ed. students only)	Date

2021/2022 Elementary Staff Handbook Revisions

General Changes

- Front cover - date changes
- Updated school calendar

Text Revisions (new language is highlighted, deleted language has been struck through)

Old Text

Student Hours

~~Sunset Plan for Indoor Recess (Kindergarten)~~

~~7:20 AM — Take outdoor clothes off and store; associate will supervise. Associates will supervise students in the LMC and Multi-purpose room.~~

~~Lunch — Students will go to classrooms in which they have rest time. Associates will supervise.~~

New Text

Student Hours

Sunset

Early Childhood: Tuesday – Friday
Morning session: 7:45 AM – 10:45 AM
Afternoon session: 11:35 – 2:35 PM

4yr Old Preschool: Tuesday – Friday
Morning session: 7:45 AM – 10:45 AM
Afternoon session: 11:35 AM – 2:35 PM

Full-day 4K and Kindergarten: Monday - Friday
Full day session: 7:40 AM – 2:35 PM

Sawyer (moved to replace Sunset header)

Grades 1 - 2: Monday - Friday
7:40 AM – 2:40 PM

Old Text

Lock Down Drill Preparation

The elementary schools will conduct lock down drills at various times during the year. Officer Meilke will accompany the building administrator or designee to each building to observe our drills.

New Text

Lock Down Drill Preparation

The elementary schools will conduct lock down drills at various times during the year. The district's School Resource Officer will accompany the building administrator or designee to each building to observe our drills.

Old Text

Building Specific Instructions:

- **Sunrise:** Exit the building at the exit used for fire drills. Proceed to the end of Jaycee Field. Take attendance. In inclement weather proceed to Hope Church 141 S. 12th Avenue.
- ~~**Sunset:** Exit the building at the exit used for fire drills. Proceed to the far end of the soccer fields. Take attendance. In inclement weather, proceed to Erie Street to the laundromat on Egg Harbor Rd.~~
- **Sawyer:** Exit the building at the exit used for fire drills. Proceed to the far end of the soccer field. Take attendance. In inclement weather, proceed to Door County Cooperative 317 Green Bay Rd.

Old Text

Repairs:

Staff members are asked to make non-emergency maintenance requests for repairs by using the e-mail address for such requests:

- sworkrequest@sturbay.k12.wi.us
- srworkrequest@sturbay.k12.wi.us
- ~~ssworkrequest@sturbay.k12.wi.us~~

Old Text

Curriculum

The official written curriculum of the district is ~~managed through the use of BYOC (Build Your Own Curriculum) software. The software is designed around the following structure:~~

- ~~Course~~
- ~~Units~~
- ~~Topics~~
- ~~Learning Targets~~
- ~~Links to Standards and Benchmarks~~

All teachers will be trained in the use of ~~this software and are expected to keep the files up to date.~~

Elementary Literacy Curriculum will include; Lucy Calkins Units of Study in Writing grades K-5, Harcourt-Houghton Mifflin Journeys CC Edition for Grades K-2 Reading, and Lucy Calkins Units of Study for Reading Grades 3-5.

Math Expressions is the Universal Curriculum for Math Instruction.

New Text

Curriculum

The official written curriculum of the district is documented using unit planning templates stored in grade level shared drives in Google Drive. Unit planning templates include the following categories:

- Course
- Standards and Benchmarks

- Report card language
- Unit title
- Learning Targets
- Success Criteria
- Links to Evidence tasks
- Grade level progressions

All teachers will be trained in the use of unit planning templates and collecting evidence through the use of formative assessments, and are expected to keep unit planning files up to date.

Elementary Literacy Curriculum will include; Lucy Calkins Units of Study in Writing grades K-5, Harcourt-Houghton Mifflin Journeys CC Edition for Grades K-2 Reading, and Lucy Calkins Units of Study for Reading Grades 3-5.

Math Expressions is the Universal Curriculum for Math Instruction.

Old Text

Community Service Learners

~~Ms. Natalie Townsend coordinates the Service Learner Program and will forward information to faculty regarding our responsibilities. Please call her at the high school ext. #3850 with concerns or questions.~~

Staff members who supervise the students are to advise them where to park.

New Text

Community Service Learners

Our district's Service Learner Program coordinator will forward information to faculty regarding our responsibilities when hosting a high school service learner. Please contact the Service Learner Program coordinator with concerns or questions.

Staff members who supervise the students are to advise them where to park.

*Sturgeon Bay Elementary
Schools*

2021/2022 Staff Handbook



Revised April 2021

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Section 1: Calendar & Staff Information

Calendar

A complete calendar appears on the district website. Sponsors of events should submit dates upon request and whenever it is necessary to change the date of an event.

STURGEON BAY SCHOOL CALENDAR FOR 2021-2022

Approved 11-18-2020

Revised 3-12-2021

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M	T	W	TH	F
				1
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Half day for students--P.M. Teacher Records

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7	8	9	10	11
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28				

MARCH 2022				
M	T	W	TH	F
	1	2	3	4
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				1
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School begins Wednesday, September 1

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No School due to breaks:
Nov. 25-28; Dec. 24 - Jan. 2; March 19 - 27;
& May 30

Directory Data

Under the Wisconsin pupil records law, school districts may disclose “directory data” with respect to each pupil to any person. Parents or guardians may request that all or any part of the directory data not be released without prior consent. PARENTS OR GUARDIANS HAVE 14 DAYS FROM RECEIPT OF THE PARENT HANDBOOK TO INFORM THE SCHOOL IN WRITING IF THEY DO NOT WANT THE DIRECTORY DATA RELEASED FOR ANY REASON.

Directory data means those pupil records which include the pupil’s name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received, and the name of the school most recently previously attended by the pupil.

The Sturgeon Bay Board of Education policy does not allow this information to be given to commercial vendors. Contact your principal with any questions.

WI Statute 118.125(1)(b)

Students enrolling in the Sturgeon Bay School District will use his or her birth name, unless that name has been changed by an Order of the Court. A copy of the name change Court Order must be on file in the student’s behavioral record.

Closing School (Inclement Weather or Emergency)

If it becomes necessary to close school due to inclement weather or other emergency situations, notification will be given to WDOR as soon as possible.

It may also be necessary to communicate closing or other information through the use of the staff phone tree. Instructions are provided on the tree printout. Staff members who change their primary contact telephone numbers should notify the principal as soon as possible so that the tree may be kept up to date at all times.

Indoor Recess Schedule

Sawyer Plan for Indoor Recess

Kindergarten

7:20 AM Take outdoor clothes off and store; associates will supervise. Associates will supervise students in the LMC and Multi-purpose room.

Lunch Students will go to classrooms in which they have rest-time. Associates will supervise.

Grades 1 - 2

7:20 AM Take outdoor clothes off and store; associates will supervise. Go to the Library or Gym where associates will supervise students, show a video, etc. (Associates will determine whose turn it is for each space)

Lunch Grade 1 children will be dismissed to the Library to play games. Grade 2 children will go to the gym with games (Associates will determine whose turn it is for each space)

Sunrise Plan for Indoor Recess

7:20 AM Take outdoor clothes off and store; associates will supervise. Go to the multi-purpose room; associates will supervise.

Lunch Students will go to their classrooms to play games, read, etc.; associates will supervise.

Emergency Phone Calls

The school district will use School Messenger for any emergency call needed throughout the year.

Reading/Math Support Personnel Responsibilities:

Responsibilities that directly affect elementary school programming include:

- Providing leadership in planning, developing, implementing and assessing English Language Arts and Mathematics programs,
- Serving as a resource to teachers by demonstrating instructional strategies,
- Modeling and providing in-service regarding new or innovative instructional strategies,
- Assisting with or conducting individual student assessments and intervention plans,
- Assisting with implementation student assessments and developing systematic reporting processes and forms,
- Assisting teachers with the evaluation and selection of instructional materials.

Specialist Schedules (Art, Music, Physical Education, and Library Media Center)

Teachers are asked to be aware of precise starting and ending times for special classes (and school-wide assemblies.)

Classroom teachers are asked to have students at the door of the specialist (gym/multi-purpose room) at the designated time; specialists are asked to have the previous class lined up and ready to leave at the designated ending time.

On occasion “zero” days will be determined by the principal due to special activities. No specials will be held on a zero day.

Staff Absences

Please note the following change for phone calls reporting absences and requesting substitutes:

- Emergency Substitute Calls - Instructions
 - Between 3:30 PM - 6:00 AM call 493-1820
 - This is the sub caller’s cell phone & message service. Leave your message. It should include name, school, reason for absence, and job start/end times. (Do not expect a return call.)
 - After 6:00 AM you must call your Building Principal to request a substitute for that day. Substitutes - please follow these instructions as closely as possible if you are ill the day of an assignment.
- Substitutes for pre-arranged absences will be handled by the building secretary after the request for leave form has been submitted in Skyward.
- The Director of Pupil Services handles substitutes for special education staff members.
- **If you need to leave school before 3:30 PM, see your principal.** If the principal is unavailable, leave a telephone message and write a note on the office white board.

All absences must be recorded in the Skyward system. Please be very specific with regard to “reason for absence”.

Reimbursement from certain grants is dependent on this documentation. Rather than “workshop,” list the specific title of the workshop, i.e. “WI State Science Teachers Conference” or “BYOC work.”

Student Hours

Sawyer

Early Childhood:	Tuesday – Friday Morning session: 7:45 AM – 10:45 AM Afternoon session: 11:35 – 2:35 PM
4yr Old Preschool:	Tuesday – Friday Morning session: 7:45 AM – 10:45 AM Afternoon session: 11:35 AM – 2:35 PM
Full-day 4K and Kindergarten:	Monday - Friday Full day session: 7:40 AM – 2:35 PM
Grades 1 - 2:	Monday - Friday 7:40 AM – 2:40 PM

Sunrise

Grades 3 – 5:

Monday - Friday

7:40 AM – 2:50 PM

A 40-minute student lunch period is scheduled for each full day of school. School playgrounds are supervised beginning at 7:20 AM. Students should arrive at school after this time. Please follow the procedures set for the individual school for pick-up. Your child will be sent home in the usual manner unless a written note is received to indicate otherwise. Please remind your child to give the note to the teacher upon arrival. Please exercise caution when parking and driving near the schools at arrival and dismissal times.

Teacher Hours

The elementary teacher day is from 7:30 AM – 3:30 PM, with a 30 minute duty-free lunch. For purposes of personal leave a ½ day AM will be 7:30 AM – 11:30 AM and a ½ day PM will be 11:30 AM – 3:30 PM.

Each student's classroom teacher is the primary person responsible for supervision of the student during the teacher's contract day hours except for the 30 minutes of duty-free lunch. During the 30 minutes of a teacher's duty-free lunch, each student is supervised by one or more associates under the direction of the principal or principal/designee. The only other time the responsibility transfers to another staff member is during a class in which another teacher provides direct instruction – music, art, physical education, library, guidance; the specialist assumes supervision responsibility during these classes.

At the end of a school day (full day and early release day) the classroom teacher is responsible for each student assigned to him/her until the student is on the school bus or the parent has picked the child up. Staff members assigned door duty will return student/s to the classroom teacher. If the parent has not arrived by the end of the teacher's contract day, then the teacher will notify the principal (or designee) that assistance is needed.

On Fridays and on any day immediately preceding a student holiday, elementary teachers may leave the building as soon as they have satisfactorily supervised the departure of students (the student is on the school bus or the parent has picked the child up).

Section 2 Health, Medical and Safety

Abuse/Neglect

The Board of Education is concerned with the physical and mental well-being of all children of this District and will cooperate in the identification and reporting of cases of child abuse or neglect in accordance with law.

The Board shall require every employee to receive training provided by the Department of Public Instruction (DPI) in identifying children who have been abused or neglected and in the laws and procedures detailed herein governing the reporting of suspected or threatened child abuse and neglect. Such training shall be completed within the first six (6) months of employment in the District and thereafter at least once every five (5) years after the initial training.

Each District employee who has reasonable cause to suspect child abuse or neglect has occurred or is occurring shall be responsible for reporting immediately every case, whether ascertained or suspected, of abuse or neglect resulting in physical or mental injury to a child by other than accidental means.

The employee shall immediately call the local office of the Child Welfare Department or local law enforcement agency.

Employees shall also notify the appropriate administrator according to the District's Reporting Procedure for Student Abuse or Neglect.

The identity of the reporting person shall be confidential, subject only to disclosure by consent or court order. A reporting employee shall not be dismissed or otherwise penalized for making a report of child abuse or neglect.

Information concerning alleged child abuse is confidential. Any unauthorized disclosure by an official or employee of the District is a violation of the law and may subject the disseminator to civil liability for resulting damages and disciplinary action.

Each principal should be mindful of the possibility of physical or mental abuse being inflicted on a student by an employee. Any such instances, whether real or alleged, should be dealt with in accordance with the administrative guidelines established by the District Administrator.

48.981, 118.07(5) Wis. Stats

Employee Family Assistance Program (EFAP)

The School District of Sturgeon Bay has established a program for employee and family assistance with the sole purpose of maintaining and, when necessary, improving staff morale, health, productivity, and reputation.

The EFAP has been set up with the cooperation and support of the Sturgeon Bay Education Association. The Board of Education pays for the initial assessment with a counseling professional. Strict standards of confidentiality are maintained in this program. No employee may be disciplined in any manner for his/her involvement or refusal to be involved in any aspect of the EFAP.

Fire Drills

Monthly fire drills are required by law. It is the responsibility of every teacher to make the students aware of the procedure to follow during a fire drill. Each classroom will have a posted plan for emergency evacuation. Teachers will take a class roster when leaving the room.

General rules:

- Set aside whatever you are doing, every alarm must be taken seriously.
- Stand and pass quietly out of the room when told to do so by the teacher.

- Walk rapidly, single file near the wall toward the designated exit. Do not run, push, or talk. Do not take any books or jackets with you.
- Remain in line enough distance from the building to be out of danger and out of the way of the fire fighters. The teacher should check attendance outside the building.
- Return to the building when you hear the “All Clear” signal.
- The teacher will be the last person to leave the room. Close the classroom doors. Make a final check to be sure that all students have left the building.

Hepatitis B

Staff members are eligible to receive hepatitis B inoculations at district expense if they perform tasks and procedures that may expose them to blood borne pathogens.

Tasks/procedures may include, but not be limited to, the following examples:

- Care of minor injuries that occur within a school setting, i.e., bloody nose, scrape, minor cut;
- Initial care of injuries that require medical or dental assistance, i.e., damaged teeth, broken bone protruding through the skin, severe laceration;
- Care of students with medical needs, i.e., tracheotomy, colostomy, injections;
- Care of students who need assistance in daily living skills, i.e., toileting, dressing, hand washing, feeding and menstrual needs;
- Care of students who exhibit behaviors that may injure themselves or others, i.e., biting, hitting, scratching;
- Care of an injured person in laboratory setting, vocational education setting, or art class;
- Care of injured person during a sport activity;
- Care of students who receive training or therapy in a home-based setting;
- Cleaning tasks associated with body fluid spills

Injury/Accident

Accidents to students, faculty members, or other school personnel are to be reported to the school office immediately.

Student injuries should be reported on the Accident Report form available in EACH BUILDING and must be submitted in DUPLICATE.

In the event of a serious accident, illness or head injury during the school day, the staff person responsible for the child at the time of injury should:

- Immediately notify the child’s parents or other responsible person designated by the parents on the pupil’s emergency card.
- Provide emergency care until either the parents or medical personnel assume responsibility.
- If necessary, transport the child to his/her home, hospital or his/her physician’s office.
- Fill out an accident report, including the final disposition.

Teacher’s must also notify the principal, explain the nature of the emergency and where the student is located, wait for medical personnel or an administrator, and give the EMT or administrator whatever assistance he/she may need.

Do not diagnose in any way and do not tell the student what you think his/her condition is. Give first aid IF NEEDED AND YOU ARE CAPABLE. Call the Paramedics at 911 if necessary. For your own protection do not directly expose any part of your body to the blood or bodily fluids of another individual. Surgical gloves are available in the office. A pair should be kept in each classroom for emergency situations.

Staff members injured on the job need to complete an Employee Accident Report form and submit it in duplicate to the principal.

Lock Down Drill Preparation

The elementary schools will conduct lock down drills at various times during the year. The district's School Resource Officer will accompany the building administrator or designee to each building to observe our drills.

A letter will go home with each student on the day of the drill explaining the purpose of the drill and how it was conducted. A copy is shown below for your review. If you have any child in your classroom who is easily rattled, alarmed, or upset with a new experience, you may want to discuss the drill with his/her parents ahead of time and/or have a private discussion with the student or student and parents ahead of time.

Please prepare your students prior to the drill at a time that works well for your students. Please remember that your choice of words is important, but your body language and tone of voice are just as, if not more, important.

There will be two different types of lockdown drills we will prepare for:

- **Modified Lockdown:** An example of when this lock down would be used would be in the event of a medical emergency somewhere in the building where hallways and other common areas need to be clear for first responders. Staff should lock their classroom doors and remain in their classrooms, offices, etc. Teachers should continue teaching as usual. Students and staff are not allowed to leave their rooms until an all clear has sounded.
- **Lockdown:** This drill will help us prepare for the *Hide* portion of *Run, Hide, Fight*. Please see the Crisis Management flipchart posted in your room for more information. Please see your building principal if you do not have this flipchart. During this drill, all doors should be locked, all lights turned off and staff and students moved to an area of the room away from windows. Everyone should remain silent and hidden until the all clear is given.

Lockdown Drill Parent Letter

Today students at our elementary school participated in a lockdown drill. Students and staff members rehearsed what to do should an intruder be in the school facility. We introduced it to the students as a lesson in safety. We compared it to practicing fire drills and tornado drills, as well as lessons we have had on stranger danger, self-defense, bike safety, bus safety, pedestrian safety, water safety, etc.

Each teacher discussed and practiced the drill with his/her own students, but then we did one practice drill as an entire school. Because it was a lockdown *drill*, staff and students knew it was a practice. The goal was to instruct, not frighten.

The students did a great job! They listened to and followed directions very carefully. They now know what to do!

Please know that our district has had policies and procedures in place to deal with critical incidents such as intruders, bomb threats, etc. for quite some time. These procedures have been annually reviewed with our staff. There is a plan for practice drills with all students PS – 12. Staff members from other community agencies involved with such situations have met with us to review our policies and procedures so we all can work together for the safety of every child in our schools!

Please call should you have concerns or questions.

Medical, Counseling and Other Appointments

We encourage families to make medical, dental, counseling, and other appointments after school hours whenever possible and unless there is an emergency to attend to. Because our school day ends by 2:50 PM, community agencies have usually been able to accommodate after-school appointments.

Medication

No medication will be given to children at school without a signed request by the parents. This includes aspirin, cough syrup, and all prescribed drugs. Non-Prescription and Prescription Medication Authorization Forms are available from local doctors, and in each school office.

All medication, prescription and non-prescription, must be sent to school in the original container (prescription medication containers must state the physician's recommended dosage) and be kept in the school office. Pills and medications that are sent to school in envelopes or plain bottles will be held in the school office for parents to retrieve.

The building principal will designate school personnel authorized to dispense medication. The designated staff member is to dispense the medication in the office at the time indicated on the Medication Authorization Form and record the dispensation on the student's Daily Medication Record.

Medication Administration

Sturgeon Bay School District Medication Policy:

- A *Medication Authorization Form* must be completed for prescription and non-prescription medications, which are to be administered at school by school personnel.
- All medications must be sent in the original container and stored in a locked cubicle.
- Prescription labels must contain the name and phone number of the pharmacy, the student's identification, name of the physician, name of the drug, dosage and time(s) to be administered.
- Follow specific medication administration procedures.
- Keep a daily log of medication administration which includes date, name of student, name of medication, dosage and name of person who administered the medication.

Observing the Five Rights:

1. Right name: Is the student's *name* the same?
2. Right drug: Is the ordered *drug* the same?
3. Right dose: Is the ordered *dose* the same?
4. Right route: Is the ordered *route* the same?
5. Right time & frequency: Is the *time* and *frequency* of the administration the same?

Oral Administration:

- Double-check the medication label with the prescription medication form.
- Confirm the student's identity.
- Wash hands thoroughly, and maintain clean technique throughout the procedure.
- Pour the correct number of tablets into the bottle cap. If too many are poured out, put the excess back. Never touch any of the excess medication or you may contaminate the entire bottle.
- Pour the tablet into a medicine cup, and recap the medication bottle.
- Give the cup to the student or tap the medication into his hand.
- The student can then give himself the medication.
- Provide the student with water to swallow the medication.

Documentation:

Whenever a medication is given, document it as soon as possible. Record:

- student's name
- date
- medication
- dosage
- route
- time of administration

Non-discrimination Policy – Board of Education Policy 3122

The Board of Education does not discriminate in the employment of professional staff on the basis of the Protected Classes of race, color, national origin, age, sex, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), sexual orientation, national origin, ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, or declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters, or any other characteristic protected by law in its employment practices or on the basis of transgender status, change of sex or gender identity.

The District Administrator shall appoint and publicize the name of the compliance officer who is responsible for coordinating the District's efforts to comply with the 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 discrimination or denial or equal access. The Compliance Officer shall also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), Genetic Information Nondiscrimination Act (GINA), and the Age Act (ADEA) to students, their parents, staff members, and the general public.

111.31 et seq., 111.335(d)(2), 118.195, 118.20, Wis. Stats
42 U.S.C. 2000e et seq., Civil Rights Act of 1964
42 U.S.C. 12112, Americans with Disabilities Act of 1990, as amended
42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act
29 U.S.C. 701 et seq., Rehabilitation Act of 1973, as amended
20 U.S.C. 1681 et seq., Title IX
29 C.F.R. Part 1635

Outdoor Clothing Expectations

Dress for Recess

Students are expected to play outside for recesses and should be dressed appropriately, especially when the weather is wet or cold. Temperature guidelines have been developed to help in the selection of clothes:

- 40 – 50 Degrees: Light jacket as needed
- Under 40 Degrees: Winter jackets, hats or headbands, mittens or gloves
- Under 20 Degrees: Boots required in all areas in grades PS & K – 2
- Under 0 Degrees: Boots required in all areas grades 3 - 5
- Students will have indoor recess when temperatures are at or below:
 - Sunset: 0 degrees
 - Sawyer: 0 degrees
 - Sunrise: -10 degrees

Snow Conditions

Snow pants must be worn to play off the blacktop area. K – 2 students are expected to wear snow pants outside if parents sent them to school with the child and the temperatures warrant their wear; students in grades 3 – 5 may choose to wear/not wear snow pants on the blacktop area, but must wear them to play off the blacktop area. Boots are required on the blacktop area when snow or ice is present. Students not having boots when needed will stay in a dry area outside as designated by the playground supervisor. When the ground is sufficiently dry such that mud will not be tracked into the school and classrooms, an announcement will be made by the principal or playground supervisor stating that “boots are not required.”

Paper Cutter

Each paper cutter in a classroom must have a safety guard and be positioned for adult use only. Thanks for your attention to safety.

Plan for Security, Intruders and Bomb Threats

Measures regarding General Security:

The secretary unlocks the main door each morning. The main door will be re-locked at 7:45. Visitors will be viewed by camera and buzzed in by the building secretary. Other doors are unlocked as a playground supervisor or teacher leaves the building with a group and are locked when the group re-enters. The main door is locked when the office closes each day. The custodian unlocks and locks the main doors as needed for groups using the facilities in the evening.

Signs are posted on all entry doors reminding visitors to report to the office to register upon entering a building. Visitors will wear a guest pass while in the building. Visitors must also sign out of the office and return the visitor’s pass prior to leaving the building.

Each staff member is responsible for opening his/her own doors upon entering the building; keep interior doors locked, but should be propped open using a plastic “foot”. Each staff member is responsible for closing classroom windows and closing and locking classroom doors when leaving the building.

Each staff member entering the facility during times other than regular school hours is responsible for leaving the building secure.

Procedure for Intruder and/or Active Shooter (Run, Hide, Fight Model):

When an active shooter is in your vicinity (please see your Crisis Management flipchart for more information):

Run

- Have an escape route and plan in mind
- Leave your belongings behind
- Keep your hands visible
- Lead any students and staff with you to your building’s rally site (Sunrise – Hope Church, Sawyer – Door County Cooperative, Sunset – Maytag Laundry on Egg Harbor Road)
- If you cannot run...

Hide

- Hide in an area out of the shooter’s view
- Block entry to your hiding place and lock the doors
- Silence your cell phone and/or pager

Fight

- As a last resort and only when your life is in imminent danger
- Attempt to incapacitate the shooter

- Act with physical aggression and throw items at the active shooter

Procedure for Bomb Threat:

- An all-call announcement will be issued: "We have received a threat to building safety. Please evacuate the building in a calm, orderly manner."
- Office personnel/building coordinator will contact authorities.
- Accompany your students and evacuate the building. Do not stop for outdoor clothing unless the temperatures are sub-zero. If temperatures are sub-zero, have students take their jackets with them, but they should put them on only after getting outside and away from the building. Any student with necessary medication (diabetes, asthma, etc.) in their desks or backpacks should take the medication with him/her.
- The principal, secretary, and aides will check restrooms for occupants. Any students in the corridors or other rooms should be notified to vacate the building with the students and teachers in closest proximity to them at the time.
- The secretary and aides will take emergency cards, class lists, medications, first aid packs, megaphones, and walkie-talkies to the evacuation site. All classroom and entrance doors will be locked.
- Attempt to keep each class together and report to the designated area.
- Remain together until further instructions are issued from the district communication center.

Building Specific Instructions:

- **Sunrise:** Exit the building at the exit used for fire drills. Proceed to the end of Jaycee Field. Take attendance. In inclement weather proceed to Hope Church 141 S. 12th Avenue.
- **Sawyer:** Exit the building at the exit used for fire drills. Proceed to the far end of the soccer field. Take attendance. In inclement weather, proceed to Door County Cooperative 317 Green Bay Rd.

Tobacco-Free Environment

As of July 1, 1990, all public schools and school-owned property in Wisconsin are by law smoke free for all persons. Smoking is not permitted in or on any school-owned property.

Tornado or Weather Disasters

In the event of a tornado or other weather emergency, the possibility of destruction or injury is great. The total staff has the ultimate responsibility for the safety of everyone in the building. It is the responsibility of each staff member to know and follow the weather alert plan for his/her school. Each classroom will have an evacuation sign posted. At least two drills will be held each year. Please notify the principal if evacuation signs are not in place.

Wellness Policy School Board Policy 8510

As required by law, the Board of Education establishes the following wellness policy for the Sturgeon Bay School District.

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

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

Please see the School Board Policy posted on the school web-site for further details.

Section 3 Resources, Buildings and Transportation

Budgets

Individual teachers submit budgets in the spring of each year. The budget year runs from July 1 – June 30.

Requisitions for items needed for the beginning of the school year must be submitted in Skyward for approval by the building principal (special education to Director of Pupil) before leaving for the summer. All requisitions for a given budget year must be submitted by **March 1**.

Purchases may be made at local vendors (Walmart, Target, Econo Foods, and Pick N Save.) Receipts must be submitted to the appropriate administrator promptly **with the appropriate account and teacher codes**.

Reimbursement for purchases paid for personally will be reimbursed when a completed check voucher and receipt are submitted to the appropriate administrator. **Please include the account and teacher codes.**

All teachers are expected to keep records of expenditures from individual budget accounts and not exceed spending.

Building Floor Plans

Building floor plans are available on the district server at: S:\ADMINISTRATORS\School Safety\Crisis Management for Schools-Red Binder\Preparedness\District Building Floor Plans

Building use Outside of School Hours

Staff members must complete an online Use of School Facilities request **for any group activity scheduled outside of the normal workday (7:35 AM – 3:10 PM.)** Staff members who use a school facility outside of the normal workday are responsible for room and building security before, during, and after the scheduled activity. Please turn off lights, close windows, and lock doors.

Classroom Maintenance and Security

Classroom teachers are responsible for keeping all aspects of their rooms in good order at all times. Teachers are to engage students in “general clean up” prior to dismissal each day.

Whiteboards, desks, and woodwork must be kept free of writing and drawing, cuts, scratches, etc. Periodic checking is necessary, and teachers should report defacing of property at once so that students may be held accountable. Use only masking tape – not cellophane tape – when attaching materials to classroom walls.

Furniture and resources should be arranged and organized for optimal use in learning with equal access to all students. Personal large items of furniture must be approved by the principal before they are brought to school. All large furniture items must be removed at the end of each school year so they do not impede summer cleaning of the room.

Do not borrow equipment from another room or department without permission of the person responsible for that equipment.

Teachers in charge of activities that require the use of the Gym or other common space should be sure to lock all doors and turn off all lights when leaving the areas. Students should not be allowed in these rooms without staff supervision.

Classroom doors should be locked at all times and propped open by using a plastic “foot” or other device. Windows should not be covered but paper to cover them should be kept nearby in case of a lockdown.

When leaving the building after 5:00 p.m. on days when school is not in session, be sure the exit doors are locked. Do not depend on someone else to do this. Never leave students in the building unsupervised.

Facility Use Requests

Personal Use of School Facility

Building use on non-school days by student groups must receive approval of the principal, and use of the facility must be reserved through the district's online Facility Use Calendar. Since custodians are not on duty, lights and doors are not checked. The individual who uses the building must assume the responsibility of door, lights, and total building security.

Students are not to be in the building after school hours without the direct supervision of a teacher or staff member.

School Group/Organization Use of Facility

Use of the facility must be reserved through the district's online Facility Use Calendar. Failure to reserve facilities through this system may result in an event or activity being cancelled or moved to a less-than-desirable location.

Keys and Fobs

School keys and fobs are valuable and are loaned to you during your employment. Do not loan your key/s to anyone, including students. Please report lost keys to the building principal immediately.

Lights

Please turn off your lights when not in your room – noon, recesses, assemblies, computer lab, etc! Exception – the gym – it uses more power to turn the lights on/off for a short period of time than to leave them on.

Maintenance Repair Requests

Immediate Concerns:

All requests for immediate assistance (cleaning up after a student illness or injury, multiple clogged toilets, overflowing water) are to be handled by calling the building secretary who will locate the custodian. If the custodian is not available, the secretary (or principal/designee) will call the manager of buildings and grounds to locate any available custodian for immediate assistance. The regular custodian will take over upon his/her return.

All requests for non-emergency assistance (need for paper towels, toilet paper, etc.) should be made by calling the voice mail or e-mailing the building custodian.

Repairs:

Staff members are asked to make non-emergency maintenance requests for repairs by using the e-mail address for such requests:

- sworkrequest@sturbay.k12.wi.us
- srworkrequest@sturbay.k12.wi.us

Copies of these requests are automatically copied to the Manager of Buildings and Grounds and the building principal.

Special Projects:

Staff members are asked to submit requests for special projects in writing to the staff member's principal. If approved and budgeted for, the request will be processed.

Concerns:

Please report all concerns regarding a building's heating, lighting, plumbing or structure first to the primary building custodian, second to the building principal. Should any staff member notice a serious concern when in the building in the

evening or on a weekend, please call the primary custodian first, then the building principal. If he is not available, call the building principal. If neither can be reached, call the Director of Buildings and Grounds.

Parking

All part time and full time staff members are expected to park in the parking lot. Reserved spaces are assigned to staff members who may need them for medical reasons and others who travel from one building to another during the day.

Please include "directions for parking" in information given to field trip chaperones asking people to fill the parking lots prior to using the streets.

Personal Use of School Facilities, Property, and Vehicles

School Facilities

See Facility Use Requests / Personal Use of School Facility.

Property

Each employee of the School District should understand that all equipment, supplies, and facilities have been purchased by tax dollars for the specific use of the educational program and whatever public and general use the Board of Education may authorize.

Phone Calls

Long distance calls are to be made for school purposes only. For personal long distance calls, staff members are required to use personal calling cards or cell phones.

Processing Freight

Instead of delivery to a central receiving site, all freight will be delivered to the individual schools. Teachers and staff will be responsible for opening and checking their own orders and contacting vendors in case of discrepancies. The following procedure should be used for all freight received:

- Check all packages as soon as they are received.
- Sign and date the packing slip. After verification, send the slip to Kim Gordon in the Business Office.
- If the packing slip is missing, contact Kay Stack in writing or through email with the following information:
 - Name of vendor
 - Purchase order number
 - Description and number of items received
 - Description of discrepancies, if any
 - Your name
 - Current date
- Call the vendor immediately to discuss discrepancies.

Note to secretaries: If an order arrives in a crushed, wet, torn, or damaged box, notify the delivery driver before signing for the order.

Recycling

Sturgeon Bay School District strongly encourages recycling of all paper, glass, cardboard, tin, and aluminum. Use the appropriate containers in classrooms and hallways for disposing of these materials. Please involve your students in recycling.

School Vehicle Use

The District maintains vehicles for employee work-related use. You may sign up for a school vehicle for an out-of-town conference or training by using the District Facility Use calendar. If both vehicles are in use on that date, and your travel will take place outside of normal school hours, a Suburban may be available for use.

Keys are kept behind the reception desk in the high school office and must be returned there after use.

It is expected that you will refill the vehicle with fuel after use according to the directions, and that you will leave the vehicle clean. Any problems should be reported to either the high school office or to John Quaderer at the bus garage.

Textbooks

Textbooks are issued from individual classroom teachers to individual students. Keep an accurate inventory of all textbooks. Teachers are expected to have students cover all hard-cover texts used regularly (math gr. 3-5, social studies gr. 3-5). Hold students accountable for the use of school texts. Remind students that they will be assessed the cost of lost or damaged books or equipment. See the principal for information about assessment and collection of fees.

Transporting Students in Vehicles

In order for a staff member to transport student in a school vehicle, the following must be met:

- School-related function
- Staff member has been authorized to transport students
- Staff member has submitted a physical form completed by their physician

In order for a staff member to transport students in their personal vehicle, the following must be met:

- Staff member has been authorized to transport students-
- Staff member has submitted a physical form completed by their physician
- Staff member has had their personal vehicle inspected by school personnel. A request for this review can be made to the business office. The person who inspects the vehicle will complete the Alternative Vehicle Inspection Report. Reminder – needs to be done with vehicle changes.
- Staff members will file a certificate of insurance showing that it is insured at \$100,000 to \$300,000

Submit a copy of all of the necessary completed forms and certificates to your building principal.

Section 4 Classroom Operations

Attendance

Please familiarize yourself with the attendance information in the Parent Handbook so you are aware of the school policies.

Children are expected to attend school on a regular basis. If a child is ill, parents should keep the youngster at home so that a speedy recovery is likely, and to limit the possibility of passing the illness on to others. Parents are expected to call the school to report their child's absence. Parents who do not have a phone are expected to send a written note of explanation with the child upon his or her return to school. **All written excuses must be forwarded to the building secretary.** Failure to report an absence by one of these means will result in the absence being documented as unexcused. Students will be required to make up all necessary assignments as determined by the teacher.

In an effort to make our attendance information more accurate, each day is divided into six periods **for attendance purposes only at grades K-5**. This will not affect your classroom or specialist schedules. For your information, those periods are:

Sunrise	Sawyer
Period 1: 7:40 – 8:39	Period 1: 7:40 – 8:39
Period 2: 8:40 – 9:39	Period 2: 8:40 – 9:39
Period 3: 9:40 – 10:39	Period 3: 9:40 – 10:39
Period 4: 10:40 – 11:30	Period 4: 10:40 – 11:30
Period 5: 12:10 – 1:09	Period 5: 12:10 – 1:09
Period 6: 1:10 – 2:45	Period 6: 1:10 – 2:45

Teachers should enter attendance into Power School before 8:15 AM. If there are problems with PowerSchool, send a paper copy to the office. Students who arrive between 7:40- 8:00 AM will be marked as tardy. Students who arrive after 8:00 AM will be considered absent (excused or unexcused) for the appropriate periods of the school day missed and **MUST** have a signed pass from the office to be allowed into the classroom.

Any student entering the building after 8:00 AM or leaving the building before the end of the school day (except for participation in school events) **MUST CHECK IN or OUT** at the office for a pass. For example, if a student has to leave school for an appointment, s/he will check out at the office and upon arrival back at school will be issued a signed pass to be allowed back into the classroom. If you have a student arrive without a pass, send that student to the office. If a student leaves early and does not plan on returning, please make a note and ask that student for a signed pass the next morning. The student will be recorded absent (excused or unexcused) for the periods missed. Just as a student is marked tardy for arriving shortly after the day begins, we will mark students as "early release" if they leave between 2:10-2:30 PM.

Students may be excused from school during the course of the day only to the custody of their parents, an adult designated on the pupil emergency card, or an adult designated in a written note from their parents.

Book Club Orders

Book club order forms may be distributed only to students whose parents have requested them on the Book Order Form Permission.

Breakfast

Breakfast is provided in each elementary building beginning at 7:30. Students are encouraged to finish eating and report to class as close to 7:50 as possible.

Contest Participation

Entering students in contests must receive prior approval from the building principal. A list of participating students is to be forwarded to the elementary office. Notification of winners is to be done in an orderly, non-disruptive fashion.

Distribution of Materials

Elementary staff members get many requests from outside groups and/or agencies to make announcements and/or distribute informational brochures and flyers to elementary students. These flyers and brochures have information regarding positive, worthwhile events and activities available to the students in our community. While we want to support having our students involved in these community events, we must remain consistent regarding what and how we distribute materials to students. The following guidelines are used as per Board Policy KI:

- All requests for making announcements or distribution of materials must be approved by the principal.
- Announcements and distribution of materials are made only for non-profit community organizations.
- Classroom teachers will make brief announcements regarding an event/activity.
- If the organization provides copies, they will be made available to those interested students. (If enough copies are provided for each individual student, they will be given to classroom teachers. You may place them in a location for interested students to pick up. If there are “some” copies given to the school for distribution, you will be given one for use in an announcement and the others will be placed on the table by the office for interested students to pick up and take home.)
- In no cases will students be issued materials without the student requesting them.
- In no cases will elementary students be asked to sell or purchase items
- Not specifically related to elementary school projects without prior approval by the District Administrator.

Field Trips

Teachers scheduling field trips should complete a field trip request in Transfinder. Please note timelines in the following transportation guidelines.

The teacher scheduling a field trip must notify the lunch program and all specialists whose schedules are affected by the trip. Changes in special classes are not allowed for field trips unless requested by the specialist teacher. Requests for a change in schedule for special classes must be made in advance and must be approved by the principal.

With the exception of trips to the public library or another school facility, at least one other adult must accompany a class of students on a field trip; chaperones may not bring pre-school children or infants.

Permission slips are required for field trips other than visiting Crossroads, the Door County Public Library or other Sturgeon Bay School District schools and must include the objectives of the trip, destination(s), the date (and rain date), departure and return times and any cost inferred by the trip. Verbal permission may be granted over the phone when necessary.

An emergency first aid kit and a copy of student emergency cards must be taken on each field trip. Teachers are responsible for medication students must take on field trips. A list of bus riders must be provided to the bus driver prior to departing from school.

Do not send money collected for field trips directly to the business office. **Keep money in a locked location in your classroom or the office.** When all the money is collected from students in your classroom or grade level count the money, and complete a cash record form. Money sent to the business office must be accompanied by this completed form.

Provide field trip chaperones information regarding where to park vehicles.

Homework – School Board Policy 2330

The Board of Education acknowledges the educational validity of out-of-school assignments as adjuncts to and extensions of the instructional program of the schools.

"Homework" shall refer to those assignments to be prepared outside of the school by the student or independently while in attendance at school.

Such work facilitates the development of good study and work habits and serves as a valid communication tool to parents.

The District Administrator shall develop administrative guidelines for the assignment of homework according to these guidelines:

- A. Homework should be a properly planned part of the curriculum to extend and reinforce the learning experience of the school.
- B. Homework should help students learn by providing practice in the mastery of skills, experience in data gathering, and integration of knowledge, and an opportunity to remediate learning problems.
- C. Homework should help develop the student's sense of responsibility by providing an opportunity for the exercise of independent work and judgment.
- D. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the student and take into account other activities which make a legitimate claim on the student's time.
- E. As a valid educational tool, homework should be assigned with clear direction and its product carefully evaluated.
- F. The schools should recognize the role of parents by suggesting ways in which parents can assist the school in helping a student carry out assigned responsibilities.
- G. Homework should always serve a valid learning purpose; it should never be used as a punitive measure.
- H. Homework should be promptly evaluated

Pets in School

The use of animals in the classroom is to be permitted subject to regulations concerning care and responsibility.

Guidelines & Expectations regarding pet or animal visits for "show & tell" type activities:

- Principals are to be consulted prior to the inclusion of a live animal in the classroom.
- Prior to introducing any animals into the classroom, teachers shall be certain that: students and school personnel are not allergic to their presence; the animals are free from any diseases or parasites; the animals will present no physical danger to students; and students are instructed of expected behavior in the presence of the animal
- All pets brought to school must have their vaccination shots unless they are too young for required shots.
- Pets must be brought into school by a parent, shown, and immediately taken home after the classroom lesson. Parents need to make arrangements with the teacher to find out the best time for showing the pet. This arrangement will save the parent time knowing that they must be at school as long as the pet is at school. Animals are not to roam freely at school.
- Only the parent, teacher, or students designated by the teacher are to handle the animals.

Guidelines & Expectations regarding animals in classrooms:

- Principals are to be consulted prior to the inclusion of a live animal in the classroom.
- Live animals may be brought into the classroom for educational purposes, but only under conditions, which insure the health and safety of the children and the well being of the animal. There must be a direct relevance to the objectives of the instructional program.
- Prior to introducing any animals into the classroom, teachers shall be certain that: students and school personnel are not allergic to their presence; the animals are free from any diseases or parasites; the animals will present no physical danger to students, and students are instructed in the proper care and handling of the animal.

- All pets brought to school must have their vaccination shots unless they are too young for required shots. If an animal constitutes a health risk or a student or staff member suffers from an allergy that is aggravated by the presence of the animal, the animal must be removed.
- Care of the animal(s) is the responsibility of the classroom teacher.
- Animals shall be housed in suitable, sanitary self-contained enclosures appropriate to the size of the animal. Teachers will be responsible for ensuring enclosures are kept in sanitary condition. Animals are not to roam freely at school.
- Animals shall not be left in schools during holiday periods, and where practical, teachers responsible will make arrangements for their care in other locations.

Staff shall not bring their own household pets into district schools except for instructional purposes.

Animals are not to be transported on school buses.

Animals are not allowed on school grounds during arrival and dismissal times, even on a leash, unless they are a therapy dog team approved by the district's therapy dog program team.

Professionalism

Teaching is a visible career and one which offers many opportunities for individuals to demonstrate their professionalism and to create a positive image of the individual and school. Teachers are encouraged to dress, act, and speak in a manner befitting of the education profession.

School Supplies

Resources in the community often purchase school supplies that are then available in each office for children who do not have supplies and are not able to get them. If a child in your classroom needs some things or everything on the school supply list, arrange for the child to obtain these items in a discrete manner. If we do not have what is needed please contact the principal for assistance in purchasing it. Don't hesitate to help your students get what they need! At Sunrise, school supplies can also be purchased at the school store.

Student Dress and Grooming

The students of the Sturgeon Bay School District should use good judgment in their dress and grooming. They should dress in a manner that does not present a danger to health or safety, advertise alcohol, tobacco or drugs, have slogans with vulgar, violent or sexually suggestive themes or signify gang affiliations or cause interference with classroom order. Questions have arisen regarding the appropriateness of wearing "baggies" – low hanging pants or trousers. We will follow the same policy as the middle school & high school – trousers/pants are to be **worn at the waist**. The wearing of long, oversized shirts to conceal the waistline is not an acceptable alternative. All shirts or blouses must cover the midriff, have a minimum of 2 inch straps, and expose no cleavage. Backless or strapless shirts/tops are not permitted. Undergarments should not be visible. Shorts or skirts may be worn to school. They must be of appropriate style and length (extend to mid-thigh). Long sleeve shirts must be available to be worn at school from November – March as building temperatures vary. Caps, hats of any kind, or bandanas are not to be worn in any school building. Oxford style lace or Velcro tennis shoes with soft gum rubber soles are required for physical education and are the preferred tennis shoe for general school wear. This type of shoe provides good traction and serves as a safety measure. Tennis shoes with retractable rollerblades are not allowed. All clothing should be marked for easy identification. At the close of the school year any items that remain in a lost & found bin will be donated to charity.

Teachers will arrange for children without all appropriate outdoor attire to bring reading materials to the lunchroom and be supervised there during the lunch recess. The teacher is also responsible for contacting the parent should this be a reoccurring concern for a child. Referrals might also be made to "Clothe My People."

Transfer Students

Contact the elementary secretary when a transfer is known. Procedure, regarding records, to be followed when a student transfers out of the district:

- The progress record will be updated to include days present, tardies, date of withdrawal and the teacher's name.
- A Pupil Transfer Summary is completed by the classroom teacher. One copy goes with the student to the new school and one copy goes into the behavioral record folder.
- Original progress reports are to be collected from all areas and placed in the behavioral folder. The complete behavioral record folder is forwarded to the elementary secretary within two days of the child's withdrawal.

If a child moves out of the school district, the following ideas may be helpful, not only for the child who is moving away, but also for the needs of the students left behind:

- Allow time for good-byes.
- Encourage the student to write back to the class – a self-addressed, stamped envelope could be a going away project – booklet, autographed rock or T-shirt, video.
- Structure activities that stress the positive aspects of the move. Examples: Social Studies - view a map of the new community. Reading - read a story about moving, new friends.

Children can be affected positively and/or negatively by transfer to a new school. The following suggestions may be helpful in providing for a successful transition into our school:

- With assistance from other staff members, arrange for unhurried, positive first meeting. Your first five (5) minutes with a new student are the most important five (5) minutes with him/her! Ask for assistance from a school aide, counselor or principal, if necessary.
- Make certain a desk, books, and other materials are available upon arrival of the child.
- Prepare other children for meeting, accepting and including someone "new".
- Be alert to any suggestions of poor adjustment; psychosomatic illnesses, etc.
- Maintain regular contact with the student's parents to minimize any problems that may occur, and to promote home/school communication.

Truancy

1997 Wisconsin Act 239 became effective June 18, 1998. This act includes the following (please note that only significant and relevant changes are listed):

- Changes the definition of "habitual truant" to "pupil who is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a semester."
- Allows that parents may excuse a child for not more than 10 days per school year.
- Once notified, the parent must meet with school personnel within 5 school days (may be an additional 5 days by mutual consent.) If the meeting is not held within 10 days, court proceedings may be initiated without the meeting.
- The parent or person in control of a child who fails to attend school regularly may be fined not more than \$500 or imprisoned for not more than 30 days or both (first offense.) For second and/or subsequent violations, the person may be fined \$1000, imprisoned for 90 days or both.
- The court may also order: community service, counseling at the responsible party's expense, and the parent/guardian's attendance at school with the child.
- Suspension of the student's driving privilege for up to one year (raised from 90 days.)
- As of January of 2010 this truancy policy also applies to students enrolled in kindergarten.

Section 5 Behavior Management

Assembly Behavior Expectations

Please review appropriate audience etiquette prior to each assembly your class attends. Common expectations include the following:

- No talking or whispering when someone is addressing the large group!
- Audience members may laugh or respond when appropriate. We want students to enjoy the activity. However, there are to be NO private conversations going on during an assembly. Student behavior may not disrupt or distract others.
- Students are to sit still and sit on their bottoms. If your classroom uses carpet squares, students may bring them for comfort and “spacing.”

Any staff member who sees or hears a student misbehaving or talking is asked to immediately deal with the situation. Move yourself next to the student/s, move the student/s next to you or remove the student from the room as appropriate. Attendance at special assemblies is a privilege not to be abused.

Bullying

The Sturgeon Bay School District strives to provide a safe, secure, and respectful learning environment for all students in school buildings, on school grounds, in school buses, and at school-sponsored activities. Bullying has a harmful social, physical, psychological, and academic impact on bullies, victims, and bystanders. The district consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process.

By definition, bullying is deliberate or intentional behavior using words or actions intended to cause fear, intimidation, or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic such as, but not limited to, age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status.

Bullying behavior can be:

- Physical (e.g., assault, hitting or punching, kicking, theft, or threatening behavior)
- Verbal (e.g., threatening or intimidating language, teasing or name-calling, or racist remarks)
- Indirect (e.g., spreading cruel rumors, intimidation through gestures, social exclusion, or sending insulting messages or pictures by mobile phone or using the Internet).

Bullying behavior is prohibited in all schools, buildings, property, and educational environments including any property or vehicle owned, leased, or used by the district. This includes public transportation regularly used by students to go to and from school. Educational environments include, but are not limited to, every activity under school supervision.

Any student or other concerned individual who is either a victim of the bullying or is aware of the bullying is encouraged to report the conduct to the principal or school resource officer. Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously, and a clear account of the incident will be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report. There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action.

The principal, school resource officer, or designee shall within one school day interview the person(s) who are the victim(s) of the bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report. Parents and/or guardians of each student involved in the bullying will be notified prior to the conclusion of the investigation. The district shall maintain the confidentiality of the report and any related pupil records to the extent required by law.

If after investigation it is determined that a student participated in bullying behavior or retaliated against anyone due to the reporting of bullying behavior, the district administration and Board of Education may take disciplinary action including, but not limited to, suspension, expulsion, and/or referral to law enforcement officials for possible legal action as appropriate.

Corporal Punishment

Corporal punishment is not permitted by Board of Education (Policy JGA). This does not preclude the use of physical force for self-defense or in instances when physical restraint is necessary to protect the student from further injury.

End of Day Supervision

In an effort to keep our children safe, please follow these procedures at school dismissal time:

- Persons on “door duty” will supervise the children as they leave the school building. These persons will supervise the sidewalk area and bus loading areas.
- When children get on to a school bus they will stay on the bus. If the child asks to get off the bus for any other reason (i.e. needs to retrieve something from within the school, needs an emergency bathroom stop or is confused as to where he/she is to travel to on that day) the bus driver will alert the person on “door duty” for assistance.
- A child may be dismissed from the bus to a parent or other guardian if the parent or guardian comes directly to the bus to get a child.
- When bus loading is completed the person on “door duty” will signal to bus drivers that the busses may leave the loading area.
- All students who are picked up by vehicle will be dismissed from the building only after all busses leave the loading area unless the parent or guardian comes to the school building to pick up a child.
- Students who walk or ride bikes will be dismissed from the building as the area clears of buses and vehicles. Persons on “door duty” will also remind students who ride bikes to “walk” their bikes on sidewalks adjacent to the school.
- Staff members have been assigned “door duty” responsibilities. Responsibilities begin at 2:30 and end at approximately 2:50 PM but not until students have left the entries and sidewalk areas. Should a staff member have a conflict on a given day, please ask a colleague to exchange days with you.
- Students who are not picked up by their parent return to the supervision of their classroom teacher until the parent does pick the child up. If the parent has not arrived by the end of the teacher’s contract day, then the teacher will notify the principal that assistance is needed.

General Expectations Regarding Behavior Management

Students are expected to behave according to their school’s PBIS Matrix.

Use of PBIS procedures and routines are expected throughout each elementary school. Students will be taught expected behaviors through the use of “Cool Tools”. It is the classroom teacher’s responsibility to build a classroom matrix with students and use it to monitor student behavior. Teachers are required to have a system of recording minor behavior infractions and to utilize the Office Discipline Referral for all major behavior incidents. Whenever an ODR is completed the classroom teacher must contact the parent to discuss the incident. DR data will be recorded in SWIS and this data will be analyzed by each grade level team on a regular basis. The use of additional teaching will be determined using this data. It is essential that each staff member have an understanding of the definitions of behavior infractions and the flow chart to be used for handling behavior problems. Any severe incidents or questions should be referred to the building coordinator or principal.

All staff members are asked to give all students frequent specific feedback regarding their behaviors and attitudes - positive feedback when we witness helping, sharing, polite conversation, good manners, walking, etc. and constructive feedback when we see teasing, hurting, shouting, poor manners, running, etc. **All staff members have a responsibility to support the behavioral education of all students.** We are a community.

Specialists and Associates

Specialist teachers and instructional associates are also expected to utilize the school-wide PBIS system for behavior.

Emotional Behavioral Disabilities Programming

Behavioral issues regarding a student in an Emotional Disabilities program should be dealt with as per the student's IEP and individual behavioral management plan. The EBD instructor will share behavior plans with staff on an as needed basis.

Suspensions and Expulsions

Only the principal may suspend a student from school. Emergency and short-term suspensions from class will be handled by the principal or her designee at a teacher's request. Teachers are cautioned not to enter a precarious position by issuing a statement to the effect that a student will never be permitted back in class.

A suspension is a temporary suspension of a student from his/her classes and activities by the superintendent or principal for disciplinary reasons or for the good of the group. It cannot continue indefinitely. At the end of a suspension, a student must either be returned to school or expelled from school. Due process must be accorded the student involved in a suspension. Suspended students must be allowed to make up work and assignments missed during the suspension on the same terms as other absences from school.

An expulsion is the complete severance of the student from all rights to participate in the programs of the school. Only the Board of Education has the power to expel.

Student Code of Classroom Conduct

Student conduct in the classroom shall be governed by the rules and provisions of the Code of Classroom Conduct developed for each school in consultation with a committee of School District residents that consists of parents, students, members of the School Board, school administrators, teachers, pupil services professionals, and other residents of the School District who are appointed to the committee by the School Board. Each school's Code of Classroom Conduct shall be adopted by the School Board (5500).

Positive Behavioral Intervention & Supports (PBIS)

Positive Behavioral Intervention & Supports (PBIS) is a proactive approach to school-wide discipline. It focuses on creating and sustaining strategies for achieving positive social and learning outcomes while preventing problem behaviors. PBIS uses a collaborative team approach to analyze and respond to discipline-related behavioral patterns. Each elementary school has three explicitly stated school-wide expectations (e.g., Be Safe, Be Responsible, Be Respectful). Teaching matrices are developed to teach rules and procedures aligned with these expectations for the classroom and other settings in the school (hallway, lunchroom, playground, etc.).

A major initiative at the elementary level is a PBIS framework which includes proactive strategies for defining, supporting, and teaching appropriate behaviors to create positive learning environments. Attention is focused on sustaining a multi-level system of support to enhance student learning. Students often need encouragement and new skills to improve their behavior and assistance in learning to do so. School staff recognizes that maintaining and changing student behaviors involves a continuum of acknowledgements, supports, and interventions. A multi-level system of supports includes a general curriculum enhanced by acknowledgments of positive behaviors, and clearly stated expectations that are applied to all students. Targeted or intensive interventions are added for students who do not respond to universal efforts and require additional support.

Students spend the majority of their time in classroom environments where behavior is expected to meet the high standards set by the School District of Sturgeon Bay. While most discipline matters are managed in the classroom, some student behavior is managed by the administration through an office referral that may result in interventions or consequences based on the nature of the violation of Board policy or the Code of Student Conduct. Parent/guardian involvement is critical to the creation of safe and orderly environments. Parent/guardian notification is desired at all levels of interventions and consequences, but it is required whenever there is the possibility that a student may be removed from the school environment.

Students who violate the Code of Student Conduct may be removed from their current educational setting and receive instruction in an alternate setting within the school building. Removals during an In School Intervention are not considered a suspension from school and do not count toward the cumulative days of removal. Parents should be notified in writing of an In School Intervention. Severe behavior or chronic misconduct that has created a substantial barrier to learning for others may result in the student's removal from their current educational setting.

Behavior that extends beyond an In School Intervention will be handled following the Sturgeon Bay Elementary Schools In School/Out of School Suspension guidelines as described below.

In-School/Out-of-School Suspension Guidelines

In order to maintain a healthy and safe learning environment for all students:

- 1) The following in school behaviors may result in in-school suspension, as determined by the administrator and or his/her designee. The administrator will inform the parent/s.
 - a) Significantly disruptive behavior (longer than 10 minutes in classroom) third (or more) incident of threatening behavior (gesture such as raised hand or clenched fist or verbal harassment or name-calling, bullying or threatening statement such as "I'll get you" or "You'll be sorry")
 - b) An incident of violent action (aggressive hitting, pushing, tripping, biting, or kicking that causes no serious physical harm, bruise or injury)
 - c) Repeated violations of the student code of classroom conduct
- 2) The following behaviors in school activities may result in out-of-school suspension, as determined by an administrator. The administrator will contact the parent/s. A conference with student & parent will be held upon return to school.
 - a) Failure to comply in an in-school suspension setting
 - b) Significantly disruptive behavior (longer than 20 minutes cumulative)
 - c) Severe threatening behavior (verbal bullying or threatening statement that is more specific and detailed and/or includes a specific plan rather than just an angry reaction, such as "At recess I'm going to take my pencil and poke your arm" or "I'm going to beat you up on the way home from school" or an attempt to follow-through on a threat
 - d) Repeated incidents of violent action (aggressive hitting, pushing, tripping, biting, or kicking that causes no serious physical harm, bruise or injury)
 - e) Severe physical violence (physical contact that results in a mark that lasts longer than 15 minutes, a bruise, an injury, or draws blood)
- 3) Serious behaviors in school activities may result in out-of-school suspension, as determined by an administrator. A referral to the police liaison officer or police department may occur if a pattern of serious behavior develops. The administrator will contact the parent/s and police in such situations. A conference with student & parent will be held upon return to school.

Please visit <http://dpi.wi.gov/sites/default/files/imce/sspw/pdf/schldscplnqa.pdf> for information regarding frequently asked questions about school discipline.

Section 6 Instruction

Curriculum

The official written curriculum of the district is documented using unit planning templates stored in grade level shared drives in Google Drive. Unit planning templates include the following categories:

- Course
- Standards and Benchmarks
- Report card language
- Unit title
- Learning Targets
- Success Criteria
- Links to Evidence tasks
- Grade level progressions

All teachers will be trained in the use of unit planning templates and collecting evidence through the use of formative assessments, and are expected to keep unit planning files up to date.

Elementary Literacy Curriculum will include; Lucy Calkins Units of Study in Writing grades K-5, Harcourt-Houghton Mifflin Journeys CC Edition for Grades K-2 Reading, and Lucy Calkins Units of Study for Reading Grades 3-5.

Math Expressions is the Universal Curriculum for Math Instruction.

Duties of Classroom Teacher

Through their preparation of lessons and activities, classroom teachers determine, in large measure, the success or failure of substitute teachers. It is the responsibility of each classroom teacher to have available current lesson plans which include a clear statement of the daily objective and procedures, the test and page numbers of the subject matter under consideration, and the assignments to be corrected and/or made.

In addition, each classroom teacher should have developed a special folder for the substitute teacher that is kept with the lesson plan book in a place easily accessible to the substitute. The folder should contain special activities and exercises, which could be used by the substitute to extend or supplement the daily lesson plan.

The substitute teacher folder should also contain:

- Daily schedules and procedures.
- Lesson plans.
- A current seating chart if students are assigned to specific seats.
- The procedures for the checking in and out of necessary supplies and books, and the location of these materials.
- A schedule of special activities or services and students involved.
- A list of students to call on to help with routine classroom responsibilities.
- A list of detailed classroom procedures and rules or policies that the teacher expects students to follow.
- An updated list of any medication that must be administered to students including:
 - Location of medication
 - Names of students, times, and dosages to be administered.
 - Person to contact in administering the medication (NOTE: the school secretary administers all medications. No substitute teacher shall dispense medication to a student).
- The teacher's duty schedule such as corridor, study hall, playground, and other assigned supervision, and fire/tornado drill responsibilities.
- A school information sheet that outlines general school procedures, schedules, rules, and use of materials and equipment.

- A list of critical material and its location. If appropriate, a list of supplies and materials the students should not handle when under the supervision of a substitute.

Substitutes will find that regular staff members will provide cooperation and assistance if asked.

Duties of the Substitute Teacher

Substitute teachers are an important part of the work we do each day. To help our substitute teachers have a successful teaching experience, they should do the following:

- Report to the school office. Each school will give the substitute further directions as to their check-in procedures.
- Observe the regular work hours, schedules, and responsibilities of the teacher. Substitute teachers are expected to remain in the building until the regular faculty dismissal time, unless released by the building administrator. Each elementary school may have a slightly different schedule due to busing and/or other special circumstances. If you are not certain of the exact time schedule in the building, you should inquire of the person calling you or contact the individual school office.
- Examine the substitute teacher's folder for procedures for lunch and attendance counts, the teaching schedule and a seating chart as outlined under "Duties of the Classroom Teacher."
- Follow the objectives and lesson plan sheets as closely as possible. If plan sheets are not available, make this known to the building administrator.
- Write your name on the board as a manner of introduction.
- Leave a note at the end of the day describing the work accomplished and/or assigned and listing any questions or difficulties that may have occurred. Include all information that will be important to the classroom teacher in resuming the instructional program and daily activities.
- Leave the classroom in good order.
- Report to the school office before leaving the building to determine if your services will be needed the following day.
- Return any keys issued to you.

Under no condition is it permissible for the substitute teacher to use corporal punishment. This does not preclude the prudent use of physical force as a means of self-defense or to prevent injury to you, others, or the property of others. Substitute teachers should ask each building administrator for discipline procedures specific to his or her school.

Educational Philosophy

The School District of Sturgeon Bay believes that a school system has an obligation to continually strive to instill in each individual, according to his/her abilities, the knowledge, skills, attitudes, and values necessary for effective living in a free and changing society based on the rights and responsibilities of our American heritage.

It is the aim of this school district to provide a diversified program of educational experiences to youth, and to cooperate with the home, church, and community to promote the development of individually different but effectively-educated citizens.

Within the classroom, emphasis should be on the development of fundamental skills and knowledge, as well as on breadth and depth of materials according to the student's ability. This can best be accomplished through a varied and flexible curriculum presented in surroundings that promote good work and study. The needs of the students, their parents, and the community demand an honest appraisal of student ability, flexible learning programs, and a healthy respect for learning itself. Likewise, recognition of the obligation to stimulate the ability to think objectively, to draw conclusions, and to make decisions is accompanied by an awareness of significant and desirable social and personal values.

Instructional Models

The School District of Sturgeon Bay follows the Danielson Framework for Teaching. Each teacher is expected to know and use the framework:

- Domain 1 – Planning and Preparation
- Domain 2 – The Classroom Environment
- Domain 3 – Instruction
- Domain 4 – Professional Responsibilities

Lesson Plans

All teachers are expected to write weekly lesson plans. Lesson Plans should be prepared with enough detail so a substitute is able to follow them. Probationary staff and staff on the evaluation cycle are required to utilize the GANAG lesson template in at least one subject area. Probationary staff will turn lesson plans weekly to their principal. All staff must have viable lesson plans included in their substitute folder housed in the school office.

Lifelong Learning Standards

Complex Thinking Standards

- Effectively uses a variety of complex reasoning strategies
- Effectively translates issues and situations into manageable tasks that have a clear purpose

Information Processing Standards

- Effectively uses a variety of information-gathering techniques and information resources
- Effectively interprets and synthesizes information
- Accurately assesses the value of information
- Recognizes where and how projects would benefit from additional information

Effective Communication Standards

- Expresses ideas clearly
- Effectively communicates with diverse audience
- Effectively communicates for a variety of purposes
- Creates quality products

Collaboration/Cooperation Standards

- Works toward the achievement of group goals
- Effectively uses interpersonal skills
- Contributes to group maintenance
- Effectively performs a variety of roles

Habits of Mind Standards

- Self-regulation
 - Is aware of own thinking
 - Makes effective plans
 - Is aware of and uses necessary resources
 - Is sensitive to feedback
 - Evaluates the effectiveness of own actions
- Critical thinking
 - Is accurate and seeks accuracy
 - Is clear and seeks clarity
 - Is open-minded

- Restrains impulsivity
- Takes a position when the situation warrants it
- Is sensitive to the feelings and level of knowledge of others
- Creative thinking
 - Engages intensely in task even when answers or solutions are not immediately apparent
 - Pushes the limits of own knowledge and abilities
 - Generate, trusts, and maintains own standards of evaluation
 - Generates new ways of viewing the situation outside the boundaries of standard conventions

District Mission Statement

The School District of Sturgeon Bay, in partnership with the student, family, and community, will provide diverse educational opportunities for the development of informed, knowledgeable citizens and successful lifelong learners.

Elementary Vision Statement

Sturgeon Bay Elementary Schools are committed to cultivating and maintaining a learning community in which:

Collaboration is the norm.

There is a clear and shared focus on student learning. Expectations for meeting standards, academically and socially, are high. Staff is highly qualified, dedicated and passionate about the role they play in the education of our students. Leadership fosters mutual respect and trust.

The instructional program is student-centered and research-based.

Teachers know and understand individual learning needs and styles and actively adapt instructional practice to ensure success. Curriculum, instruction, and assessment align with district and state standards.

Students are confident, self-motivated and eager to learn.

Classrooms are inviting and interactive places where students and staff exhibit a positive attitude, are purposefully engaged and feel included. Respect is evident. All feel safe and supported.

Communication is open and diversity is honored.

School, family, and community partnerships are encouraged. Everyone understands and actively works toward achieving the shared goal of student success. Parents and community members perceive our schools as warm and inviting.

Substitute Folders

An updated Substitute Teacher Folder must be on file in the respective school office. The following should be included: classroom schedule, discipline plan, and memo from the principal regarding student behavior, classroom opening procedures, location of student name tags, physical/medical problems of students, including medication instructions, and any other pertinent information.

Technology Use

Teachers are encouraged to use the technology resources of the district to explore educational topics, conduct research, and communicate with others in order to further the mission of the district. As the district will frequently rely upon email to disseminate information, teachers are responsible for checking and reading their email at least once per school day. Email access is also available outside the building via the web interface.

Teachers should note that email and telecommunications are not entirely secure and that the district at all times retains the right to review files and communications in order to maintain system integrity and ensure that users are using the system responsibly. Communications over the networks and files stored on district servers are not private.

Inappropriate use of district technology may lead to disciplinary action that may include termination of employment with the district.

Textbook Register

All textbooks are to be numbered, and a specific book should be assigned to each student. Teachers are responsible for keeping a record of all textbooks issued to students and to hold students accountable for missing or damaged textbooks issued to them

Section 7 Assessment and Records

Anecdotal Records

Classroom teachers are to document and date concerns about students and keep on file. Any one incident may be insignificant, but several may provide needed information at a future date. At the close of each school year consult with the building principal regarding any and all personal documentation in order to determine if it should be kept or shredded.

Cumulative Records

The cumulative records of students are filed in each school office and are available to all teachers. Teachers are encouraged to check these records to learn more about students and to better meet their educational needs.

To review a student's records record your name and date on the orange form in the file. Check the file out by signing the checkout form (ask the secretary if assistance is needed). All material reviewed is confidential, and misuse of the records is grounds for termination of employment with the School District of Sturgeon Bay.

Progress Report Comments

Please be clear in expressing your concerns about academic skill and lifelong learning development in Progress Report comments. State them in the form of goals and expectations, not personal criticisms. Word choice is very important. Progress Reports become part of a child's permanent file. Please refer to the following list of possible examples (this is not intended to be all-inclusive; ideas may be edited, revised, etc.):

- Let's work together to help your child improve in ...
- Daily reading at home will help support your child's reading development.
- Please review your child's homework notebook daily. He/she appears to need support in developing routine study habits.
- Please support your child in the area of ...
- Let's set higher expectations in the area of ... I'm sure he/she can succeed!
- Let's work together to help your child develop organizational skills needed.
- I will work with ... to improve ... please support this at home.
- Improvement is needed in the area of ... Let's work together to make it happen this next quarter!
- I will expect ... to follow our classroom rules. Please support his/her efforts.
- Let's work together to help ... accept mistakes as tools for learning.
- Let's focus on the "quality" of work completed this next quarter.
- Please encourage ... practicing oral speaking more distinctly.
- Many of ...'s mistakes are due to the speed at which he/she completes work. Please encourage him/her to slow down and recheck work.
- Let's work together at school and home in developing ...'s ability to listen to and follow directions.
- ... needs to strengthen skills in ...
- Let's help ... show greater respect for the viewpoints of others.
- Let's help ... display more socially acceptable behavior and find greater social acceptance.
- ... is learning to share and listen. Let's continue to acknowledge these efforts.
- Let's help ... learn strategies in using time wisely.
- ... has shown improvement in academic work, let's focus on the development of more self-control.
- ... needs to be a better listener, which will enable him/her to follow directions more promptly.
- Let's help ... be less impulsive and better at thinking before acting!
- Please encourage ... being less aggressive on the playground.
- Let's work toward more active participation in class discussions. He/she has great ideas to be shared.
- ... appears timid about asking for help. Please encourage him/her to see information needed.
- The following suggestions might help ... in the area of ...

- Please help ... learn the school safety rules.
- Let's work with ... to develop cooperative skills for working in groups.
- ... needs to work more democratically with others in a group.
- ... must improve work habits to gain academic success.
- Please review ...'s written work and encourage neatness.
- Let's help ... focus on accuracy in assignments.
- Let's work together to help ... remain on task until he/she completes a task.
- Please work with ... at home on the completion of 2-step directions.
- Let's discuss strategies to help ... complete assignments and turn them in on time.
- Improved organizational skills will help ... with academic work.
- Let's encourage ... working more independently, rather than relying on peers. He/she can do it!
- Let's work together to help ... answer when called to allow all students in the room turns.
- Please encourage ... sitting appropriately through task completion at home.
- Let's work together in helping ... demonstrate appropriate behavior when angry.
- Please remind ... that he/she needs to follow the direction of all school personnel

Student Records

Student files are available to the following people: Administrator, teacher, counselor, psychologist, specialists, and elementary secretary. All others gaining access must have a signed release on file.

Parents have the right to inspect the records of their child. The parent is to contact the building principal to make this request. The principal will view the records with the parent to answer questions or make requested copies, for which there will be a nominal fee.

Please see the table on the following pages for a listing of various types of student records.

Pupil Records - Categories

Progress Records (primary file for all students)

Includes:

- Courses
- Grade/progress reports
- Transcripts
- Registration form/directory info
- Extracurricular activities
- Attendance record
- Immunizations records*
- Lead screening records*

Storage:

- Manila file
- Managed and stored in individual building offices up to 5 years after graduation
- Transcripts are kept indefinitely

**These records are progress records. District may provide a copy of immunizations to parents upon graduation but still must maintain these records for at least 5 years.*

Behavioral Records

General Behavioral Records (secondary file for all students)

Includes:

- District achievement/ability tests/results (WKCE, SRI Lexiles, etc.)
- Behavioral/incident reports both paper and electronic
- Developmental history form
- Shared emails, notes, reports
- Guidance/career checklists
- 504,SCT reports & accommodation plans
- Home language survey
- "Alert to addition file" insert sheets
- Consent/permission forms
- Screening/evaluation reports for students not found eligible for spec ed
- District (non-spec ed) evaluations/reports
- Disciplinary notices/reports
- Student profiles/learning plans
- Other items not appropriate for other files
- Green alert sheet** for spec ed file

Storage:

- Yellow file
- Managed and stored in individual building offices up to 1 year after graduation

Pupil Physical Health Records

Includes:

- Emergency medical cards
- Accident reports
- Physical exam cards
- 1st aid/med. logs
- Medical authorization form
- Dental/vision/hearing forms

Storage:

- Yellow behavior file
 - Managed and stored in building office for up to 1 year after graduation
-

- When in doubt, put in red file/patient health care file

Special Education Records

(separate behavior record file; add green alert sheet** to behavior file)

Includes:

- Sign-in sheet
- All paperwork generated by a referral and related to spec ed once eligible
- All follow-up paperwork of eligible spec ed student & IEPs
- All SEEDS forms
- Teacher disability related documentation/reports
- Disciplinary reports if related to disability
- Consent forms
- State compliance checklists/reports
- Specialists' reports
- Yearly progress reports
- Disability-related checklists/observations/teacher reports

Storage:

- Separate files and location
- Managed and stored in pupil services office 1 year or up to 5 years after transfer or graduation if consent received

Law Enforcement/Court Records

Includes:

- Records received under Wis. Stats. SS 48.396 or SS 938.396(1) must be treated as pupil records

Storage:

- Envelope with label "Court Records/Confidential" stored in yellow behavior file
- Managed & stored by building principal and/or qualified designee's office up to 1 year after graduation sent on if the student transfers

Patient Health Care Records

(separate behavior record file)

Includes:

- Sign-in sheet
- IHPs (individual health care plans)
- Medical reports/documentation
- Specialists health reports
- Medical consent forms
- MA info/documentation
- Reports referencing diagnosis
- Accommodation plans referencing medical issue
- Parent information referencing medical issues/diagnoses
- Medical logs/conversation notes
- Supporting documentation by health care providers
- All pupil records containing information about health other than pupil physical health

Storage:

- Separate red file
- Stored in building offices and managed by school nurse or qualified designee for 1 year or up to 5 years after graduation if consent received
- Sent in sealed container when student transfers with label that says " *CONFIDENTIAL: To be accessed only by a health care provider or other person acting under the supervision of a health care provider or someone with specialized medical training and/or certification.*"

Section 8 Supervision, Evaluation and Staff Development

Supervision and evaluation of teaching staff will be conducted using the Danielson Framework in My Learning Plan. Educator Effectiveness Mentors are available in each building to assist in the process.

Please see the timeline below. Support staff will be evaluated by the principal or her designee.

Reimbursement

Partial hotel and meal reimbursements may be paid to staff members attending approved conferences. Reimbursement rates will be as per a schedule adopted by the Superintendent. No expenses for these expenses or classroom expenses will be paid without a voucher that includes proper receipts for accounting purposes.

Educator Effectiveness Timeline

Date	Summary Year	Supporting Years
During September	<ul style="list-style-type: none"> Teacher completes self-review in My Learning Plan Teacher develops SLO and PPG; enters information in My Learning Plan 	<ul style="list-style-type: none"> Teacher completes self-review in My Learning Plan Teacher develops SLO and PPG; enters information in My Learning Plan
Beginning October 1	<ul style="list-style-type: none"> Principal reviews SLO and PPG in My Learning Plan; teacher revises, if necessary 	<ul style="list-style-type: none"> EE mentor or PLC teams review SLO and PPG in My Learning Plan; teacher revises, if necessary
From October 1 - April 1	<ul style="list-style-type: none"> Principal completes one observation and at least two mini-observations 	<ul style="list-style-type: none"> Principal completes at least one mini-observation
*From January 1 - February 1	<ul style="list-style-type: none"> Principal completes mid-year review including mid-year review of SLO and PPG 	<ul style="list-style-type: none"> PLC teams complete mid-year review including mid-year review of SLO and PPG
By April 1	<ul style="list-style-type: none"> Principal distributes Summary of Professional Practice document Teacher completes artifacts collection (paper binders or electronic files) 	<ul style="list-style-type: none"> Principal distributes Summary of Professional Practice document Teacher may choose to complete artifact collection (paper binders or electronic files); Summary of Professional Practice document is required for teachers in Supporting Years
By May 1	<ul style="list-style-type: none"> Teacher submits completed Summary of Professional Practice document, unless previously included in artifact collection Teacher finalizes SLO and PPG in My Learning Plan 	<ul style="list-style-type: none"> Teacher submits completed Summary of Professional Practice document Teacher finalizes SLO and PPG in My Learning Plan
By May 31	<ul style="list-style-type: none"> Principal completes end-of-year review 	<ul style="list-style-type: none"> PLC teams complete end-of-year review

** The mid-year SLO review scheduled for January 1 – February 1 may be moved for those teachers who use an SLO timeline other than the full school year. For example, high school teachers using a 9-week term timeline will have a mid-period review at approximately 4 weeks.*

Section 9 Parents, Family and Community

Community Service Learners

Our district's Service Learner Program coordinator will forward information to faculty regarding our responsibilities when hosting a high school service learner. Please contact the Service Learner Program coordinator with concerns or questions.

Staff members who supervise the students are to advise them where to park.

Fundraising

Any student fundraising campaign that takes place off campus must receive prior approval by the Board of Education. The purpose of this policy is to limit door-to-door selling by students. In-house fundraisers are permitted with the approval of the principal. Fundraisers involving food items must be in compliance with the district's Wellness Policy.

Those teachers or staff members who seek private business funding or donations in excess of \$100 must follow Board of Education policy and use the adopted form.

Home/School Communication

Teachers are expected to communicate regularly with individual parents regarding academic and behavioral concerns, positive as well as negative. Teachers are expected to send home informational newsletters at least monthly. These parent letters should include: past/future areas of instruction in your classroom, special interest topics, and other pertinent information. **Teachers are to give their principal a copy of each general communication to parents.** Written communication (teacher letters, Sloops, field trip permission slips, etc.) will be sent home in a special designated red Home/School Communication Folder provided by the PTO. It is the professional responsibility of each teacher to proofread all written communications to parents, and/or have a colleague proofread all communications. The "Quick Checks" can provide assistance to staff in their development of quality newsletters.

Homework - School Board Policy 2330

The Board of Education acknowledges the educational validity of out-of-school assignments as adjuncts to and extensions of the instructional program of the schools.

"Homework" shall refer to those assignments to be prepared outside of the school by the student or independently while in attendance at school.

Such work facilitates the development of good study and work habits and serves as a valid communication tool to parents.

The District Administrator shall develop administrative guidelines for the assignment of homework according to these guidelines:

- Homework should be a properly planned part of the curriculum to extend and reinforce the learning experience of the school.
- Homework should help students learn by providing practice in the mastery of skills, experience in data gathering, and integration of knowledge, and an opportunity to remediate learning problems.
- Homework should help develop the student's sense of responsibility by providing an opportunity for the exercise of independent work and judgment.
- The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the student and take into account other activities which make a legitimate claim on the student's time.
- As a valid educational tool, homework should be assigned with clear direction and its product carefully evaluated.
- The schools should recognize the role of parents by suggesting ways in which parents can assist the school in helping a student carry out assigned responsibilities.
- Homework should always serve a valid learning purpose; it should never be used as a punitive measure.

- Homework should be promptly evaluated

Parent Teacher Conferences

The purposes of the conferences are:

- To supplement the progress report and serve as another means of reporting to parents.
- To promote good relations between the home and the school through an interpretation of the school's program.
- To share information about students:
 - Success and accomplishments
 - Definitions of/and suggested solutions to problems
 - Concrete evidence of student progress

Suggestions for a successful conference:

- Review the student's record before the conference and note strengths and areas for growth. Specific examples are helpful. Arrange student information in a system that is easily communicated.
- Provide materials for parent use while they are waiting to meet with you.
- Greet the parent in a friendly, warm manner.
- Explain the purpose of the conference.
- Begin the teacher report with an explanation that the information being presented is a review of your observations of the student.
- Select the student's strongest attribute, move gently into problem areas, and close with an assurance that together success can be achieved.
- Point out the need to know that student as the parent sees him/her.
 - Be a good listener.
 - Ask for clarification.
 - Ask questions that direct the discussion to relevant topics.
 - Phrase questions to avoid "yes" or "no" answers.
 - Avoid defensive responses, educational jargons, being evasive, if you can't answer a question, say so.
- Review areas of information which parents usually seek.
- Avoid giving advice; substitute instead an analysis of the situation with a menu of solutions from which to choose.
- When a difference occurs between the school's observations and those of the parents, work with parent/guardian to identify and resolve the difference.
- Summarize the conference:
 - Review those recommendations agreed to by both parties.
 - Mention any unresolved issues which may need further discussion and/or action and who is responsible for which.
 - If necessary, set a date for continued communication.
 - End the conference on a positive note.
- Analyze the conference and document pertinent information.

PTO – Parent Teacher Organization

The Parent-Teacher Organization (PTO) supports the united efforts of home, school, and community on behalf of children. Participation helps parents become better acquainted with the schools and more informed about educational programs. Meetings are generally held quarterly; specific dates, times and locations will be published in the Sloop. The PTO agenda will include a short time period for parent advisory issues. Parent opinion is welcome and valued in determining school programs and activities.

The PTO is responsible for:

- Room parents will arrange treats for various school functions and classroom parties.
- Fundraising events
- Open Houses

- Volunteer Services
- Back to School Nights

School Visitors – School Board Policy 9150

The Board of Education welcomes and encourages visits to school by parents, other adult residents of the community and interested educators. But in order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons into the schools, it is necessary to establish visitor guidelines.

The District Administrator or building administrator has the authority to prohibit the entry of any person to a school of this District or require a visitor to leave when there is reason to believe the presence of such person would be detrimental to the good order of the school. If such an individual refuses to leave the school grounds or creates a disturbance, the Principal is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.

Non-staff access to students and classes must be limited and only in accordance with a schedule which has been determined by the principal after consultation with the teacher whose classroom is being visited. Classroom visitations must be nonobtrusive to the educative process and learning environment and should not occur on an excessive basis.

Parent concerns about any aspect of his/her child's educational program should be presented through the procedure set forth in Board Policy 9130 - Public Complaints, a copy of which is available at the Board office and at each school.

The District Administrator shall promulgate such administrative guidelines as are necessary to protect students and employees from disruption to the educational program or the efficient conduct of their assigned tasks.

Individual Board members who are interested in visiting schools or classrooms on an unofficial basis shall make the appropriate arrangements with the principal. In keeping with Board bylaws, such Board member visits shall not be considered to be official unless designated as such by the Board.

The Board member shall be visiting as an interested individual in a similar capacity of any parent or citizen of the community. These visits should not be considered to be inspections nor as supervisory in nature.

If, during a visit to a school or program, a Board member observes a situation or condition which causes concern, s/he should discuss the situation first with the District Administrator as soon as convenient or appropriate. Such a report or discussion shall not be considered an official one from the Board.

All visitors to a school of the District must comply with the visitor rules as set forth in Board Policy 7440, Facility Security.

Revised 10/16/13

Revised 6/18/14

Volunteers

We welcome volunteers in our schools. Parents have the opportunity to volunteer with the classroom teacher, building principal, or Parent Teacher Group. Parents should not bring infants or preschool children along when they volunteer.

Staff members who work with regular volunteers are to advise them where to park. Any volunteer who will work on a regular basis with students must complete a background check through the district office.

Section 10 Special Needs

Children of Divorced Parents - Guidelines

The Sturgeon Bay Elementary Schools will maintain strict neutrality between parents who are involved in an action affecting the family, unless otherwise directed by Court Order.

Each family in such a situation shall be requested to provide the building principal with current information regarding any Court Order that provides specific rights to the child's parents. In the absence of a copy of the written Court Order, neither parent shall be deemed to have rights superior to the other parent. Either parent may provide the building principal with a certified copy of the most recent Court Order.

Unless directed otherwise in the most recent Court Order, both parents, custodial and non-custodial, are entitled to all grade reports, notices of school activities, disciplinary action, and teacher/principal conference appointments or summary. For the purpose of conferencing, both parents should be scheduled for the same conference time whenever possible.

Students will not be released to any person other than his/her custodial and residential parent or that person's spouse or individuals designated on the pupil's emergency card, without written permission of the custodial parent or joint custodial and residential parent.

A non-custodial parent with visiting rights may not visit his/her child enrolled in school during required school hours unless such a visit is expressly requested in a certified copy of the most recent Court Order and is on file with the school, or the custodial parent has consented in writing to such a visit and is approved by the building principal. A non-custodial parent may request a copy of his/her child's report card or other teacher dispensed materials.

Special Education Services

The School District of Sturgeon Bay offers comprehensive services to meet the needs of all disabled youth. According to state and federal laws, specific steps must be taken before a child can receive these specialized services.

The director of pupil services or the principal can provide more specific information about the process of referring a student for evaluation for special education services.

All teachers are expected to actively participate in the IEP team process when asked. Teacher input in these discussions and planning meetings for specific individuals is vital to the success of the special programs.

Section 504

The district will ensure students who are handicapped within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. A "qualified handicapped individual" is any person who: (1) has a physical or mental impairment which substantially limits one or more major life activities; (2) has a record of such an impairment; and (3) is regarded as having such an impairment. A 504-accommodation plan will be designed for each student according to individual need.

Students with the following physical or mental conditions may be found handicapped under section 504 (including, but not limited to): AIDS, allergies, asthma, recovering chemical dependent, ADHD, congenital defects, diabetes, the formerly handicapped, hepatitis B, hemophilia, obesity, pregnancy with medical problems, schizophrenia, retinitis-pigmentosa, temporary conditions, Tourette's syndrome, tuberculosis, dwarfism, epilepsy, and communicable diseases. Major life activities include caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Response to Intervention

The Sturgeon Bay Elementary Schools believe that increased student learning requires the consistent practice of providing high quality instruction matched to student needs. In a high-quality educational environment, student academic and behavioral needs are identified and monitored continuously by using documented student performance data, to make instructional decisions. Unique needs are addressed, parents are informed and involved, and all staff work toward the common goal of raising achievement. Response to Intervention (RtI) is a general education framework through which a school creates a high-quality educational environment by screening the needs of all students; differentiating core instruction for all students; applying research-based interventions to address specific needs of individual students; and continually monitoring progress to ensure success. High quality education requires collaborative efforts from all district staff, general educators and special educators to facilitate that process.

Please refer to the Elementary Response to Intervention (RtI) Handbook for more information

Section 11 Technology and Media

Changing Phone Setup Options

Please follow these instructions:

- Touch the message button on the faceplate of the phone.
- Enter your phone password.
- Listen to the **Voice Menu** options (some of which are listed below)
 - Touch 4 (Setup OPTIONS)
 - Touch 1 Greetings and Transfer
 - 1 Change Greeting
 - 1 To Rerecord
 - 2 To Turn off the Alternate Greeting
 - 3 To Edit other Greetings
 - 4 To Hear all Greetings
 - 2 Call transfer
 - Touch 2 Messages Settings
 - 1 Message notification
 - 3 Message playback
 - 4 Edit private list
 - Touch 3 Personal Settings
 - 1 Password
 - 2 Recorded Name
 - 3 Directory listing

A **Greeting** is the message *you have recorded*, that a caller hears while waiting to leave a message for you. The **Recorded** name is the name associated with the directory number and a caller will hear that name if a *Greeting has not been recorded*. The voice menu will instruct you through each change you desire to make. This is to guide you toward the options that are available.

Conference Calls from a 7960 Cisco Phone

Please follow these instructions:

- Dial the first party.
- After the first party answers, inform them they will be on hold while the other party is dialed. Push the More button for more options.
- Push the confrn (conference) button
- Dial the second party.
- Push the confrn button again to bring the first party back on line (they were automatically placed on hold while the second party was being dialed). Conference will be displayed when the call is in conference.
- Lay the handset on the desktop.
- Adjust the volume with the up/down arrows on the lower rt side of the phone.
- To end, inform the parties and hang up.

Duplication of Materials

Teachers are asked to use good judgment when copying classroom materials. Paper for individual classroom student publications requiring more than one ream of paper per publication must be ordered through the teacher's supply budget.

Copy 2-sided on a paper whenever possible. Make no "extra" copies unless needed.

All staff are expected to follow the Copyright law of the United States (Title 17 U.S. Code) which governs the making of photocopies or other reproductions of copyrighted materials. The person using copying equipment is liable for any infringement.

Color copiers are available in each school – please limit the use of color to final products or special projects. Color copies are extremely expensive.

Internet Access

Elementary students can now use computers for accessing and exploring information on the Internet. In the interest of maintaining computer ethics, all students using the Internet for any purpose while at school must have submitted a signed internet use and parent permission form before using the Internet. Intentional misuse of computers or technology will jeopardize student access to such equipment and be cause for disciplinary action. (Board Policies JQ, JQA and JQ-PF)

Keyboarding Instruction

Keyboarding Instruction will be delivered at grades 3-5 by a licensed business education instructor.

Laminating of Materials

Each building has a designated person to perform laminating duties. Please be sure to give adequate time for them to complete your tasks. No unauthorized use of the laminator is allowed.

Long Distance Phone Calls

All personal long distance phone calls must be made by using a personal credit card. Long distance phone calls for school business may be made by requesting a long distance code from the principal.

Remote Access to Voicemail

To remotely check your voicemail **from within the District**, do the following:

- Dial 3898*
- You will be asked for your ID#...(=ext#) dial your extension...ending with # example; 5824#
- When asked, enter your password as you normally would.

To remotely access your voicemail **from outside the District**:

- Dial (920) 746-3898*
- When asked for your ID, enter your extension plus the #sign example; 5824#
- When asked, enter your password as you normally would.

Note: If you receive a busy signal when dialing 3898*, that indicates the line is busy just like any other phone line...try again

SMART Boards

SMART boards are a technology resource available in all elementary classrooms. It is expected that teachers use the SMART board to enhance their daily instruction.

Software Requests

Software requests should be made through the budget process. The principal will forward approved requests to the library media specialist who will purchase the software.

Video/DVD/Movie Use

Movies shown in the classroom must be rated "G". If a movie rated "PG" is to be considered it must be pre-approved by the principal. If the principal approves, a permission slip must be sent home making parents aware of the movie rating.

Section 12 Board Policies and Procedures

Board of Education policies for the School District of Sturgeon Bay are located on the School website.

STURGEON BAY SCHOOLS

2021-22 Special Education

Policies and Procedures

Based on DPI model Revised July 2018

<http://dpi.wi.gov/sites/default/files/imce/sped/doc/policy-model.doc>

Lindsay Ferry
Director Special Education
1-920-746-2804

Approved by Sturgeon Bay School Board
June 16, 2021

lferry@sturbay.k12.wi.us

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Sturgeon Bay Schools Special Education Policies and Procedures

Preface

As a condition of funding under the Individuals with Disabilities Education Act (IDEA), local educational agencies are required to establish written policies and procedures for implementing federal special education laws. In addition, Wisconsin law requires local educational agencies to establish written policies and procedures for implementing state and federal special education requirements. *Sturgeon Bay Schools Special Education Policies and Procedures* has been developed to help local educational agencies meet their obligation to establish and implement special education requirements. A local educational agency may establish special education requirements by adopting the model policies and procedures. The document may also be used as a reference tool and for staff development activities to promote understanding of and compliance with special education requirements.

The state special education statutes, subchapter V, chapter 115, Wis. Stats., incorporate the statutory provisions of Part B of the IDEA. Local educational agencies in Wisconsin must also comply with IDEA's regulations. Therefore, the model policies and procedures are derived primarily from Wisconsin special education statutes and IDEA regulations. A small number of policies and procedures are derived from Wisconsin special education rules, chapter PI 11, Wis. Admin. Code. The underlying law can be found by using the following tools:

1. the table of contents to the IDEA Regulations found at 34 CFR Part 300, Vol. 71 Federal Register, No. 156 (August 14, 2006);
2. the table of contents of the state special education statute, Subchapter V, Chapter 115, Wis. Stats.; and
3. the table of contents for the state special education rules, Chapter PI 11, Wis. Admin. Code.

Definitions

For the purpose of these policies, the following definitions apply:

"Assistive technology device" means any item, piece of equipment or product system that is used to increase, maintain or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of that device.

34 CFR § 300.5.

"Assistive technology service" means any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device, including all of the following:

- evaluating the needs of the child, including a functional evaluation of the child in the child's customary environment;
- purchasing, leasing or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
- selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing assistive technology devices;
- coordinating and using other therapies, interventions or services with assistive technology devices, such as those associated with existing education and rehabilitative plans and programs;
- training or technical assistance for a child with a disability or, if appropriate, the child's family; and
- training or technical assistance for professionals, including individuals providing education and rehabilitation services, employers or other individuals who provide services to, employ or are otherwise substantially involved in the major life functions of that child.

34 CFR § 300.6

—"Business day" means Monday through Friday, except for federal and state holidays unless holidays are specifically included in the designation of business day.

34 CFR § 300.11

—"Charter school" means a school under contract with a school board under Wis. Stat. § 118.40, or with one of the entities under Wis. Stat. § 118.40(2)(2r)(b), or a school established and operated by one of the entities under Wis. Stat. §§ 118.40(2r)(b), 115.001(1).

—"Child" means any person who is at least three years old but not yet 21 years old and who has not graduated from high school and, for the duration of a school term, any person who becomes 21 years old during that school term and who has not graduated from high school, and includes a child who is homeless, a child who is a

ward of the state, county, or child welfare agency, and a child who is attending a private school.

Wis. Stat. § 115.76(3)

"Child with a disability" means a child who, by reason of any of the following, needs special education and related services:

- intellectual disabilities;
- hearing impairments;
- speech or language impairments;
- visual impairments;
- emotional behavioral disability;
- orthopedic impairments;
- autism;
- traumatic brain injury;
- other health impairments; and/or
- specific learning disabilities.

If the local educational agency determines through an appropriate evaluation that a child has one of the impairments listed above but only needs a related service and not special education, the child is not a child with a disability. "Child with a disability" may, at the discretion of the local educational agency and consistent with Department of Public Instruction rules, include a child who, by reason of his or her significant developmental delay, needs special education and related services.

34 CFR § 300.8; Wis. Stat. § 115.76(5)

—"Consent" means:

- the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication;

- the parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and

- the parent also understands the granting of consent is voluntary on the part of the parent and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive (i.e. it does not negate an action that has occurred after the consent was given and before the consent was revoked).

34 CFR § 300.9

—"Controlled substance" means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substance Act [21 U.S.C. 812(c)].

34 CFR § 300.530(i)(1)

—“Core academic subjects” means English, reading or language arts, mathematics, science, foreign languages, civic and government, economics, arts, history, and geography.

34 CFR § 300.10

—“Day” means calendar day unless otherwise indicated as business day or school day.

34 CFR § 300.11

—“Destruction,” as used in the section on confidentiality in these policies, means physical destruction or removal of personal identifiers from information so the information is no longer personally identifiable.

34 CFR § 300.611(a)

—“Division” means the Division for Learning Support: Equity and Advocacy in the Department of Public Instruction.

Wis. Stat. § 115.76(6)

—“Education records” means the type of records covered under the definition of “education records” set forth in the regulations implementing the Family Educational Rights and Privacy Act of 1974. See Appendix.

34 CFR § 300.611(b)

—“Elementary school” means a nonprofit institutional day or residential school, including a public elementary charter school that provides elementary education, as determined under State law. State law defines elementary grades as including K4-8th grade.

34 CFR § 300.13; Wis. Stat. § 115.01(2)

—“Equipment” means machinery, utilities, and built-in equipment, and any necessary enclosures or structures to house the machinery, utilities, or equipment; and all other items necessary for the functioning of a particular facility as a facility for the provision of educational services, including items such as instructional equipment and necessary furniture; printed, published and audio-visual instructional materials; telecommunications, sensory, and other technological aids and devices; and books, periodicals, documents; and other related materials.

34 CFR § 300.14

—“Evaluation” means procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs.

34 CFR § 300.15

—"Extended school year services" means special education and related services that are provided to a child with a disability and meet the standards of the State of Wisconsin. These services are provided beyond the normal school year of the local educational agency, in accordance with the individualized education program (IEP), and at no cost to the parents of the child.

30 CFR § 300.106(b)

"Free appropriate public education" means special education and related services that are provided at public expense and under public supervision and direction, and without charge, meet the standards of the Department of Public Instruction, include an appropriate preschool, elementary or secondary school education; and are provided in conformity with an IEP.

30 CFR § 300.17; Wis. Stat. § 115.76(7)

—"General curriculum" means the same curriculum as for nondisabled children.

34 CFR § 300.320(a)(1)(i)

"Hearing officer" means an independent examiner appointed to conduct due process hearings under Wis. Stat. § 115.80.

Wis. Stat. § 115.76(8).

"Highly Qualified Teacher" means that a person has met the Department of Public Instruction's approved or recognized certification, licensing, registration in which he/she is providing special education or related services, consistent with provision 34 CFR § 300.18.

—"Homeless children" has the meaning given the term *homeless children and youths* in section 725 (42 U.S.C. 11434(a)) of the McKinney-Vento Homeless Assistance Act, as amended, 42 U.S.C. 11431 *et seq.* See Appendix.

34 CFR § 300.19

—"Illegal drug" means a controlled substance but does not include such a substance that is legally possessed or used under the supervision of a licensed healthcare professional or that is legally possessed or used under any other authority under federal law.

34 CFR § 300.530(i)(2)

—"Include" means that the items named are not all of the possible items that are covered whether like or unlike the ones named.

34 CFR § 300.20

—"Independent educational evaluation" means an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child in question.

34 CFR § 300.502

—"Individualized education program" (IEP) means a written statement for a child with a disability that is developed, reviewed and revised in accordance with Wis. Stat. § 115.787, and 34 CFR §§ 330.320 through 300.324.

34 CFR § 300.22; Wis. Stat. § 115.76(9)

—"IEP Team" means a group of individuals described in Wis. Stat. § 115.78 that is responsible for evaluating the child to determine the child's eligibility or continued eligibility for special education and related services and the educational needs of the child; developing, reviewing, or revising an IEP for the child; and determining the special education placement for the child.

34 CFR § 300.23; Wis. Stat. § 115.78

—"Limited English Proficiency" has the meaning given the term in section 9101 (25) of the Elementary and Secondary Education Act (ESEA).

—"Local educational agency," except as otherwise provided, means

the school district in which the child with a disability resides, when the child attends a nonresident school district under Wis. Stat. § 118.51 (open enrollment) or § 121.84(1)(a) or (4) (tuition waiver), the district of attendance;

the Department of Health and Family Services if the child with a disability resides in an institution or facility operated by the Department of Health and Family Services; or

the Department of Corrections if the child with a disability resides in a Type 1 secured correctional facility, as defined in Wis. Stat. § 938.02(19), or a Type 1 prison, as defined in Wis. Stat. § 301.01(5).

Wis. Stat. § 115.76(10)

—"Native language," for individuals with limited English proficiency, means the language normally used by that individual. For children with limited English proficiency, the term means the language normally used by the parents of the child, except that in all direct contact with a child (including evaluation of the child), the term means the language normally used by the child in the home or learning environment. For an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that normally used by the individual (such as sign language, Braille, or oral communication).

34 CFR § 300.29; Wis. Stat. §. 115.76(11)

—"Nonacademic and extracurricular services and activities" may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities and employment by the public agency and assistance in making outside employment available.

34 CFR § 300.107

—"Parent" means any of the following:

- a biological parent;
- a husband who has consented to the artificial insemination of his wife under Wis. Stat. § 891.40;
- a male who is presumed to be the child's father under Wis. Stat. § 891.41;
- a male who has been adjudicated the child's father under subch. VIII of ch. 48, under subch. IIX of ch. 767, by final order or judgment of an Indian tribal court of competent jurisdiction or by final order or judgment of a court of competent jurisdiction in another state;
- an adoptive parent;
- a legal guardian;
- a person acting as a parent of a child with whom the child lives;
- a person appointed as a sustaining parent under Wis. Stat. § 48.428;
- a person assigned as a surrogate parent under Wis. Stat. § 115.792(1)(a)2; and
- a foster parent, if the right and responsibility of all of the aforementioned individuals to make educational decisions concerning the child has been extinguished by termination of parental rights, by transfer of guardianship or legal custody or by other court order; the foster parent has an ongoing, long-term parental relationship with the child; the foster parent is willing to make educational decisions required of parents under special education law; and the foster parent has no interests that would conflict with the interests of the child.

The biological or adoptive parent, when attempting to act as a parent of the child, must be presumed to be the parent unless that person does not have legal authority to make educational decisions for the child.

34 CFR § 300.30(b)

"Parent" does not include any person whose parental rights have been terminated; the state, county, or a child welfare agency if a child was made a ward of the state, county, or child welfare agency under ch. 54 or 880 or if a child has been placed in the legal custody or guardianship of the state, county, or a child welfare agency under ch. 48 or ch. 767; or an American Indian tribal agency if the child was made a ward of the agency or placed in the legal custody or guardianship of the agency.

34 CFR § 300.30; Wis. Stat. § 115.76(12)

"Person acting as a parent of a child" means a relative of the child or a private individual allowed to act as a parent of a child by the child's biological or adoptive parents or guardian, and includes the child's grandparent, neighbor, friend or private individual caring for the child with the explicit or tacit approval of the child's biological or adoptive parents or guardian. "Person acting as a parent of a child" does not include any person that receives public funds to care for the child if such funds exceed the cost of such care.

34 CFR § 300.30(a)(4); Wis. Stat. § 115.76(13)

—"Participating agency," as used in the section on *Confidentiality of Information* in these policies, means any agency or institution that collects, maintains or uses personally-identifiable information, or from which information is obtained, under the Individuals with Disabilities Education Act.

34 CFR § 300.611(c)

"Personally identifiable" means information that includes the name of the child, the child's parent or other family member; the address of the child; a personal identifier such as the child's social security number or student number; or a list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty.

34 CFR § 300.32

—"Parentally-placed private school children with disabilities" are children with disabilities enrolled by their parents in private schools or facilities, including religious schools or facilities that meet the definition of elementary school or secondary school, other than children with disabilities placed or referred to private schools by public agencies.

34 CFR § 300.130

—"Public Agency" includes the State Educational Agency, Local Educational Agency, Cooperative Educational Service Agency (CESA), charter schools operating under Wis. Stat. § 118.40(2r), county children with disabilities education board, and any other political subdivisions of the State that are responsible for providing education to children with disabilities.

34 CFR § 300.33

—"Pupil Records" means all records relating to individual pupils maintained by a school but does not include:

notes or records maintained for personal use by a teacher or other person to be licensed if such records or notes are not available to others;
records necessary for, and available only to persons involved in, the psychological treatment of a pupil; and
law enforcement unit records.

Wis. Stat. § 118.125(1)(d)

“Record” means any material on which written, drawn, printed, spoken, visual, or electromagnetic information is recorded or preserved, regardless of physical form or characteristics.

Wis. Stat. § 118.125(1)(e)

—“Related services” means transportation and such developmental, corrective and other supportive services (including speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; social work services; school health services; school nursing services designed to enable a child with a disability to receive a free appropriate public education as described in the child’s IEP; parent counseling and training; counseling services, including rehabilitation counseling; orientation and mobility services; medical services for diagnostic or evaluative purposes only; and the early identification and assessment of disabilities in children) as may be required to assist a child with a disability to benefit from special education. “Related services” does not include a medical device that is surgically implanted, the optimization of device functioning, maintenance of the device, or the replacement of such a device. Nothing in this definition limits the rights of a child with a surgically implanted device to receive related services as determined by the IEP Team to be necessary, limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, while the child is transported to and from school or is at school; or prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly.

34 CFR § 300.34; Wis. Stat. § 115.76(14)

In this definition:

"Audiology" includes:

- identification of children with hearing loss;
- determination of the range, nature, and degree of hearing loss including referral for medical or other professional attention for the habilitation of hearing;
- provision of habilitative activities such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation and speech conservation;
- creation and administration of programs for prevention of hearing loss;
- counseling and guidance of pupils, parents and teachers regarding hearing loss; and
- determination of the child's need for group and individual amplification, selecting and fitting an appropriate aid and evaluating the effectiveness of amplification.

"Counseling services" means services provided by qualified social workers, psychologists, guidance counselors or other qualified personnel.

"Early identification and assessment of disabilities in children" means the implementation of a formal plan for identifying a disability as early as possible in a child's life.

"Interpreting services," as used with respect to children who are deaf or hard of hearing, includes oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, and special interpreting services for children who are deaf-blind.

"Medical services" means services provided by a licensed physician to determine a child's medically-related disability that results in the child's need for special education and related services.

"Occupational therapy" means services provided by a qualified occupational therapist, and includes:

- improving, developing or restoring functions impaired or lost through illness, injury, or deprivation;
- improving ability to perform tasks for independent functioning if functions are impaired or lost; and
- preventing, through early intervention, initial or further impairment or loss of function.

"Orientation and mobility services" means services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community, and includes teaching students the following as appropriate:

- spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (for example, using sound at a traffic light to cross the street);
- to use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
- to understand and use remaining vision and distance low vision aids, as appropriate; and
- other concepts, techniques, and tools.

"Parent counseling and training" means assisting parents in understanding the special needs of their child and providing parents with information about child development, and helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP.

"Physical therapy" means services provided by a qualified physical therapist.

"Psychological services" includes:

- administering psychological and educational tests, and other assessment procedures;
- interpreting assessment results;
- obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
- consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observations, and behavioral evaluations;
- planning and managing a program of psychological services, including psychological counseling for children and parents; and
- assisting in developing positive behavioral intervention strategies.

"Recreation" includes:

- assessment of leisure function;
- therapeutic recreation services;
- recreation programs in schools and community agencies; and
- leisure education.

"Rehabilitation counseling services" means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.

"School health services" means health services provided by a qualified school nurse or other qualified person that are designed to enable a child with a disability to receive FAPE as described in the child's IEP.

"School nurse services" mean health services provided by a qualified school nurse, designed to enable a child with a disability to receive FAPE as described in the child's IEP.

"Social work services in schools" includes:

- preparing a social or developmental history on a child with a disability;
- group and individual counseling with the child and family;
- working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;
- mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
- assisting in developing positive behavioral intervention strategies.

"Speech-language pathology services" include:

- identification of children with speech or language impairments;

- diagnosis and appraisal of specific speech or language impairments;
- referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- provision of speech and language services for the habilitation or prevention of communicative impairments; and
- counseling and guidance of parents, children, and teachers regarding speech and language impairments.

"Transportation" includes:

- travel to and from school and between schools;
- travel in and around school buildings; and
- specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

34 CFR § 300.34

"Residential care center for children and youth" means a facility operated by a child welfare agency licensed under Wis. Stat. § 48.60 for the care and maintenance of children residing in that facility.

Wis. Stat. § 115.76(14g)

"Responsible Local Educational Agency:" as used in the section on children in residential care centers means the local educational agency that was responsible for providing a free, appropriate public education to the child before the placement of the child in a residential care center for children and youth.

Except "responsible local educational agency" means the school district in which the residential care center for children and youth is located if before the placement of the child in a residential care center for children and youth, the children resided in an: institute or facility operated by the department of health and family services; a Type 1 juvenile correctional facility; or a Type 1 prison.

Wis. Stat. § 115.81

"School day" means any day, including a partial day, that children are in attendance at school for instructional purposes. The term "school day" has the same meaning for all children in school, including children with and without disabilities.

34 CFR § 300.11

"Scientifically-based research" has the meaning given the term in section 9101(37) of the ESEA. See Appendix.

34 CFR § 300.35

"Secondary school" means a nonprofit institutional day or residential school including a public secondary charter school that provides secondary education for grades 9-12.

34 CFR § 300.36

"Serious bodily injury" has the meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

34 CFR § 300.530(i)(3). See Appendix.

"Services plan" means a written statement that describes the special education and related services the school district will provide to a parentally-placed child with a disability enrolled in a private school located in the district, including the location of the services and any transportation necessary, consistent with 34 CFR §§ 300.132, 300.137-139.

34 CFR § 300.37

"Special education" means specially-designed instruction, regardless of where the instruction is conducted, that is provided at no cost to the child or the child's parents, to meet the unique needs of a child with a disability, including:

- instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings;
- instruction in physical education;
- speech-language pathology services, or any other related service, if the service consists of specially-designed instruction and is considered special education rather than a related service under Wisconsin standards;
- travel training; and
- vocational education.

The terms in the definition of special education are defined as follows:

"At no cost" means that all specially-designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as a part of the regular education program.

"Physical education" means the development of:

- physical and motor fitness;
- fundamental motor skills and patterns; and
- skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).

The term includes special physical education, adaptive physical education, movement education, and motor development.

"Specially-designed instruction" means adapting content, methodology or delivery of instruction:

- to address the unique needs of an eligible child that result from the child's disability; and
- to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the local educational agency that apply to all children.

"Travel training" means providing instruction, as appropriate, to children with significant intellectual disabilities and any other children with disabilities who require this instruction to enable them to develop an awareness of the environment in which they live and learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).

"Vocational education" means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

34 CFR § 300.39; Wis. Stat. § 115.76(15)

"Supplementary aids and services" mean aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings to enable a child with a disability to be educated with nondisabled children to the maximum extent appropriate.

34 CFR § 300.42, 115.76(16)

A "transfer pupil with a disability" means a child with a disability under the Individuals with Disabilities Education Act whose residence has changed from a local educational agency in this state to another local educational agency in this state or from a public agency in another state to a local educational agency in this state.

Wis. Admin. Code § PI 11.07

"Transition services" means a coordinated set of activities for a child with a disability that:

is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including:

- postsecondary education,
- vocational education,
- integrated employment (including supported employment)
- continuing and adult education
- adult services
- independent living, or
- community participation

is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes:

- instruction;
- related services;
- community experiences;
- the development of employment and other post-school adult living objectives; and
- if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

34 CFR § 300.43

"Universal Design" has the meaning given the term in section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002.

34 CFR § 300.44 See Appendix.

___ "Weapon" has the meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

34 CFR § 300.530(i)(4) See Appendix.

Full Educational Opportunity Goal

It is the goal of the local educational agency to provide full educational opportunity to all children with disabilities in the area served by the local educational agency. The local educational agency has available to all of its children with disabilities the variety of educational programs and services available to nondisabled children in the local educational agency, including: art, music, industrial arts, consumer and homemaking education, and vocational education or any program or activity in which nondisabled children participate. The local educational agency provides supplementary aids and services determined appropriate and necessary by the child's IEP Team, to ensure that children with disabilities have an equal opportunity to participate in nonacademic and extracurricular services and activities.

34 CFR §§ 300.107, 300.109; 300.110; 300.201

Free Appropriate Public Education

GENERAL. All children with disabilities for whom the local educational agency is responsible are provided a free appropriate public education. Special education and related services are provided to these children with disabilities, including, as required by 34 CFR § 300.530(d), children with disabilities who have been suspended or expelled from school. Children with disabilities entitled to a free appropriate public education are children age three, but not yet 21 who have not graduated from high school with a regular high school diploma and, for the duration of a school term, persons who become 21 years old during that school term and who have not graduated from high school with a regular diploma. A regular high school diploma does not include an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a general educational

development credential (GED). The special education and related services provided to children addresses all of their special education and related services needs and are provided by personnel qualified as required by 34 CFR § 300.156.

34 CFR § 300.101(a); 34 CFR § 300.102(a)(3)(iv); 34 CFR § 300.156; Wis. Stat. § 115.76(3)

The local educational agency provides prior written notice of a change in placement consistent with the requirements in the law when a child with a disability graduates from high school with a regular diploma. Additionally for those students who graduate from high school with a regular diploma as well as students who exceed the age of eligibility, the local educational agency provides a summary of their academic achievement and functional performance, including recommendations on how to assist the child in meeting the child's postsecondary goals.

34 CFR § 300.102(a)(3)(iii); 300.305(e)(3)

The local educational agency ensures that an IEP is in effect for each eligible child no later than the child's third birthday. If the child's third birthday occurs during the summer, the child's IEP team determines when the IEP services will begin.

34 CFR § 300.101(b)

If a placement in a public or private residential program is necessary to provide special education and related services to a child with a disability, the program, including non-medical care and room and board, is provided at no cost to the parents of the child.

34 CFR § 300.104

The local educational agency admits a nonresident child if the program is appropriate for the child's disability. When a resident child is refused admittance to another local educational agency, the resident local educational agency ensures that a free appropriate public education is provided to the child. When board and lodging are not furnished to a nonresident child with a disability, the resident local educational agency provides transportation, except as provided in Wis. Stat. § 115.82(2)(a) and (b).

Wis. Stat. § 115.82

After a child with a disability has been removed from his or her current placement for ten school days in the same school year, for any subsequent removal, the local educational agency provides services, although in another setting, so as to enable the child to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the child's IEP. In such a case, school personnel, in consultation with at least one of the child's teachers, determine the extent of the services. When there is a change of placement, the IEP team determines the appropriate services.

34 CFR § 300.530(d)

HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES. The local educational agency ensures that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. The local educational agency ensures that the external components of surgically implanted medical devices are functioning properly, but is not responsible for the post-surgical maintenance, programming, or replacement of the medical devices that has been surgically implanted, or of an external component of the surgically implanted medical device.

34 CFR § 300.113

PHYSICAL EDUCATION. Physical education services, specially designed if necessary, are made available to every child with a disability unless the LEA does not provide physical education to children without disabilities in the same grades. Each child with a disability is afforded the opportunity to participate in regular physical education programs available to nondisabled children unless the child is enrolled full time in a separate facility, or the child needs specially-designed physical education as prescribed in the child's IEP.

If specially-designed physical education is prescribed in a child's IEP, the local educational agency provides the services directly or makes arrangements for those services to be provided through other public or private programs. The local educational agency ensures that a child with a disability who is enrolled in a separate facility receives appropriate physical education services in compliance with the law.

34 CFR § 300.108

ASSISTIVE TECHNOLOGY. The local educational agency makes available assistive technology devices or assistive technology services, or both, to a child with a disability if required as part of the child's special education, related services, or supplementary aids and services. If a child's IEP team determines that access to school-purchased assistive technology devices or services in the child's home or in other settings is necessary for the child to receive a free appropriate public education, the devices or services are provided.

34 CFR § 300.105

EXTENDED SCHOOL YEAR. The local educational agency ensures that extended school year services are available to each child with a disability as necessary to provide a free appropriate public education. Extended school year services are provided when a child's IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education to the child. The local educational agency does not limit extended school year services to particular categories of disability, or unilaterally limit the type, amount, or duration of those services.

34 CFR § 300.106

PARTICIPATION IN ASSESSMENTS. Children with disabilities attending this local educational agency are included in all state-wide and district-wide assessment programs with appropriate accommodations. Those children who cannot participate in state-wide or district-wide assessments participate in alternate assessments. Needed accommodations

or alternate assessments are identified by the IEP team and are specified in the child's IEP.

20 U.S.C 1412(a)(16); Wis. Stat. § 115.77(1m)(bg)

METHODS OF ENSURING A FREE APPROPRIATE PUBLIC EDUCATION. If a public agency, other than an educational agency, fails to meet its obligation under federal or state law or under state policy or interagency agreement to provide or pay for any services that are also considered special education and related services that are necessary for ensuring a free appropriate public education to a child, the local educational agency provides or pays for these services to the child in a timely manner.

34 CFR § 300.154(b)(2)

When the local educational agency uses Medicaid or other public insurance benefits programs in which a child participates to provide or pay for special education and related services necessary for the child to receive a free appropriate public education as permitted under the public insurance program, the local educational agency obtains parent consent each time access to public benefits or insurance is sought.

Furthermore, the local educational agency does not:

- require parents to sign up for or enroll in public insurance programs in order for their child to receive a free appropriate public education under Part B of the Act;

- require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for special education and related services; or

- use a child's benefits under a public insurance program if that use would:

 - decrease available lifetime coverage or any other insured benefit,
 - result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the child outside of the time the child is in school,
 - increase premiums or lead to the discontinuation of benefits or insurance or risk loss of eligibility for home and community-based waivers based on aggregate health-related expenditures.

Each time the local educational agency proposes to access the proceeds of a parents' private insurance to provide services necessary for the child to receive a free appropriate public education, the local educational agency:

- obtains informed parent consent; and

- informs the parents that their refusal to permit the local educational agency to access their private insurance does not relieve the public agency of its responsibility to ensure that all required services are provided at no cost to the parents.

34 CFR § 300.154

The local educational agency timely provides instructional materials in accessible formats to children who are blind, children with print disabilities, or other children with disabilities as required in the child's IEP.

34 CFR § 300.210

Except for the circumstances provided for in Wis. Stat. § 118.51(12)(a)&(b)2 of the Full-Time Open Enrollment law, if a non-resident child with a disability is attending the local educational agency under the Full-Time Open Enrollment law, the local educational agency provides an educational placement for the child. If tuition charges are required by the placement, the local educational agency pays tuition charges instead of the resident school district.

Wis. Stat. § 115.79(1)(b)

Public Information

The local educational agency regularly publicizes information about its special education procedures and services. Further, the local educational agency makes available to any person, upon request, all documents relating to the local educational agency's eligibility for state and federal special education funds.

34 CFR § 300.212; Wis. Stat. § 115.77(1m)(g) and (h)

If the local educational agency receives a notice from the Department of Public Instruction that it is in noncompliance with respect to state or federal special education law and the Department of Public Instruction is proposing to reduce or withhold any further payments to the local educational agency until the Department of Public Instruction is satisfied that the local educational agency is complying with that requirement, the local educational agency gives public notice of the pending state actions.

34 CFR § 300.222(b)

Child Find

GENERAL. The local educational agency identifies, locates, and evaluates all children with disabilities, regardless of the severity of their disability, who are in need of special education and related services, including children attending private schools, children who are made a ward of the state, county, or child welfare agency under chapter 54 or 880, children who are not yet three years of age, highly mobile children such as migrant and homeless children, and children who are suspected of being a child with a disability even though they are advancing from grade to grade.

34 CFR § 300.111; Wis. Stat. § 115.77(1m)(a)

REFERRAL. The local educational agency accepts and processes referrals of children suspected to have a disability. The local educational agency has written procedures for

accepting and processing referrals. Licensed_school personnel who reasonably believe a child has a disability are required to make a referral.

Prior to submitting a referral, the people required to make referrals inform the parents of their intent to make a referral. If this local educational agency receives a referral for a child who is attending this local educational agency under the Full-Time Open Enrollment law or a tuition waiver under Wis. Stat. § 121.84(1)(a) or (4), the local educational agency provides the name of the child and related information to the local educational agency of residence. Whenever this local educational agency receives a referral for a resident child attending school in another local educational agency under the Full-Time Open Enrollment law or a tuition waiver under Wis. Stat. § 121.84(1)(a) or (4), this local educational agency provides the name of the child and related information to the local educational agency of attendance.

The local educational agency accepts written referrals. Each referral includes the name of the child and reasons why the person making the referral believes that the child is a child with a disability. The local educational agency documents and dates the receipt of each referral.

At least annually, the local educational agency informs parents and persons required by law to make referrals about the local educational agency's referral and evaluation procedures.

The local educational agency provides information and inservice opportunities for its licensed staff to familiarize them with the local educational agency's referral procedures.

Wis. Stat. § 115.777

IEP Team

The local educational agency establishes an IEP team for each child referred to the local educational agency.

PARTICIPANTS. The IEP team for each child consists of all of the following:

the parents of the child;

at least one regular education teacher of the child if the child is, or may be, participating in a regular education environment;

at least one special education teacher who has recent training or experience related to the child's known or suspected area of special education needs or, where appropriate, at least one special education provider of the child;

a representative of the local educational agency:

who is qualified to provide or supervise the provision of special education, who is knowledgeable about the general education curriculum, and

who is knowledgeable about and authorized to commit the available resources of the local educational agency (who may be another member of the IEP team if the criteria are met);

an individual who can interpret the instructional implications of evaluation results, who may otherwise be a team member;

an appropriate therapist if the child is suspected to need occupational therapy or physical therapy or both.

Wis. Admin. Code § PI 11.24

a department-licensed speech or language pathologist when documenting a speech or language impairment and the need for speech or language services.

Wis. Admin. Code § PI 11.36(5)(e)

at the discretion of the parent or local educational agency, other individuals who have knowledge or special expertise about the child, including related services personnel as appropriate. The determination of the individual's knowledge or special expertise is made by the party (parents or public local educational agency) who invited the individual to be a member of the IEP team;

whenever appropriate, the child;

at least one person designated by the school board of the child's school district of residence who has knowledge or special expertise about the child when the student is attending a public school in a nonresident school district under Full-Time Open Enrollment Law, or a tuition waiver under Wis. Stat. § 121.84(1)(a) or (4),

In addition to the above members, the local educational agency invites the following:

To the extent appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, if the parents or the child who has reached the age of majority provides consent; and

___The student, when the purpose of the meeting will be consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals. If the student does not attend the IEP Team meeting, the local educational agency takes other steps to ensure consideration of the student's preferences and interests.

___If requested by the parent, at the initial IEP Team meeting for a child previously served under Part C, the Part C service coordinator or other representatives of the Part C System will be invited.

34 CFR § 300.321; Wis. Stat. § 115.78; PI 11.24(2)

IEP TEAM ATTENDANCE

An IEP Team member is not required to attend an IEP Team meeting, in whole, or in part, if the parent of a child with a disability and the local educational agency agree, in writing, the attendance is not necessary because the member's area of curriculum or related services is not being modified or discussed.

An IEP Team member may be excused from attending an IEP Team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related services, if the parent, in writing, and the local educational agency consent to the excusal, and the member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior the meeting.

34 CFR § 300.321(e); Wis. Stat. § 115.78(5)

PARENT PARTICIPATION IN IEP TEAM MEETINGS. The local educational agency takes steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including:

- notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- scheduling the meeting at a mutually agreed on time and place.

The notice required in this policy:

- indicates the purpose, time, and location of the meeting and who will be in attendance; informs the parents of the provisions in these policies relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child; and
- informs the parents that they can request the Part C coordinator or other representatives of the Part C system be at the initial IEP Team meeting for a child previously served under Part C of IDEA.

Beginning no later than in the first IEP that will be in effect when the child is 14, the notice also:

- indicates that a purpose of the meeting is the consideration of the postsecondary goals and transition services for the child;
- indicates that the local educational agency will invite the student; and
- identifies any other agency that will be invited to send a representative.

If neither parent can attend, the local educational agency uses other methods to ensure parent participation, including individual or conference calls.

The local educational agency may conduct meetings without a parent in attendance if the local educational agency is unable to convince the parents that they should attend. In this case the local educational agency has a record of its attempts to arrange a mutually agreed on time and place, such as:

- detailed records of telephone calls made or attempted and the results of those calls;
- copies of correspondence sent to the parents and any responses received; and

detailed records of visits made to the parent's home or place of employment and the results of those visits.

The local educational agency takes whatever action is necessary to ensure that the parent understands the proceedings at the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

Subject to the timeline requirements contained in this policy, if the parents of the child or the local educational agency staff determine at any meeting during the process of the evaluation, development of the IEP or placement of the child that additional time is needed to permit meaningful parental participation, the local educational agency provides it. Upon request, the local educational agency provides a copy of the most recent evaluation report to the child's parents at any meeting of the IEP team.

The local educational agency gives the parent a copy of the child's IEP at no cost to the parent.

34 CFR § 300.322; Wis. Stat. §§ 115.787(2)(g) and 115.78(3)(d)

IEP TEAM DUTIES. The IEP team does all of the following:

- evaluates the child to determine the child's eligibility or continued eligibility for special education and related services, and the educational needs of the child;

- develops an IEP for the child; and

- determines the special education placement for the child.

34 CFR § 300.324(a); Wis. Stat. § 115.78

TIMELINE. Within 15 business days of receiving a referral, the local educational agency sends to the child's parents a request for consent to evaluate the child except that if the local educational agency determines that no additional data are necessary, the local educational agency notifies the child's parent of that determination within 15 business days of receiving the referral. The local educational agency determines if a child is a child with a disability within 60 days after receiving parental consent for the evaluation or provides notice that no additional data are needed. The 60-day period does not apply:

- if the child transfers into this local educational agency before the previous local educational agency has made an eligibility determination, sufficient progress is being made to ensure a prompt completion of the evaluation, and the child's parents agree to a specific time when the evaluation will be completed;

- if the child's parent repeatedly fails or refuses to produce the child for the evaluation;
- or

- if a child is being evaluated for a specific learning disability and the timeline is extended by mutual written agreement of the child's parents and IEP team.

The local educational agency conducts a meeting to develop an IEP and determine placement within 30 days of a determination that a child is a child with a disability.

If the parents of the child or local educational agency staff determine at any meeting during the process of evaluation, development of the IEP, or determination of placement, that additional time is needed to permit meaningful parent participation, the local educational agency provides it.

34 CFR §§ 300.301, 300.323, 300.309(c); Wis. Stat. §§ 115.777(3)(e), 115.78

Evaluation

GENERAL. As part of an initial evaluation of a child and as part of any reevaluation of a child, the IEP team and other qualified professionals, as determined by the local educational agency:

reviews existing evaluation data on the child, including evaluations and information provided by the child's parents, previous interventions and the effects of those interventions, current classroom-based, local, or state assessments, classroom-based observations, and observations by teachers and related services providers; and

on the basis of that review and information provided by the child's parents, identifies the additional data, if any, that are needed, to determine:

whether the child has a particular category of disability and the educational needs of the child or, in case of a reevaluation of a child, whether the child continues to have such a disability and the educational needs of the child;

the present levels of academic achievement and related developmental needs of the child;

whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and

whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable, annual goals specified in the child's IEP and to participate, as appropriate, in the general education curriculum.

The local educational agency administers such assessment and other evaluations as may be needed to produce the additional data.

The review of existing evaluation data on the child may occur without conducting a meeting.

34 CFR § 300.305; Wis. Stat. § 115.782(2)(b)

The local educational agency does not require parental consent before reviewing existing data as part of an evaluation or reevaluation or administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, the local educational agency requires consent for all children.

34 CFR § 300.300(d)(1)

Screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services.

34 CFR § 300.302

The local educational agency provides the parents of the child with proper written notice, of any evaluation procedures the agency proposes to conduct, and the names of the individuals who will conduct the evaluation, if known.

34 CFR § 300.304(a); Wis. Stat. § 115.782(1)(a)

INITIAL EVALUATIONS

The local educational agency obtains informed consent from the child's parent before administering assessments or other evaluation materials to the child. Parental consent for the evaluation does not constitute consent for placement for receipt of special education and related services.

34 CFR § 300.300(a); Wis. Stat. § 115.782(1)(b)

If the child is a ward of the state and is not residing with the child's parent, the local educational agency is not required to obtain informed consent from the parent for an initial evaluation if: the local educational agency cannot, after reasonable efforts, locate the parent of the child; the rights of the parents of the child have been terminated in accordance with state law; or, the rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

34 CFR § 300.300(a)(2)

If the parent of a child enrolled in public school or seeking to be enrolled in public school does not provide consent for an initial evaluation or fails to respond to a request to provide consent, the local educational agency may, but is not required to, pursue the initial evaluation by utilizing mediation or due process.

34 CFR § 300.300(a)(3)

If a parent of a child who is home schooled or parentally placed in a private school does not provide consent, or the parent fails to respond to a request to provide consent, the local educational agency cannot use mediation or due process and is not required to consider the child as eligible for services.

34 CFR § 300.300(d)(4)

The local educational agency does not use a parent's refusal to consent to activities relating to conducting an initial evaluation to deny the parent or child any other service, benefit, or activity of the local educational agency.

34 CFR § 300.300(d)(3)

IEP TEAM DETERMINATION OF ELIGIBILITY OR CONTINUING ELIGIBILITY (INITIAL AND REEVALUATION). Following a review of existing data and administration of assessments and other evaluation materials (if any), the IEP team determines whether the child is or continues to be a child with a disability. For a child who does not otherwise meet the eligibility criteria under state law, the IEP team does not determine that the child is a child with a disability solely because the child has received inappropriate instruction in reading or math or because the child has limited proficiency in English. In interpreting evaluation data for the purpose of determining if a child is a child with a disability, and the educational needs of the child, the local educational agency draws upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The local educational agency ensures that information obtained from all of these sources is documented and carefully considered.

34 CFR § 300.306

REEVALUATION. In conducting reevaluations, the IEP team:

evaluates a child with a disability in accordance with the law before determining that the child is no longer a child with a disability, and

reevaluates a child with a disability in accordance with the law if the local educational agency determines that the educational or related services needs of the child, including the child's academic and functional performance, warrant a reevaluation or if the child's parent or teacher requests a reevaluation. The IEP team shall reevaluate a child no more than once a year unless the child's parents and the local educational agency agree otherwise, and at least once every 3 years unless the child's parent and local educational agency agree that a reevaluation is unnecessary.

34 CFR §§ 300.303, 300.305(e)(1); Wis. Stat. § 115.782(4)

An evaluation is not required before the termination of a child's eligibility for special education and related services because he or she graduated from secondary school with a regular diploma or because he or she reached the age of 21. Under these circumstances, the local educational agency provides the child with a summary of the child's academic achievement and functional performance, including recommendations on how to assist the child in meeting his or her postsecondary goals.

34 CFR § 300.305(e)(2) and (3); Wis. Stat. § 115.782(4)

In conducting a reevaluation, the local educational agency obtains informed consent from the child's parent before administering new assessments and other evaluation materials. The local educational agency proceeds without consent only if the local educational

agency has taken reasonable measures to obtain the consent and the child's parents have failed to respond. Reasonable measures are the measures required for conducting an IEP meeting without a parent in attendance. If the parent of a child enrolled in public school or seeking to be enrolled in public school refuses to provide consent, the local educational agency is not required to pursue the reevaluation, but may pursue the reevaluation by utilizing mediation or due process.

If a parent of a child who is home schooled or parentally placed in a private school refuses or fails to respond to a request for consent for a reevaluation, the local educational agency cannot use mediation or due process, and is not required to consider the child as eligible for services.

34 CFR § 300.300(c) and (d); Wis. Stat. § 115.782(4)(b)

If the IEP team and other qualified professionals, as appropriate, finds no additional information is needed to determine whether a child continues to be a child with a disability, and to determine the child's educational needs, the local educational agency notifies the child's parents of that finding and the reasons for it, and that the parent has a right to request an assessment to determine whether the child continues to have a disability, and to determine the child's educational needs. The local educational agency conducts such an assessment if the parent requests it.

34 CFR § 300.305(d); Wis. Stat. § 115.782(4)(c)

EVALUATION REPORT. When the IEP team determines a child's eligibility, the team prepares an evaluation report that includes documentation of the determination of eligibility. The local educational agency gives a copy of the evaluation report and the documentation of determination of eligibility at no cost to the child's parents.

34 CFR § 300.306(a); Wis. Stat. § 115.782(3)(b)

EVALUATION SAFEGUARDS. When a local educational agency evaluates a child with a disability, the IEP team:

- does not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child;

- uses a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the child's parent, that may assist in determining whether the child is a child with a disability and the content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum or, for preschool children, to participate in appropriate activities;

- uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors; and

- ensures all of the following:

assessments and other evaluation materials used to assess a child are selected and administered so as not to be racially or culturally discriminatory and are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do, academically, developmentally, and functionally, unless it is clearly not feasible to do so;

any assessments given to the child have been validated for the specific purpose for which they are used, are administered by trained and knowledgeable personnel and are administered in accordance with any instructions provided by the producer of such assessments or evaluation materials;

the child is assessed in all areas of suspected disability; including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; and

assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are used.

34 CFR § 300.304; Wis. Stat. §§ 115.782(2) and 3(b),

The evaluation report includes documentation of determination of eligibility for special education. A copy of the evaluation report, including the documentation of eligibility is given to the child's parents.

In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs whether or not commonly linked to the disability category in which the child has been classified.

34 CFR § 300.304 (c)(6)-(7)

The local educational agency ensures assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those designed to provide a single general intelligence quotient.

34 CFR § 300.304(c)(2)

The local educational agency ensures assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the skills the test purports to measure).

34 CFR § 300.304(c)(3)

ADDITIONAL REQUIREMENTS FOR SPECIFIC LEARNING DISABILITIES.

When a school begins to use data from a multi-level system of support to consider if the student meets the Insufficient Progress criterion, the IEP team shall include the following additional members:

- at least one licensed person who is qualified to assess data on individual rate of progress using a psychometrically valid and reliable methodology;
- at least one licensed person who has implemented scientific, research-based or evidence-based, intensive interventions with the referred pupil
- at least one licensed person who is qualified to conduct individual diagnostic evaluations of children; and
- if the child does not have a licensed general education teacher, a general education classroom teacher licensed to teach a child of the same age, or for a child of less than school age, an individual qualified by the Department of Public Instruction to teach a child of his or her age.

PI 11.36(6)

For a child suspected of having a specific learning disability, the documentation of the determination of eligibility shall include:

- whether the child has a specific learning disability;
- the basis for making that determination, including an assurance that the eligibility determination was based on a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior; and that the information obtained from all of these sources is documented and carefully considered;
- the relevant behavior, if any, noted during observation of the child and the relationship of that behavior to the child's academic functioning in the area of potential specific learning disability;
- documentation that the intensive intervention was applied in a manner highly consistent with its design, was closely aligned to pupil need, and was culturally appropriate;
- the educationally relevant medical findings, if any;
- whether the child does not achieve adequately for the child's age or to meet state approved grade-level standards and the child does not make sufficient progress to meet age or State-approved grade-level standards; or until November 30, 2013, the child exhibits a significant discrepancy between the child's academic achievement in any of the eight areas of potential specific learning disabilities and intellectual ability.
- the determination of the team concerning the effects of a visual, hearing, or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level; and
- if the child has participated in a process that assesses the child's response to scientific, research-based intervention, documentation that the child's parents were notified about the following:

the progress

monitoring data collected;

strategies for
increasing the child's rate of learning including the intensive interventions
used, and
the parents' right
to request an evaluation.

Each IEP team member certifies in writing whether the report reflects his or her conclusion. If the evaluation report does not reflect the IEP team member's conclusions, the member submits a separate statement presenting his or her conclusions.

PI 11.36(6)

Determination of Eligibility

An evaluation conducted by an IEP team under Wis. Stat. § 115.782, shall focus on the consideration of information and activities that assist the IEP team in determining the educational needs of the child. Specifically, the IEP team shall meet the evaluation criteria specified under Wis. Stat. § 115.782(2)(a), when conducting tests and using other evaluation materials in determining a child's disability.

Wis. Admin. Code § PI 11.35(1)

A child shall be identified as having a disability if the IEP team has determined from an evaluation conducted under Wis. Stat. § 115.782, that the child has an impairment under Wis. Admin. Code § PI 11.36 that adversely affects the child's educational performance, and the child, as a result thereof, needs special education and related services. As part of an evaluation or reevaluation under Wis. Stat. § 115.782, conducted by the IEP team in determining whether a child is or continues to be a child with a disability, the IEP team shall identify all of the following:

The child's needs that cannot be met through the regular education program as structured at the time the evaluation was conducted.

Modifications, if any, that can be made in the regular education program, such as adaptation of content, methodology or delivery of instruction to meet the child's needs identified by the IEP team that will allow the child to access the general education curriculum and meet the educational standards that apply to all children.

Additions or modifications, if any, the child needs which are not provided through the general education curriculum, including replacement content, expanded core curriculum and other supports.

Wis. Admin. Code § PI 11.35

A child will not be determined to be a child with a disability if:

The determinant factor for that determination is

Lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 USC 6368(3); or
Lack of appropriate instruction in math; or
Limited English proficiency; and,

The child does not otherwise meet the eligibility criteria.

34 CFR § 300.306(b); Wis. Stat. § 115.782(3)(a)

Areas of Impairment

All provisions in these policies shall be construed consistent with 20 USC 1400 et. Seq. and the regulations promulgated thereunder.

Wis. Admin. Code § PI 11.36

AUTISM. Wis. Admin. Code § PI 11.36(8)

Autism means a developmental disability significantly affecting a child's social interaction and verbal and nonverbal communication, generally evident before age 3 that adversely affects learning and educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional behavioral disability as defined in Wis. Admin. Code § PI 11.36(7).

The results of standardized or norm-referenced instruments used to evaluate and identify a child under this paragraph may not be reliable or valid. Therefore, alternative means of evaluation, such as criterion-referenced assessments, achievement assessments, observation and work samples shall be considered to identify a child under this paragraph. Augmentative communication strategies, such as facilitated communication, picture boards or signing shall be considered when evaluating a child under this paragraph. To identify a child as a child with autism, the criteria under 1. and 2. and one or more criteria under 3. through 6. shall be met.

1. The child displays difficulties or differences or both in interacting with people and events. The child may be unable to establish and maintain reciprocal relationships with people. The child may seek consistency in environmental events to the point of exhibiting rigidity in routines.
2. The child displays problems which extend beyond speech and language to other aspects of social communication, both receptively and expressively. The child's verbal language may be absent or, if present, lacks the usual communicative form which may involve deviance or delay or both. The child may have a speech or language disorder or both in addition to communication difficulties associated with autism.
3. The child exhibits delays, arrests, or regressions in motor, sensory, social or learning skills. The child may exhibit precocious or advanced skill development, while other skills may develop at normal or extremely depressed rates. The child may not follow normal developmental patterns in the acquisition of skills.
4. The child exhibits abnormalities in the thinking process and in generalizing. The child exhibits strengths in concrete thinking while difficulties are demonstrated in abstract thinking, awareness and judgment. Perseverant thinking and impaired ability to process symbolic information may be present.
5. The child exhibits unusual, inconsistent, repetitive or unconventional responses to sounds, sights, smells, tastes, touch or movement. The child may have a visual or hearing impairment or both in addition to sensory processing difficulties associated with autism.

6. The child displays marked distress over changes, insistence on following routines and a persistent preoccupation with or attachment to objects. The child's capacity to use objects in an age-appropriate or functional manner may be absent, arrested or delayed. The child may have difficulty displaying a range of interests or imaginative activities or both. The child may exhibit stereotyped body movements.

INTELLECTUAL DISABILITY. Wis. Admin. Code § PI 11.36(1)

Intellectual disability means significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills and manifested during the developmental period that adversely affects the child's educational performance. The IEP team may identify a child as having an intellectual disability if the child meets the following criteria:

1. The child has a standard score of 2 or more standard deviations below the mean on an individually administered intelligence test which takes into account the child's mode of communication and is developed to assess intellectual functioning using this mode. More than one intelligence test may be used to produce a comprehensive result.
2. The child has significant limitations in adaptive behavior that are demonstrated by a standards score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments that include interviews of the parents, tests, and observations of the child in adaptive behavior which are relevant to the child's age, including at least one of the following:
 - a. Conceptual skills;
 - b. Social adaptive skills;
 - c. Practical adaptive skills; or
 - d. An overall composite score on a standardized measure of conceptual, social, and practical skills.
- 3.a. The child is age 3 through 5 and has a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments, in the following areas: language development and communication, cognition, and general knowledge.
- b. The child is age 6 through 21 and has a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments, in general information and at least 2 of the following areas: written language, reading, and mathematics.

When it is determined that reliable and valid assessment results are not possible due to the child's functioning level or age, a standardized developmental scale or a body of evidence including informal measures shall be used to assess the child.

Upon re-evaluation, a child who met identification criteria for cognitive disability prior to September 1, 2015, and continues to demonstrate a need for special education under s. PI

11.35 (2), including specially designed instruction, is a child with a disability under this section.

NOTE: Intellectual disabilities typically manifest before age 18. An etiology should be determined when possible, so the IEP team can use this information for program planning.

EMOTIONAL BEHAVIORAL DISABILITY. Wis. Admin. Code § PI 11.36(7)

Emotional behavioral disability, pursuant to Wis. Stat. § 115.76(5)(a)5, means social, emotional or behavioral functioning that so departs from the generally accepted, age appropriate ethnic or cultural norms that it adversely affects a child's academic progress, social relationships, personal adjustment, classroom adjustment, self-care or vocational skills. The IEP team may identify a child as having an emotional behavioral disability if the child meets the preceding definition and meets all of the following:

The child demonstrates severe, chronic and frequent behavior that is not the result of situational anxiety, stress or conflict.

The child's behavior described under par.(a) occurs in school and in at least one other setting.

The child displays any of the following:

Inability to develop or maintain satisfactory interpersonal relationships.

Inappropriate affective or behavioral response to a normal situation.

Pervasive unhappiness, depression, or anxiety.

Physical symptoms, pains or fears associated with personal or school problems.

___ Inability to learn that cannot be explained by intellectual, sensory, or health factors.

___ Extreme withdrawal from social interactions.

___ Extreme aggressiveness for long period of time.

___ Other inappropriate behaviors that are so different from children of similar age, ability, educational experiences and opportunities that the child or other children in a regular or special education program are negatively affected.

The IEP team shall rely on a variety of sources of information, including systematic observations of the child in a variety of educational settings and shall have reviewed prior, documented interventions. If the IEP team knows the cause of the disability under this paragraph, the cause may be, but is not required to be, included in the IEP team's written evaluation summary.

The IEP team may not identify or refuse to identify a child as a child with an emotional behavioral disability solely on the basis that the child has another disability, or is socially maladjusted, adjudged delinquent, a dropout, chemically dependent, or a child whose behavior is primarily due to cultural deprivation, familial instability, suspected child abuse or socio-economic circumstances, or when medical or psychiatric diagnostic statements have been used to describe the child's behavior.

HEARING IMPAIRMENT. Wis. Admin. Code § PI 11.36(4)

Hearing impairment, including deafness, means a significant impairment in hearing, with or without amplification, whether permanent or chronically fluctuating, that significantly

adversely affects a child's educational performance including academic performance, speech perception and production, or language and communication skills. A current evaluation by an audiologist licensed under Wis. Stat. ch. 459 shall be one of the components for an initial evaluation of a child with a suspected hearing impairment.

SPECIFIC LEARNING DISABILITY. Wis. Admin. Code § PI 11.36(6)

Specific learning disability, means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or perform mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, motor disabilities, intellectual disabilities, emotional disturbance, cultural factors, environmental, or economic disadvantage.

The IEP team may identify a child as having a specific learning disability if both of the following apply:

1. Inadequate Classroom Achievement

Upon initial identification, the child does not achieve adequately for his or her age, or meet state-approved grade-level standards in one or more of the following eight areas of potential specific learning disabilities when provided with learning experiences and instruction appropriate for the child's age: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving.

A child's achievement is inadequate when the child's score, after intensive intervention, on one or more assessments of achievement is equal to or more than 1.25 standard deviations below the mean in one or more of the eight areas of potential specific learning disabilities. Assessments shall be individually administered, norm-referenced, valid, reliable, and diagnostic of impairment in the area of potential specific learning disabilities.

The 1.25 standard deviation requirement may not be used if the IEP team determines that the child cannot attain valid and reliable standard scores for academic achievement because of the child's test behavior, the child's language proficiency, an impairment of the child that interferes with the attainment of valid and reliable scores, or the absence of individually administered, norm-referenced, standardized, valid, and reliable diagnostic assessments of achievement appropriate for the child's age. If the IEP team makes such a determination, it shall document the reasons why it was not appropriate to consider standardized achievement testing, and shall document that inadequate classroom achievement exists in at least one of the eight areas of potential specific learning disabilities using other empirical evidence.

The IEP team may consider scores within 1 standard error of the measurement of the 1.25 standard deviation criterion above to meet the inadequate classroom achievement criteria if the IEP team determines the child meets all other criteria.

2. **Insufficient Progress.** Upon evaluation, the child has made insufficient progress in one of the following areas:

a. *Insufficient response to intensive, scientific, research-based or evidence-based intervention.* The child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the eight areas of potential specific learning disabilities when using a process based on the child's response to intensive, scientific, research-based or evidence-based interventions.

Intensive interventions may be implemented prior to referral, or as part of an evaluation, for specific learning disability. The IEP team shall consider progress monitoring data from at least two intensive, scientific, research-based or evidence-based interventions, implemented with adequate fidelity and closely aligned to individual student learning needs. The median score of three probes is required to establish a stable baseline data point for progress monitoring. IEP teams shall use weekly or more frequent progress monitoring to evaluate rate of progress during intensive, scientific, research-based or evidence-based interventions.

Rate of progress during intensive interventions is insufficient when any of the following areas are true: the rate of progress of the referred child is the same or less than that of his or her same-age peers; the referred child's rate of progress is greater than that of his or her same-age peers but will not result in the referred child reaching the average range of his or her same-age peers' achievement for that area of potential disability in a reasonable period of time; or the referred child's rate of progress is greater than that of his or her same-age peers, but the intensity of the resources necessary to obtain this rate of progress cannot be maintained in general education.

If the LEA decides to use insufficient response to intensive, scientific, research-based or evidence-based intervention for any child being evaluated for specific learning disabilities enrolled in a school, the LEA shall use insufficient response to intensive, scientific, research-based or evidence-based interventions for all such evaluations of children enrolled in that school. At least ten days in advance of beginning to use insufficient response to intensive, scientific, research-based or evidence-based intervention in a school, the LEA will notify parents of all children enrolled in that school of the intent to use insufficient response to intensive, scientific, research-based or evidence-based intervention.

b. *Significant discrepancy or insufficient progress in achievement as compared to measured ability.* LEAs are permitted to use this option until November 30, 2013.

Upon initial evaluation, the child exhibits a significant discrepancy between the child's academic achievement in any of the eight areas of potential specific learning disabilities and intellectual ability as documented by the child's composite score on a multiple score instrument or the child's score on a single score instrument.

The IEP team may base a determination of significant discrepancy only upon the results of individually administered, norm-referenced, valid, and reliable diagnostic assessment of achievement. A significant discrepancy means a difference between standard scores for ability and achievement equal to or greater than 1.75 standard errors of the estimate below expected achievement, using a standard regression procedure that accounts for the correlation between ability and achievement measures.

This regression procedure shall be used except when the IEP team determines that the child cannot attain valid and reliable standard scores for intellectual ability or achievement because of the child's test behavior, the child's language, another impairment of the child that interferes with the attainment of valid and reliable scores, or the absence of valid and reliable standardized, diagnostic tests appropriate for the child's age. If the IEP team makes such a determination, it shall document the reasons why it was not appropriate to use the regression procedure and shall document that a significant discrepancy exists, including documentation of a variable pattern of achievement or ability, in at least one of the eight areas of potential specific learning disabilities using other empirical evidence.

If the discrepancy between the child's ability and achievement approaches but does not reach the 1.75 standard error of the estimate cut-off for this subdivision paragraph, the child's performance in any of the eight areas of potential specific learning disabilities is variable, and the IEP team determines that the child meets all other criteria, the IEP team may consider that a significant discrepancy exists.

The IEP team may not identify a child as having a specific learning disability if the team's findings of inadequate classroom achievement or insufficient progress are primarily due to one of the following exclusionary factors:

- environmental, economic disadvantage or cultural factors;
- lack of appropriate instruction in reading, including in the essential components of reading instruction;
- lack of instruction in math;
- limited proficiency in English;
- any of the other impairments; and
- lack of appropriate instruction in the area(s) of potential specific learning disability under consideration.

The child must be systematically observed in the child's learning environment, including the general classroom setting when possible, to document the child's academic performance and behavior in any of the eight areas of potential specific learning disabilities.

The systematic observation of routine classroom instruction and monitoring of the child's performance in at least one of the eight areas of potential specific learning disabilities may be conducted before the child was referred for evaluation, or the systematic observation of the child's academic performance in at least one of the eight areas of potential specific learning disabilities shall be conducted after the child has been referred for an evaluation and parental consent is obtained. If the child is less than school age or out of school, at

least one member of the IEP team will conduct a systematic observation of the child in an environment appropriate for a child of that age.

If the child has participated in a process that assesses the child's response to intensive, scientific, research-based or evidence-based interventions, the IEP team will use information from a systematic observation of pupil behavior and performance in the area or areas of potential specific learning disability during intensive intervention for that area, conducted by an individual who is not responsible for implementing the interventions with the referred pupil.

In addition to all other determinations, the IEP team shall base its decision of whether a child has a specific learning disability on a comprehensive evaluation using formal and informal assessment data regarding academic achievement and learning behavior from sources such as standardized tests, error analysis, criterion referenced measures, curriculum-based assessments, pupil work samples, interviews, systematic observations, analysis of the child's response to previous interventions, and analysis of classroom expectations and curriculum.

Upon reevaluation, a child who met initial identification criteria and continues to demonstrate a need for special education, including specially designed instruction, is a child with a disability under this section, unless the exclusionary factors now apply. If a child with a specific learning disability performs to generally accepted expectations in the general education classroom without specially designed instruction, the IEP team shall determine whether the child is no longer a child with a disability.

ORTHOPEDIC IMPAIRMENT. Wis. Admin. Code § PI 11.36(2)

Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes but is not limited to impairments caused by congenital anomaly such as clubfoot or absence of some member; impairments caused by disease such as poliomyelitis or bone tuberculosis; and impairments from other causes such as cerebral palsy, amputations, and fractures or burns that cause contractures.

OTHER HEALTH IMPAIRMENT. 34 CFR § 300.8; Wis. Admin. Code § PI 11.36(10)

Other health impairment means having limited strength, vitality or alertness due to chronic or acute health problems. The term includes but is not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, attention deficit disorder or attention deficit hyperactivity disorder, sickle cell anemia, Tourette syndrome, hemophilia, epilepsy, lead poisoning, leukemia, diabetes or acquired injuries to the brain caused by internal occurrences or degenerative conditions, which adversely affects a child's educational performance.

SIGNIFICANT DEVELOPMENTAL DELAY. Wis. Admin. Code § PI 11.36(11)

Significant developmental delay means children, age 3 through 9 years of age, who are experiencing significant delays in the areas of physical, cognition, communication, social-emotional or adaptive development.

All other suspected impairments are considered before identifying a child's primary impairment as significant developmental delay.

A child may be identified as having significant developmental delay when delays in development significantly challenge the child in two or more of the following five major life activities:

___Physical activity in gross motor skills such as the ability to move around and interact with the environment with appropriate coordination, balance and strength; or fine motor skills, such as manually controlling and manipulating objects such as toys, drawing utensils and other useful objects in the environment.

Intellectual activity such as the ability to acquire, use and retrieve information as demonstrated by the level of imitation, discrimination, representation, classification, sequencing and problem-solving skills often observed in a child's play.

Communication activity in expressive language such as the production of age-appropriate content, form and use of language; or receptive language, such as listening, receiving and understanding language.

Emotional activity such as the ability to feel and express emotions and develop a positive sense of oneself; or social activity, such as interacting with people, developing friendships with peers and sustaining bonds with family members and other significant adults.

Adaptive activity, such as caring for his or her own needs and acquiring independence in age-appropriate eating, toileting, dressing and hygiene tasks.

Documentation of significant developmental delays and their detrimental effect upon the child's daily life shall be based upon qualitative and quantitative measures including all of the following:

A developmental and basic health history including results from vision and hearing screenings and other pertinent information from parents and, if applicable, other caregivers or service providers.

Observation of the child in his or her daily living environment such as the child's home with a parent or caregiver or an early education or care setting which includes peers who are typically developing. If observation in these settings is not possible, observation in an alternative setting is permitted.

Results from norm-referenced instruments are used to document significant delays of at least one and one-half standard deviations below the mean in two or more of the developmental areas which correspond to the major life activities. If it is clearly not appropriate to use norm-referenced instruments, other instruments such as criterion-referenced measures are used to document the significant delays.

SPEECH AND LANGUAGE IMPAIRMENT. Wis. Admin. Code § PI 11.36(5)

Speech or language impairment means an impairment of speech or sound production, voice, fluency, or language that significantly affects educational performance or social, emotional or vocational development. The IEP team may identify a child as having a speech or language impairment if the child meets the preceding definition and meets any of the following criteria:

The child's conversational intelligibility is significantly affected and the child displays at least one of the following:

The child performs on a norm referenced test of articulation or phonology at least 1.75 standard deviations below the mean for his or her chronological age.
Demonstrates consistent errors in speech sound production beyond the time when 90% of typically developing children have acquired the sound.

One or more of the child's phonological patterns of sound are at least 40% disordered or the child scores in the moderate to profound range of phonological process use in formal testing and the child's conversational intelligibility is significantly affected.

The child's voice is impaired in the absence of an acute, respiratory virus or infection and not due to temporary physical factors such as allergies, short term vocal abuse or puberty. The child exhibits atypical loudness, pitch, quality or resonance for his or her age and gender.

The child exhibits behaviors characteristic of a fluency disorder.

The child's oral communication or, for a child who cannot communicate orally, his or her primary mode of communication, is inadequate, as documented by all of the following:

Performance on norm referenced measures that is at least 1.75 standard deviations below the mean for chronological age.

Performance in activities is impaired as documented by informal assessment such as language sampling, observations in structured and unstructured settings, interviews, or checklists.

The child's receptive or expressive language interferes with oral communication or his or her primary mode of communication. When technically adequate norm referenced language measures are not appropriate as determined by the IEP team to provide evidence of a deficit of 1.75 standard deviations below the mean in the area of oral communication, then two measurement procedures shall be used to document a significant difference from what would be expected given consideration to chronological age, developmental level, and method of communication such as oral, manual, and augmentative. These procedures may include additional language samples, criterion referenced instruments, observations in natural environments and parent reports.

The IEP team may not identify a child who exhibits any of the following as having a speech or language impairment:

Mild, transitory or developmentally appropriate speech or language difficulties that children experience at various times and to various degrees.

Speech or language performance that is consistent with developmental levels as documented by formal and informal assessment data unless the child requires speech or language services in order to benefit from his or her educational programs in school, home, and community environments.

Speech or language difficulties resulting from dialectical differences or from learning English as a second language, unless the child has a language impairment in his or her native language.

Difficulties with auditory processing without a concomitant documented oral speech or language impairment.

A tongue thrust which exists in the absence of a concomitant impairment in speech sound production.

Elective or selective mutism or school phobia without a documented oral speech or language impairment.

The IEP team shall substantiate a speech or language impairment by considering all of the following:

Formal measures using normative data or informal measures using criterion referenced data.

Some form of speech or language measures such as developmental checklists, intelligibility ratio, language sample analysis, minimal core competency.

Information about the child's oral communication in natural environments.

Information about the child's augmentative or assistive communication needs.

An IEP team shall include a department-licensed speech or language pathologist and information from the most recent assessment to document a speech or language impairment and the need for speech or language services.

TRAUMATIC BRAIN INJURY. Wis. Admin. Code § PI 11.36(9)

Traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition; speech and language; memory; attention; reasoning; abstract thinking; communication; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and executive functions, such as organizing, evaluating and carrying out goal-directed activities. The term does not apply to brain injuries that are congenital or degenerative or brain injuries induced by birth trauma.

Children whose educational performance is adversely affected as a result of acquired injuries to the brain caused by internal occurrences, such as vascular accidents, infections, anoxia, tumors, metabolic disorders and the effects of toxic substances or degenerative conditions may meet the criteria of one of the other impairments.

The results of standardized and norm-referenced instruments used to evaluate and identify a child as traumatic brain injured may not be reliable or valid. Therefore, alternative means of evaluation, such as criterion-referenced assessment, achievement assessment, observation, work samples, and neuropsychological assessment data are considered to identify a child who exhibits total or partial functional disability or psychosocial impairment

in one or more areas listed above. Before a child may be identified as traumatic brain injured, available medical information from a licensed physician is considered.

VISUAL IMPAIRMENT. Wis. Admin. Code § PI 11.36(3)

Visual impairment means even after correction a child's visual functioning significantly adversely affects his or her educational performance. The IEP team may identify a child as having a visual impairment after all of the following events occur:

A certified teacher of the visually impaired conducts a functional vision evaluation which includes a review of medical information, formal and informal tests of visual functioning and the determination of the implications of the visual impairment on the educational and curricular needs of the child.

An ophthalmologist or optometrist finds at least one of the following:

- Central visual acuity of 20/70 or less in the better eye after conventional correction.
- Reduced visual field to 50° or less in the better eye.
- Other ocular pathologies that are permanent and irremediable.
- Cortical visual impairment.
- A degenerative condition that is likely to result in a significant loss of vision in the future.

An orientation and mobility specialist, or teacher of the visually impaired in conjunction with an orientation and mobility specialist, evaluates the child to determine if there are related mobility needs in home, school, or community environments.

Developing, Reviewing and Revising IEPs

IEP IN EFFECT. At the beginning of each school year the local educational agency has in effect an IEP for each child with a disability within its jurisdiction. The local educational agency ensures that a meeting to develop an IEP and determine placement is conducted within 30 days of determination that the child is a child with a disability. The local educational agency ensures an IEP is in effect before special education and related services are provided to children with disabilities and is implemented as soon as possible following the meetings at which the IEP is developed. The local educational agency develops and implements an IEP for each child with a disability served by that agency including children placed in or referred to a private school or facility by the local educational agency.

The local educational agency ensures each child's IEP is accessible to each regular education teacher, special education teacher, related service provider and any other service provider who is responsible for its implementation. The local educational agency ensures each teacher and provider responsible for implementing a child's IEP is informed of his or her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications and supports that must be provided for the child in accordance with the IEP. The local educational agency provides special education and related services to a child with a disability in accordance with the child's IEP and makes a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP.

IEP Development

In developing each child's IEP, the IEP team considers the strengths of the child, the concerns of the child's parents for enhancing the education of their child, and the results of the initial or most recent evaluation of the child, and the academic, developmental, and functional needs of the child.

The IEP team considers the following special factors:

- the use of positive behavioral interventions and supports, and other strategies, to address that behavior in the case of a child whose behavior impedes the child's learning or that of others;

- the language needs of the child as such needs relate to the child's IEP in the case of a child with limited English proficiency;

- instruction in Braille and the use of Braille in the case of a child who is visually impaired unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media, including an evaluation of the child's future needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate for the child;

- the communication needs of the child and, in the case of a child who is hearing impaired, the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs including opportunities for direct instruction in the child's language and communication mode; and

- whether the child requires assistive technology devices and services.

If when considering these special factors, the IEP team determines a child needs a particular device or service in order to receive a free appropriate public education, the IEP team includes a statement to that effect in the IEP.

The child's regular education teacher, as a member on the IEP team, participates in the development of the IEP of the child to the extent appropriate. The teacher participates in the determination of appropriate positive behavioral interventions and supports and other strategies, supplementary aids and services, program modifications and supports for school personnel.

The local educational agency gives a copy of the IEP to the child's parents with the notice of placement.

IEP Review and Revision

The IEP team reviews the child's IEP periodically, but at least once a year, to determine whether the annual goals for the child are being achieved and revises the IEP as appropriate to address:

- any lack of expected progress toward the annual goals and in the general education curriculum;
- the results of any reevaluation;
- information about the child provided to or by the parents;
- the child's anticipated needs; or
- other matters.

In conducting a review of the child's IEP, the IEP team considers the special factors listed above under the development of the IEP section.

To the extent appropriate, the regular education teacher of the child, as a member on the IEP team, participates in the review and revision of the IEP of the child.

If a participating agency, other than the local educational agency, fails to provide transition services described in the IEP, the local educational agency reconvenes the IEP team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.

34 CFR § 300.324(b) and (c); Wis. Stat. § 115.787(4)

Amendments to the IEP

In making changes to a child's IEP after the annual IEP team meeting for a school year, the parent of a child with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making those changes, and instead develop a written document to amend or modify the child's current IEP. If changes are made without a meeting, the local educational agency informs the child's IEP team of those changes.

Changes to the IEP may be made by either the entire IEP Team at an IEP team meeting or as described above by amending the IEP rather than redrafting the entire IEP. The local educational agency gives the child's parent a copy of the revised IEP with the amendments incorporated.

34 CFR § 300.324(a)(4)-(6); Wis. Stat. § 115.787(4)(c)

IEP Content

The IEP for each child with a disability includes:

- a statement of the child's present levels of academic achievement and functional performance including how the child's disability affects the child's involvement and

progress in the general education curriculum (i.e., the same curriculum as for nondisabled children) or, for a preschool child, as appropriate, how the disability affects the child's participation in appropriate activities;

a statement of measurable annual goals for the child, including academic and functional goals, designed to meet the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum and to meet each of the child's other educational needs that result from the child's disability;

for children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;

a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided to enable the child to:

- advance appropriately toward attaining the annual goals;
- be involved in and make progress in the general education curriculum and to participate in extracurricular and other non academic activities; and
- be educated and participate with other children with disabilities and nondisabled children in the activities described above;

an explanation of the extent to which the child will not participate with nondisabled children in regular classes in the general education curriculum and in extracurricular and other nonacademic activities;

a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance on state or district-wide assessments;

if the IEP team determines a child must take an alternate assessment instead of participating in a particular regular state-wide or local educational agency-wide assessment of student achievement, a statement indicating why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child;

the projected date for the beginning of the services and modifications described in the IEP and the anticipated frequency, duration and location of those services and modifications;

beginning not later than in the first IEP that will be in effect when the child is 14 and updated annually thereafter until the child is no longer eligible for special education and related services, a statement of appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and a description of the transition services, including courses of study, needed to assist the child in reaching those goals;

- a statement that the student has been informed of the parental rights that will transfer to the pupil under special education law on reaching the age of 18, beginning at least one year before the child attains the age of 18, and annually thereafter until the pupil is no longer eligible for special education and related services;
- a description of how the child's progress toward attaining the annual goals will be measured; and
- a description of when periodic reports, such as quarterly reports or other periodic reports issued concurrent with report cards, on the child's progress toward attaining the annual goals will be provided to the parents.

34 CFR § 300.320; Wis. Stat. § 115.787

Placement

The local educational agency ensures an evaluation is conducted before special education and related services are provided to a child with a disability and an educational placement is provided to implement each child's IEP. The IEP team makes placement decisions. The placement is based upon and implements the child's IEP, is determined at least annually, and in uniformity with the least restrictive environment provisions described below.

34 CFR §§ 300.301(a), 300.116(b); Wis. Stat. §§ 115.78(2), 115.79(1)(a) and (b)

LEAST RESTRICTIVE ENVIRONMENT. The local educational agency ensures the following:

Unless the IEP requires a different arrangement, the child is educated in the school he or she would attend if not disabled.

- The placement is provided as close as possible to the child's home.
- In selecting the least restrictive environment consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.
- A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.
- To the maximum extent appropriate, a child with a disability, including a child receiving publicly funded special education in a public or private institution or other care facility, is educated with children who are not disabled.
- Special classes, separate schooling or any other removal of a child from the regular educational environment occurs only when the nature or severity of a child's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

- The local educational agency ensures a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.
- The local educational agency ensures a continuum of alternative placements is available and will be used that includes instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions.
- The continuum makes provision for supplementary services (such as resource room or itinerant instruction) that are provided in conjunction with regular class placement.
- The local educational agency provides or arranges for nonacademic and extracurricular services and activities including meals and recess periods so each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child. The local educational agency ensures that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings.

34 CFR § 300.114-117

NOTICE OF PLACEMENT. Following the development of the IEP, a notice of placement and a copy of the child's IEP is given to the child's parent(s).

34 CFR § 300.503(b)(4); Wis. Stat. §§ 115.787(3)(e)

CONSENT FOR PLACEMENT. The local educational agency obtains informed and written parental consent prior to the initial provision of special education and related services to a child with a disability in a program providing special education and related services.

The local educational agency makes reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services to the child. If the parent of a child fails to respond or refuses to consent to services, the local educational agency can not provide special education or related services and cannot use mediation or due process procedures in order to obtain agreement or a ruling that the services may be provided to the child.

If the parent of the child refuses to consent to the initial provision of special education and related services, or the parent fails to respond to a request to provide consent for the initial provision of special education and related services, the local educational agency will not be considered to be in violation of the requirement to make available FAPE to the child for the failure to provide the child with the special education and related services for which the local educational agency requests consent; and is not required to convene an IEP Team meeting or develop an IEP for the child for the special education and related services for which the local educational agency requests such consent.

34 CFR § 300.300(b); Wis. Stat. § 115.79(2)

Parent Revocation of Consent:

If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the school district:

Will stop providing special education and related services to the child, but before doing so, will provide prior written notice in accordance with 34 CFR § 300.503;
Will not use special education dispute resolution procedures, including mediation and due process, in order to obtain agreement or a ruling that the services may be provided to the child;
Is not considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
Is not required to convene an IEP Team meeting or develop an IEP for the child for further provision of special education and related services;
Is not required to amend the child's education records to remove any reference to the child's receipt of special education and related services because of the revocation of consent.

34 CFR § 300.300

Related Services: Physical and Occupational Therapy

If a child is suspected to need occupational therapy or physical therapy or both, the IEP team includes an appropriate therapist.

Wis. Admin. Code § PI 11.24(2)

PHYSICAL THERAPISTS' LICENSURE AND SERVICE REQUIREMENTS. The local educational agency ensures the following:

Physical therapists are licensed by the Department of Public Instruction as school physical therapists.

Caseloads for full-time physical therapists employed for a full day, 5 days a week, is a minimum of 15 children and a maximum of 30 children, or maximum of 45 children with one or more school physical therapist assistants. A caseload may be varied subject to DPI's approval. The caseload for a part-time school physical therapist may be pro-rated.

The school physical therapist has medical information from a licensed physician regarding a child before the child receives physical therapy.

The school physical therapist delegates to a school physical therapist assistant only those portions of a child's physical therapy which are consistent with the school physical therapist assistant's education, training and experience.

The school physical therapist supervises the physical therapy provided by a school physical therapist assistant. The school physical therapist develops a written policy and procedure for written and oral communication to the physical therapist assistant. The policy and procedure includes a specific description of the supervisory activities undertaken for the school physical therapist assistant which includes either of the following levels of supervision:

the school physical therapist has daily, direct contact on the premises with the school physical therapist assistant; or

the school physical therapist has direct, face-to-face contact with the school physical therapist assistant at least once every 14 calendar days. Between direct contacts the physical therapist is available by telecommunication. The school physical therapist providing general supervision provides an onsite reevaluation of each child's physical therapy a minimum of one time per calendar month or every tenth day of physical therapy, whichever is sooner, and adjusts the physical therapy as appropriate.

A full-time school physical therapist supervises no more than two full-time equivalent physical therapist assistant positions which may include no more than three physical therapist assistants.

Acts undertaken by a school physical therapist assistant are considered acts of the supervising physical therapist who has delegated the act.

A school physical therapist conducts all physical therapy evaluations and reevaluations of a child, participates in the development of the child's IEP, and develops physical therapy treatment plans for the child. A school physical therapist is not represented by a school physical therapist assistant on an IEP team.

Wis. Admin. Code § PI 11.24(7)

SCHOOL PHYSICAL THERAPIST ASSISTANTS' QUALIFICATIONS AND SUPERVISION OF PHYSICAL THERAPY. The local educational agency ensures the following:

Physical therapist assistants are licensed by the Department of Public Instruction as school physical therapists.

The school physical therapist assistant providing physical therapy to a child is supervised by a school physical therapist as specified in these policies.

Wis. Admin. Code § PI 11.24(8)

OCCUPATIONAL THERAPISTS' LICENSURE AND SERVICE REQUIREMENTS. The local educational agency ensures the following:

Occupational therapists are licensed by the Department of Public Instruction as school occupational therapists.

Caseloads for full-time school occupational therapists employed for a full day, 5 days a week, is a minimum of 15 children and a maximum of 30 children, or maximum of 45 children with one or more school occupational therapist assistants. A caseload may be varied subject to DPI's approval. The caseload for a part-time school physical therapist may be pro-rated.

The school occupational therapist has medical information before a child is evaluated for occupational therapy.

Wis. Admin. Code § PI 11.24(9)

DELEGATION AND SUPERVISION OF OCCUPATIONAL THERAPY. The local educational agency ensures the following:

The school occupational therapist may delegate to a school occupational therapy assistant only those portions of a child's occupational therapy which are consistent with the school occupational therapy assistant's education, training and experience.

The school occupational therapist supervises the occupational therapy provided by a school occupational therapy assistant. The school occupational therapist develops a written policy and procedure for written and oral communication to the occupational therapist assistant. The policy and procedure includes a specific description of the supervisory activities undertaken for the school occupational therapist assistant which includes either of the following levels of supervision:

the school occupational therapist has daily, direct contact on the premises with the school occupational therapy assistant or

the school occupational therapist has direct, face-to-face contact with the school occupational therapy assistant at least once every 14 calendar days. Between direct contacts the occupational therapist is available by telecommunication. The school occupational therapist providing general supervision provides an onsite reevaluation of each child's occupational therapy a minimum of every two weeks, and adjusts the occupational therapy as appropriate.

A full-time school occupational therapist supervises no more than two full-time equivalent occupational therapy assistant positions which includes no more than three occupational therapy assistants;

An act undertaken by a school occupational therapy assistant is considered the act of the supervising occupational therapist who has delegated the act.

Wis. Admin. Code § PI 11.24(9)

RESPONSIBILITY OF A SCHOOL OCCUPATIONAL THERAPIST. The local educational agency ensures the following:

A school occupational therapist conducts all occupational therapy evaluations and reevaluations of a child, participates in the development of the child's IEP and develops occupational therapy treatment plans for the child.

A school occupational therapist may not be represented by a school occupational therapy assistant on an IEP team.

Wis. Admin. Code § PI 11.24(9)

SCHOOL OCCUPATIONAL THERAPY ASSISTANTS' QUALIFICATIONS AND SUPERVISION. The local educational agency ensures the following:

Occupational therapy assistants are licensed by the Department of Public Instruction as school occupational therapy assistants.

The school occupational therapy assistant providing occupational therapy to a child is supervised by a school occupational therapist as specified in these policies.

Wis. Admin. Code § PI 11.24(10)

Transition from Birth to Three Programs

The local educational agency participates with birth to three programs to ensure a smooth and effective transition of children with disabilities from the birth to three program for infants and toddlers with disabilities to preschool programs in the local educational agency. The local educational agency participates in transition planning conferences arranged by birth to three programs.

For children participating in birth to three programs who will participate in special education preschool programs in the local educational agency, the local educational agency has an IEP in effect by the child's third birthday.

If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin.

34 CFR §§ 300.124, 300.101(b)

Transfer Pupils

In-State-Transfer Students

When a child with a disability (who had an IEP that was in effect in a previous Wisconsin local educational agency) transfers to this local educational agency and enrolls in a new school within the same school year, this local educational agency (in consultation with the parents) provides FAPE to the child, including services comparable to those described in the child's IEP from the previous agency, until this local educational agency either:

Adopts the child's IEP from the previous public agency; or
Develops, adopts, and implements a new IEP.

The local educational agency adopts the evaluation and the eligibility determination of the sending local educational agency or conducts an evaluation and eligibility determination of

the transfer pupil. The local educational agency does not adopt the evaluation and eligibility determination or the IEP of the sending local educational agency if the evaluation and eligibility determination or the IEP do not meet state and federal requirements.

34 CFR § 300.323(e)

Out-of-State Transfer Students

When a child with a disability (who had an IEP that was in effect in a previous agency in another State) transfers to this local educational agency, and enrolls in a new school within the same school year, this local educational agency, in consultation with the parents, provides the child with FAPE, including services comparable to those described in the child's IEP from the out-of-state agency, until this local educational agency:

- Conducts an evaluation and determines eligibility if determined to be necessary by this local educational agency; and
- Develops, adopts and implements a new IEP, if appropriate.

34 CFR § 300.323(f)

Transmittal of Records

When the local educational agency receives a transfer pupil with a disability and does not receive the pupil's records from the sending local educational agency, the local educational agency takes reasonable steps, including a written request, to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child from the previous public agency in which the child was enrolled. When this local educational agency receives such a written request for a transfer pupil, this local educational agency transfers the pupil's records to the requesting local educational agency no later than the next working day from receipt of the written notice as required under Wis. Stat. § 118.125(4).

34 CFR § 300.323(g); Wis. Stat. § 118.125(4)

Charter Schools

Children with disabilities who attend the local educational agency's charter schools and their parents retain all rights under federal special education laws. The local educational agency ensures that the requirements of federal special education law are met.

Children with disabilities who attend Charter Schools under contract with the local educational agency, are served in the same manner as other children with disabilities in the local educational agency. This includes providing supplementary and related services on site at the charter school to the same extent to which the local educational agency provides such services on the site to its other public schools. Funds received under part B of the Individuals with Disabilities Education Act are provided to charter schools in the same manner as they are provided to other schools in the local educational agency, including proportional distribution based on relative enrollment of children with disabilities

and at the same time as the local educational agency distributes other Federal funds to the local educational agency's other public schools.

34 CFR § 300.209(a) and (b); Wis. Stat. § 115.77(8).

Due Process Procedures

OPPORTUNITY TO EXAMINE RECORDS AND PARENT PARTICIPATION IN MEETINGS. The parents of a child with a disability are afforded, in accordance with the policies in the "Confidentiality" section of this document, an opportunity to:

inspect and review all education records with respect to the identification, evaluation, and educational placement of the child and the provision of a free appropriate public education to the child; and

participate in meetings with respect to the identification, evaluation and educational placement of the child and the provision of a free appropriate public education to the child.

The local educational agency notifies parents consistent with the policies in the "Parent Participation in IEP Team Meetings" section of these policies to ensure that parents of children with disabilities have the opportunity to participate in meetings described above. The term "meeting" in this policy does not include informal or unscheduled conversations involving public agency personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that local educational agency personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

The IEP team, which includes the parent, makes decisions on the educational placement of the child. In implementing this policy, the local educational agency uses procedures consistent with the policies described above. If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the local educational agency uses other methods to ensure their participation including individual or conference telephone calls, or video conferencing. A placement decision may be made by the IEP team without the involvement of the parent if the local educational agency is unable to obtain the parent's participation in the decision. In this case, the local educational agency must have a record of its attempt to ensure parent involvement.

34 CFR §§ 300.501, 300.322(e)

NOTICE. The local educational agency ensures a child's parents are provided prior written notice a reasonable time before the local educational agency proposes to initiate or change or refuses to initiate or change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education to the child. The notice contains:

a description of the action proposed or refused;

an explanation of why the local educational agency proposed or refused to take action;

a statement that the parents of a child with a disability have protection under the procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;

a description of any other options considered and the reason(s) they were rejected;

a description of each evaluation procedure, assessment, record or report used as a basis for the proposed or refused action;

the names of the evaluators, if known, if the notices propose to evaluate or reevaluate the child;

a description of any other factors relevant to the proposal or refusal; and

sources for parents to contact to obtain assistance in understanding special education law.

Each prior written notice is written in language understandable to the general public, in the parent's native language or other means of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the local educational agency takes steps to ensure the notice is translated orally or by other means to the parent in his or her native language or other mode of communication; the parent understands the content of the notice; and there is written evidence that these requirements have been met.

34 CFR § 300.503; Wis. Stat. § 115.792(2)

PROCEDURAL SAFEGUARDS NOTICE. A copy of the procedural safeguards available to the parents of a child with a disability is given to the parents one time a school year, except that a copy is given to the parents:

- upon initial referral or parent request for evaluation;
- upon receipt of the first IDEA State complaint and the first due process complaint;
- on the date on which the decision is made to make a disciplinary removal that constitutes a change of placement;
- upon request by a parent.

The procedural safeguards notice includes a full explanation of the procedural safeguards available under special education law written so as to be easily understood by the general public and in the native language of the child's parents unless it is clearly not feasible to do so, relating to:

- independent educational evaluation;
- prior written notice;
- parental consent;
- access to educational records;

opportunity to present and resolve complaints through the due process complaint and State IDEA complaint procedures, including:

- the time period in which to file a complaint;
- the opportunity for the agency to resolve the complaint; and
- the difference between the due process complaint and the State complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures.

- the child's placement during pendency of due process proceedings;
- procedures for pupils who are subject to placement in interim alternative educational settings under 20 USC § 1415(k);
- requirements for the unilateral placement by parents of pupils in private schools at public expense;
- availability of mediation;
- due process hearings including requirements for disclosure of evaluation results and recommendations;
- civil actions, including the time period in which to file those actions; and attorney fees.

34 CFR § 300.504

INDEPENDENT EDUCATIONAL EVALUATIONS. A parent may obtain an independent educational evaluation of his or her child. If a parent requests information from the local educational agency about an independent evaluation, the local educational agency provides the parent with information about where an independent evaluation may be obtained and the agency criteria applicable for independent educational evaluations. A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the local educational agency. "Public expense" means the local educational agency either pays for the full cost of the evaluation or ensures the evaluation is otherwise provided at no cost to the parent.

If a parent requests an independent educational evaluation at public expense, the local educational agency, without unnecessary delay, either initiates a due process hearing to show its evaluation is appropriate or ensures an independent educational evaluation is provided at public expense unless the local educational agency demonstrates in a due process hearing that the evaluation obtained by the parent did not meet local educational agency criteria.

If a parent requests an independent educational evaluation, the local educational agency may ask for the parent's reason why he or she objects to the public evaluation. However, the local educational agency does not require the explanation and the local educational agency does not unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation. A parent is entitled to only one independent educational evaluation at public expense each time the local educational agency conducts an evaluation with which the parent disagrees.

If the local educational agency initiates a hearing and the final decision is that the local educational agency's evaluation is appropriate, the parent still has the right to an

independent educational evaluation but not at public expense. If the parent obtains an independent educational evaluation at public expense or shares with the local educational agency an evaluation obtained at private expense, the results of the evaluation must be considered by the local educational agency, if it meets agency criteria, in any decision made with respect to the provision of FAPE to the child.

If a hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at public expense. When an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, is the same as the criteria that the local educational agency uses when it initiates an evaluation to the extent that those criteria are consistent with the parent's right to an independent educational evaluation. Except for the criteria described above, the local educational agency does not impose conditions or timelines related to obtaining and independent educational evaluation at public expense.

34 CFR § 300.502

SURROGATE PARENTS. The local educational agency ensures the rights of a child are protected if no parent can be identified; the local educational agency, after reasonable efforts, cannot locate a parent; the child is a ward of the state; or the child is an unaccompanied homeless youth as defined in the McKinney-Vento Homeless Assistance Act. In such instances, the local educational agency assigns an individual to act as a surrogate for the parents. The local educational agency has a method for determining whether a child needs a surrogate parent and for assigning a surrogate parent to the child. In the case of a child who is a ward of the State, the surrogate parent may be appointed by the judge overseeing the child's case.

The local educational agency ensures that a person selected as a surrogate parent is not an employee of the Department of Public Instruction, the local educational agency, or any other agency that is involved in the education or care of the child; has no personal or professional interest that conflicts with the interest of the child he or she represents; and has knowledge and skills that ensure adequate representation of the child. A person who otherwise qualifies to be a surrogate parent is not an employee of the local educational agency solely because he or she is paid by the local educational agency to serve as a surrogate parent.

For an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate parent can be appointed that meets all of the requirements for selection of surrogate parents.

The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child.

The local educational agency makes reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after it determines that one is needed.

34 CFR § 300.519; Wis. Stat. § 115.792(1)(a)2

MEDIATION. When a local educational agency participates in a mediation under Wis. Stat. § 115, the local educational agency:

- keeps discussion that occurs during mediation confidential;
- does not use discussion that occurs during mediation as evidence in any subsequent hearing or civil proceeding;
- does not record a mediation session unless both parties and the mediator agree;
- may be represented by two individuals, unless the parties agree to additional representatives;
- may withdraw from mediation at any time;
- may recess a mediation session to consult advisors, whether or not present, or to consult privately with the mediator;
- assumes responsibility with the parents for additional compensation if the parties agree that the amount of the mediator's compensation should be greater than the Wisconsin Special Education Mediation System schedule allows; and
- assumes responsibility with the parents for the compensation of a mediator who is not on the mediation system roster.

If the parties resolve the dispute or a portion of the dispute through the mediation process, the parties must execute a legally binding agreement. The agreement is reduced to writing, signed by the parties and a copy is given to each party. The agreement states that all discussions that occurred during mediation are confidential and may not be used as evidence in any hearing or civil proceeding. The agreement is legally binding upon the parties and is enforceable in circuit court. The agreement is signed by a representative of the local educational agency who has the authority to bind the local educational agency.

The Wisconsin Mediation System is voluntary on the part of the parties and the local educational agency does not use it to deny or delay a parent's right to a hearing on the parent's due process complaint, or to deny any other rights afforded under special education law.

34 CFR § 300.506; Wis. Stat. § 115.797

DUE PROCESS HEARINGS. When the local educational agency files a request for a due process hearing, it will provide a copy of the hearing request to the other party, a copy to the DPI and will keep the hearing request confidential.

If the parent or the child's attorney files a written request for a due process hearing, the local educational agency will:

- inform the parent of any free or low cost legal and other relevant services available in the area;

(unless it has previously sent a written notice to the parent regarding the item in dispute) within 10 days of receiving the hearing request, provide a written response that includes an explanation of why the agency proposed or refused to take the action raised in the hearing request; a description of other options that the IEP team considered and the reasons why those options were rejected; a description of each evaluation procedure, assessment, record, or report the agency used as the basis

for the proposed or refused action; and, a description of the other factors that are relevant to the agency's proposed or refused action;

within 10 days of receiving the request, send a written response that addresses the issues raised in the hearing request; and

(except when the parents and local educational agency agree in writing to waive a meeting or use mediation) within 15 days of receiving the request and before the hearing is conducted, convene a meeting with the child's parents, a representative of the local educational agency who is authorized to make decisions on behalf of the agency, and the relevant members of the IEP team who have specific knowledge of the facts identified in the hearing request. If the meeting resolves any subject matter of the hearing request, the parents and the local educational agency will execute and sign a legally binding agreement.

When the local educational agency is a party to a due process hearing under Wis. Stat. § 115.80, the local educational agency:

pays for the cost of the hearing;

pays for the cost of an independent educational evaluation ordered by the hearing officer;

discloses to all other parties, at least five business days before a hearing is conducted (other than an expedited hearing under the provisions of the Individuals with Disabilities Education Act), all evaluations completed by that date and recommendations based upon the local educational agency's evaluations that the local educational agency intends to use at the hearing; and

except as provided in the "discipline" section of the local educational agency's policies, the local educational agency does not change the educational placement of a child during the pendency of a hearing or judicial proceedings unless the child's parents agree to the change. If the child is applying for initial admission to a public school, the child, with the consent of the parents, is placed in the public school program until all due process proceedings have been completed.

Before filing a civil action under any federal law seeking relief that is also available under state special education law, the local educational agency exhausts the due process hearing procedures to the same extent as would be required had the action been brought under special education law.

34 CFR §§ 300.507, 300.508, 300.510; Wis. Stat. § 115.80

TRANSFER OF RIGHTS AT AGE OF MAJORITY. When a child with a disability reaches the age of 18, unless he or she has been determined to be incompetent as defined by state law, the local educational agency transfers the rights of parents under the Individuals with Disabilities Education Act and Chapter 115, Wis. Stats., to the individual pupil. The local educational agency provides any required notices to both the parents and the adult pupil. The local educational agency notifies both the parents and the individual pupil of the transfer of rights.

Discipline Procedures

AUTHORITY OF SCHOOL PERSONNEL. School personnel consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the discipline procedures of Individuals with Disabilities Education Act, is appropriate for a child with a disability who violates a code of school conduct.

School personnel are authorized to remove a child with a disability who violates a code of student conduct from the child's current placement to an appropriate interim alternative educational setting (IEAS), another setting, or suspension for not more than ten consecutive school days (to the extent those alternatives are applied to children without disabilities) consistent with state requirements relating to the suspension of pupils.

State law permits suspensions from school for up to five consecutive school days and for up to 15 consecutive school days when a notice of expulsion hearing has been sent. A child with a disability may be suspended for more than ten consecutive school days only if the conduct is not a manifestation of the child's disability and the requirements provided below are followed.

School personnel are authorized to remove a child with a disability for additional removals of not more than ten consecutive school days, consistent with state requirements, in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

If a child with a disability has been removed from his or her placement for 10 school days or less, the local educational agency provides services to the child if the local educational agency also provides services to children without disabilities who have been similarly removed.

For purposes of removals of a child with a disability from the child's current educational placement, a change of placement occurs if the removal is for more than ten consecutive school days or the child is subjected to a series of removals that constitute a pattern because

- the series of removals total more than ten school days in a school year;
- the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
- such additional factors as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another.

The local educational agency determines on a case-by-case basis whether a pattern of removals constitutes a change of placement.

After a child with a disability has been removed from the current placement for ten school days in the same school year during any subsequent days of removal the local educational agency must provide services so as to enable the child to continue to participate in the

general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the current removal is for not more than 10 consecutive school days and is not a change of placement, school personnel, in consultation with at least one of the child's teachers, determine the appropriate services.

The local educational agency applies the relevant disciplinary procedures for children without disabilities to the child only if, as a result of the manifestation determination review, the local educational agency determines the behavior of the child with a disability was not a manifestation of the child's disability. The local educational agency applies the relevant disciplinary procedures in the same manner in which they would be applied to children without disabilities.

A child with a disability whose behavior is determined not to be a manifestation of the child's disability continues to be provided education services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

34 CFR § 300.530; 300.536

PLACEMENT IN INTERIM ALTERNATIVE EDUCATIONAL SETTINGS. School personnel are authorized to remove a child with a disability to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability if:

- the child carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the state or a local educational agency;
- the child knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the state or a local educational agency; or
- the child has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state or a local educational agency.

34 CFR § 300.530(g)

The IEP team determines the interim alternative educational setting and the appropriate services to be provided. A child placed in an interim alternative educational setting:

continues to receive educational services to enable the child to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and

if the behavior is not a manifestation of the child's disability, receives, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur;

if the behavior is a manifestation of the child's disability, receives either:

a functional behavior assessment, unless the local educational agency had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implemented a behavioral intervention plan, or

if a behavioral intervention plan already has been developed, a review of the behavioral intervention plan, and modifications to it, as necessary, to address the behavior.

34 CFR §§ 300.530, 300.531

On the date on which the decision is made to place the child in an interim alternative educational setting or to make a removal that constitutes a change of placement for violating a code of conduct, the local educational agency notifies the parents of that decision and provides the parents a procedural safeguards notice.

34 CFR § 300.530(h)

When the local educational agency determines that maintaining the current placement of a child with a disability is substantially likely to result in injury to the child or others, the agency may request an expedited due process hearing to change the child's placement to an appropriate interim alternative educational setting for not more than 45 school days. The request for a due process hearing may be repeated if the local educational agency believes that returning the child to the original placement is substantially likely to result in injury to the child or others.

34 CFR § 300.532

MANIFESTATION DETERMINATION REVIEWS.

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the local educational agency, the parent, and relevant members of the child's IEP team (as determined by the parent and the local educational agency):

review all relevant information in the student's file, including the child's IEP;
any teacher observations; and
any relevant information provided by the parents.

The conduct is determined to be a manifestation of the child's disability if the local educational agency, the parent, and relevant members of the child's IEP team determine that either:

the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the local educational agency, the parent, and relevant members of the child's IEP team

determine the conduct in question was the direct result of the local educational agency's failure to implement the IEP, the local educational agency takes immediate steps to remedy those deficiencies.

If the conduct was a manifestation of the child's disability, the IEP team returns the child to the placement from which the child was removed, unless the child has been placed in an interim alternative educational setting or the parent and local educational agency agree to a change of placement as part of the modification of the behavioral intervention plan, and either:

conducts a functional behavioral assessment, unless the local educational agency had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implements a behavioral intervention plan for the child; or

if a behavioral intervention plan already has been developed, the IEP team reviews the behavioral intervention plan, and modifies it, as necessary, to address the behavior.

If the conduct was not a manifestation of the child's disability, the child receives, as appropriate:

a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur; and
educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

34 CFR § 300.530(d)(e) and (f)

PLACEMENT DURING APPEALS.

The parent of a child with a disability who disagrees with any decision regarding a disciplinary change in placement or a manifestation determination, or the local educational agency believes that maintaining the current placement is substantially likely to result in injury to the child or others may appeal the decision by requesting a hearing. During such appeal, the child will remain in the placement to which the child was removed pending the decision of the hearing officer or until the expiration of the disciplinary placement, whichever ever occurs first. The parent and the local educational agency may agree to a different placement during the appeal.

Unless the local educational agency and the parents agree in writing to waive the resolution meeting or agree to use the mediation process, the local educational agency conducts a resolution meeting within seven days of receiving notice of the parent's due process complaint.

34 CFR § 300.532; 300.533

PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES.

The local educational agency provides the protections asserted for a child under the Individuals with Disabilities Education Act-Part B to a child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated a code of conduct of the local educational agency if the local educational agency had knowledge (as determined in accordance with the provisions below) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

The local educational agency has knowledge that a child is a child with a disability if before the behavior that precipitated the disciplinary action occurred:

- the parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services;
- the parent of the child requested an IEP team evaluation of the child; or
- the teacher of the child, or other personnel of the local educational agency, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

The local educational agency does not have knowledge that a child is a child with a disability if:

- the parent of the child has not allowed an IEP team evaluation of the child or has refused special education services; or
- the local educational agency conducted an IEP team evaluation and determined that the child was not a child with a disability.

If the local educational agency does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the local educational agency may subject the child to the same disciplinary measures as measures applied to children without disabilities who engaged in comparable behaviors.

34 CFR § 300.534

If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation is conducted in an expedited manner. Until the evaluation is completed, the local educational agency maintains the child in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

If the child is determined to be a child with a disability, taking into consideration information from the local educational agency's evaluation and information provided by the parents, the local educational agency provides special education and related services in accordance with the Individuals with Disabilities Education Act-Part B and state law, including legal requirements relating to discipline and the provision of a free appropriate public education to children with disabilities.

34 CFR § 300.534

When the local educational agency reports a crime committed by a child with a disability, it ensures copies of the child's special education and disciplinary records are transmitted for consideration by the appropriate authorities to whom it reports the crime. The local educational agency transmits copies of the child's special education and disciplinary records only to the extent that the Family Educational Rights and Privacy Act permits transmission.

34 CFR § 300.535

Confidentiality of Information

NOTICE TO PARENTS. The local educational agency notifies parents before any major child identification, location or evaluation activity. The notice is published or announced in newspapers or other media, or both, with circulation adequate to notify parents of children attending the local educational agency of the activity.

34 CFR § 300.612(b)

The local educational agency gives notice that is adequate to fully inform parents about the confidentiality of personally-identifiable information requirements in the law, including:

- a description of the extent that the notice is given in the native languages of the various population groups in the local educational agency;

- a description of the children on whom personally-identifiable information is maintained, the types of information sought, the methods the local educational agency intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;

- a summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally-identifiable information; and

- a description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act of 1974 and the implementing regulations.

34 CFR § 300.612

ACCESS RIGHTS. The local educational agency permits parents to inspect and review any education records relating to their children that are collected, maintained or used by the agency under the Individuals with Disabilities Education Act-Part B. The agency complies with a request without unnecessary delay and before any meeting regarding an IEP, or any due process hearing or resolution session, and in no case more than 45 days after the request has been made.

The right to inspect and review education records includes:

- ___the right to a response from the participating agency to reasonable requests for explanations and interpretations of the records;
- ___the right to have copies of the records upon request; and
- ___the right to have a representative of the parent inspect and review the records.

The local educational agency presumes that the parent has authority to inspect and review records relating to his or her child unless the local educational agency has been advised that the parent does not have authority under state law.

34 CFR § 300.613

The local educational agency keeps a record of parties obtaining access to education records collected, maintained or used under the Individuals with Disabilities Education Act (except access by parents and authorized employees of the local educational agency), including the name of the party, the date access was given and the purpose for which the party is authorized to use the records.

34 CFR § 300.614

The local educational agency provides parents on request a list of the types and locations of education records collected, maintained or used by the agency. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

34 CFR §§ 300.615, 300.616

The local educational agency does not charge a fee for copies of records that are made for parents if the fee effectively prevents the parents from exercising their right to inspect and review those records. The local educational agency does not charge a fee to search for or to retrieve information in educational records.

34 CFR § 300.617

AMENDMENT OF RECORDS AT PARENT'S REQUEST. A parent who believes information in the education records collected, maintained or used under the Individuals with Disabilities Education Act is inaccurate or misleading or violates the privacy or other rights of the child may request the local educational agency to amend the information. The local educational agency decides whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If the local educational agency decides to refuse to amend the information in accordance with the request, it informs the parent of the refusal and advises the parent of the right to an educational records hearing pursuant to the local educational agency's policies.

34 CFR § 300.618

The local educational agency, on request, provides an opportunity for a hearing to challenge information in education records to ensure it is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child.

34 CFR § 300.619

The hearing is conducted according to the procedures described in the Family Educational Rights and Privacy Act implementing regulations. If, as a result of the hearing, the local educational agency decides the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it amends the information accordingly and so informs the parent in writing. If, as a result of the hearing, the local educational agency decides the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it informs the parent of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the local educational agency.

34 CFR § 300.619-621

Any explanation placed in the records of the child under this section is maintained as part of the records of the child as long as the record or contested portion is maintained. If the records of the child or the contested portion are disclosed to any party, the explanation is also disclosed to the party.

34 CFR § 300.620(c)(2)

CONSENT. Parental consent is obtained before personally-identifiable information is disclosed, unless the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act and Wis. Stat. § 118.125. Parental consent is not required before personally-identifiable information is released to officials of participating agencies for purposes of meeting a requirement of the Individuals with Disabilities Education Act with the following exceptions:

Parental consent or the consent of an eligible child who has reached the age of majority under state law, is obtained before personally-identifiable information is released to officials of participating agencies providing or paying for transition services.

If a child is enrolled or is going to enroll in a private school that is not located in the local educational agency of the parent's residence, parental consent is obtained before any personally-identifiable information about the child is released between school officials in the local educational agency where the private school is located and officials in the local educational agency of the parent's residence.

34 CFR § 300.622

SAFEGUARDS. The local educational agency protects the confidentiality of personally-identifiable information at collection, storage, disclosure and destruction stages. One official at the local educational agency assumes responsibility for ensuring the confidentiality of any personally-identifiable information. All persons collecting or using

personally-identifiable information receive training or instruction regarding the state's policies and procedures described in the regulations implementing the Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act. The local educational agency maintains, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally-identifiable information.

34 CFR § 300.623

DESTRUCTION OF INFORMATION. The local educational agency informs parents when personally-identifiable information collected, maintained or used under the Individuals with Disabilities Education Act is no longer needed to provide educational services to the child. The information is destroyed at the request of the parents. However, a permanent record of the student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

34 CFR § 300.624

TRANSFER OF CONFIDENTIALITY RIGHTS AT AGE OF MAJORITY. Under the regulations for the Family Educational Rights and Privacy Act, the rights of parents regarding education records are transferred to the student at age 18. When the rights accorded to parents under the Individuals with Disabilities Education Act are transferred to a student who reaches the age of majority, the rights regarding educational records in the Individuals with Disabilities Education Act also transfer to the student. However, the local educational agency provides any notice required under the Individuals with Disabilities Education Act to the student and the parents.

34 CFR § 300.625(b) and (c)

Children With Disabilities Enrolled in Private Schools by Their Parents

CHILD FIND. This school district locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district. The child find process is designed to ensure the equitable participation of parentally-placed private school children and an accurate count of those children. This school district undertakes child find activities similar to the activities undertaken for the agency's public school children. The child find process is completed in a time period comparable to that for students attending public schools in this school district. In carrying out the child find requirements for parentally-placed private school students, this school district includes parentally-placed private school children who reside in another state.

34 CFR § 300.131

Any due process complaint regarding child find requirements must be filed with the school district in which the private school is located and a copy must be forwarded to the Department of Public Instruction.

34 CFR § 300.140(b)(2)

PROVISION OF SERVICES. To the extent consistent with the number and location of children with disabilities who are enrolled by their parents in private, including religious, elementary and secondary schools located in this school district, this school district provides for the participation of those children by providing them with special education and related services, including direct services determined in accordance with the provision under the “Equitable Services Determined” section of this policy.

A services plan is developed and implemented for each private school child with a disability designated by this school district to receive special education and related services under the Individuals with Disabilities Education Act. This school district maintains in its records, and provides to the Wisconsin Department of Public Instruction, the following information related to parentally-placed private school children: (1) the number of children evaluated; (2) the number of children determined to be children with disabilities; and (3) the number of children served.

34 CFR § 300.132

EXPENDITURES. In providing special education and related services, including direct services, to children with disabilities enrolled by their parents in private schools, this school district spends, for children aged 3 through 21, an amount that is the same proportion of the school district’s total Individuals with Disabilities Education Act flow-through grant as is the number of private school children with disabilities aged 3 through 21 who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in this school district, is to the total number of children with disabilities in its jurisdiction aged 3 through 21.

For parentally placed private school children aged 3 through 5, this school district spends an amount that is the same proportion of this school district’s total preschool entitlement funds as the number of parentally placed private school children with disabilities aged 3 through 5 is to the total number of children with disabilities in its jurisdiction aged 3 through 5. This school district may provide services to private school children in excess of those required, consistent with the law and local educational agency policy.

In calculating the proportionate amount of Federal funds to be provided for parentally-placed private school children with disabilities, this school district, after timely and meaningful consultation with representatives of private schools, conducts a thorough and complete child find process to determine the number of parentally-placed children with disabilities attending private schools located in this school district.

After timely and meaningful consultation with representatives of parentally-placed private school children with disabilities, this school district determines the number of parentally-placed private school children with disabilities attending private schools located in this school district; and ensures the count is conducted on October 1 of each year. The child count is used to determine the amount this school district must spend on providing special education and related services to parentally-placed private school children with disabilities in the next subsequent fiscal year.

34 CFR § 300.133(c)(2)

State and local funds may supplement and in no case supplant the proportionate amount of Federal funds required to be expended for parentally-placed private school children with disabilities under the Individuals with Disabilities Education Act.

34 CFR § 300.133(d)

The cost of carrying out child find requirements, including individual evaluations, is not considered in determining if this school district has met its obligation to expend a proportionate amount of Individuals with Disabilities Education Act funds to provide equitable services.

34 CFR § 300.131(d)

If this school district has not expended for equitable services all of the funds required by the end of the fiscal year for which Congress appropriated the funds, the district obligates the remaining funds for special education and related services (including direct services) to parentally-placed private school children with disabilities during a carry-over period of one additional year.

34 CFR § 300.133(a)(3)

CONSULTATION. To ensure timely and meaningful consultation, this school district consults with private school representatives and representatives of parents of parentally-placed private school children with disabilities during the design and development of special education and related services for the children regarding the following:

- the child find process, including how parentally-placed private school children suspected of having a disability can participate equitably, and how parents, teachers, and private school officials will be informed of the process;
- the determination of the proportionate share of Federal funds available to serve parentally-placed private school children with disabilities including the determination of how the proportionate share of those funds was calculated;
- the consultation process among this school district, private school officials, and representatives of parents of parentally-placed private school children with disabilities, including how the process will operate throughout the school year to ensure that parentally-placed children with disabilities identified through the child find process can meaningfully participate in special education and related services;
- how, where, and by whom special education and related services will be provided for parentally-placed private school children with disabilities, including a discussion of the types of services, including direct services and alternate service delivery mechanisms, and how special education and related services will be apportioned if funds are insufficient to serve all parentally-placed private school children, and how and when those decisions will be made; and,
- how, if this school district disagrees with the views of the private school officials on the provision of services or the types of services (whether provided directly or through a contract), the district will provide to the private school officials a written explanation of the reasons why the district chose not to provide services directly or through a contract.

When timely and meaningful consultation has occurred, this school district must obtain a written affirmation signed by the representatives of participating schools. If the representatives do not provide the affirmation within a reasonable period of time, this school district forwards the documentation of the consultation process to the Wisconsin Department of Public Instruction.

If a private school representative files a complaint under 34 CFR § 300.136 to the Wisconsin Department of Public Instruction, this school district will forward appropriate documentation to the department.

34 CFR §§ 300.134, 300.135, and 300.136.

EQUITABLE SERVICES DETERMINED. No parentally-placed private school child with a disability has an individual right to receive some or all of the special education and related services the child would receive if enrolled in the public school. Decisions about the services that will be provided to parentally-placed private school children with disabilities are made in accordance with services plans and consultation processes contained in these policies.

The final decisions regarding services to be provided to eligible private school children are made by this school district.

34 CFR § 300.137

If a child with a disability is enrolled in a religious or other private school by the child's parents and will receive special education or related services from this school district, the district initiates and conducts meetings to develop, review and revise a services plan for the child in accordance with the law. This school district ensures a representative of the religious or other private school attends each meeting. If the representative cannot attend, this school district uses other methods to ensure participation by the private school, including individual or conference telephone calls.

34 CFR § 300.137(c)(2)

EQUITABLE SERVICES PROVIDED. The services provided to parentally-placed private school children with disabilities by this school district are provided by personnel meeting the same standards as personnel providing services in this school district, except that private elementary school and secondary school teachers who are providing equitable services to parentally-placed private school children with disabilities do not have to meet the highly qualified special education teacher requirements. Parentally-placed private school children with disabilities may receive a different amount of services than children with disabilities in public schools.

34 CFR § 300.138(a)(2)

Each private school child with a disability who has been designated to receive services from this school district has a services plan that describes the specific special education and related services this school district will provide to the child in light of the services the district has determined (after consultation with representatives of private school children with disabilities) it will make available to parentally-placed private school children with disabilities. The services plan, to the extent appropriate, meets the IEP requirements with

respect to the services provided. The services plan is developed, reviewed and revised consistent with the provisions in the law concerning IEP teams, when IEPs must be in effect, parent participation in IEP team meetings, and development, review and revision of IEPs.

34 CFR § 300.138(b)(2)

Services to parentally-placed private school children with disabilities are provided by employees of this school district or through contract by the district with an individual, association, agency, organization, or other entity. The services, including materials and equipment, are secular, neutral, and non-ideological.

34 CFR § 300.138(c)

LOCATION OF SERVICES AND TRANSPORTATION. If this school district provides services to private school children with disabilities at the child's private school, including a religiously affiliated private school, it will do so to the extent consistent with state and federal law. If necessary for the child to benefit from or participate in the services provided, this school district transports private school children with disabilities from the child's school or home to a site other than the child's private school and from the service site to the private school or the child's home, depending on the timing of the services. This school district may include the cost of such transportation in calculating whether it has met the requirement to expend a proportionate amount of Individuals with Disabilities Education Act funds on services to parentally-placed private school children with disabilities.

34 CFR § 300.139(b)(2)

REQUIREMENT THAT FUNDS NOT BENEFIT A PRIVATE SCHOOL. This school district does not use Individuals with Disabilities Education Act funds to finance the existing level of instruction in a private school or to otherwise benefit the private school. The funds are used to meet the special education and related services needs of parentally-placed private school children with disabilities, but not for meeting the needs of a private school or the general needs of the students enrolled in the private school.

34 CFR § 300.141

USE OF PERSONNEL. Individuals with Disabilities Education Act funds are used to make public school personnel available in other than public facilities to the extent necessary to provide equitable services for parentally-placed private school children with disabilities and if those services are not normally provided by the private school. If this school district pays for the services of an employee of a private school employee, the employee performs the services outside of his or her regular hours of duty and under public supervision and control.

34 CFR § 300.142

SEPARATE CLASSES PROHIBITED. This school district does not use Individuals with Disabilities Education Act funds for classes that are organized separately on the basis of school enrollment or religion of the students if the classes are at the same site and include both students enrolled in public schools and students enrolled in private schools.

34 CFR § 300.143

PROPERTY, EQUIPMENT, AND SUPPLIES. This school district controls and administers Individuals with Disabilities Education Act funds used to provide special education and related services to parentally-placed private school children with disabilities and holds title to and administer materials, equipment, and property purchased with those funds. Equipment and supplies are placed in a private school for the period of time needed for the Individuals with Disabilities Education Act program. Equipment and supplies placed in a private school are used only for Individuals with Disabilities Education Act purposes and can be removed from the private school without remodeling the private school facility. Equipment and supplies are removed from a private school if the equipment and supplies are no longer needed for Individuals with Disabilities Education Act purposes; or removal is necessary to avoid unauthorized use of the equipment and supplies for other_than Individuals with Disabilities Education Act purposes. Individuals with Disabilities Education Act funds are not used for repairs, minor remodeling, or construction of private school facilities.

34 CFR § 300.144

PARENTALLY PLACED CHILDREN IN PRIVATE SCHOOLS WHEN FAPE IS AT ISSUE. The local educational agency is not required to pay for the cost of education, including special education and related services, of a child with a disability at a private school or facility if the local educational agency made FAPE available to the child and the parents elected to place the child in a private school or facility. The child is considered a parentally placed private school child with a disability.

34 CFR § 300.148

Children With Disabilities in Private Schools Placed or Referred by the Local Educational Agency

When, pursuant to an IEP, a child with a disability is or has been placed in or referred to a private school or facility by the local educational agency as a means of providing special education and related services, the local educational agency ensures that the child:

- is provided special education and related services in conformance with an IEP that meets the requirements of the law and at no cost to the parents;
- is provided an education that meets the standards that apply to education provided by the Department of Public Instruction and local educational agencies including the requirements of Individuals with Disabilities Education Act, except that staff are not required to meet the highly qualified teacher requirements; and
- has all of the rights of a child with a disability who is served by a public agency.

34 CFR § 300.146

DEVELOPMENT, REVIEW, AND REVISION OF THE IEP. Before the local educational agency places a child with a disability in, or refers a child to, a private school or facility, the local educational agency initiates and conducts a meeting to develop an IEP for the child in accordance with the law. The local educational agency ensures a representative of the private school or facility attends the meeting. If the representative cannot attend, the local educational

agency uses other methods to ensure participation by the private school or facility, including individual or conference telephone calls.

After a child with a disability enters a private school or facility, any meetings to review and revise the child's IEP may be initiated and conducted by the private school or facility at the discretion of the local educational agency. If the local educational agency permits a private school or facility to initiate and conduct meetings to review and revise IEPs, the local educational agency ensures the parents and a local educational agency representative are involved in any decisions about the IEP and agree to any proposed changes in the IEP before those changes are implemented. Even if a private school or facility implements a child's IEP, the local educational agency retains responsibility for compliance with the requirements of special education law.

34 CFR § 300.325

When the local educational agency places a child, in a private school as a means of providing special education and related services, the local educational agency ensures an IEP is developed and implemented for each child with a disability and the special education and related services are provided in conformance with an IEP and at no cost to the parents.

Wis. Stat. § 115.77(1m)(d)

Children in Residential Care Centers

When the responsible local educational agency receives a notice from a county or a state agency that a child will be placed in a residential care center, the local educational agency does all of the following:

- if the child is a child with a disability, as soon as reasonably possible and after consulting with the county or state agency, as appropriate, the local educational agency appoints an IEP team to review and revise, if necessary, the child's IEP and develop an educational placement offer;

- if the child has not been identified as a child with a disability, the local educational agency:

- appoints staff to review the child's education records and develop a status report;
- sends a copy of the status report to the county or state agency within 30 days after receiving the notice that the child will be placed in a residential care center;
- appoints an IEP team to conduct an evaluation of the child if the local educational agency has reasonable cause to believe the child is a child with a disability;
- ensures the IEP team conducts the evaluation; and
- ensures the IEP team develops an IEP and an educational placement offer, in consultation with the county or state agency if the IEP team determines the child is a child with a disability.

Wis. Stat. § 115.81(3)(b)

When the responsible local educational agency offers an educational placement in a residential care center, the responsible local educational agency:

ensures the child receives a free appropriate public education;

ensures the child's treatment and security needs are considered when determining the least restrictive environment for the child;

appoints an IEP team to reevaluate the child, as required by state law, while the child resides at the child caring institution;

while the child resides at the residential care center, the local educational agency refers the child to another local educational agency after consulting the residential care center and a county department or state agency, if the responsible local educational agency determines that the child's special education needs may be appropriately served in a less restrictive setting in the other local educational agency; and

assigns staff or an IEP team to develop a reintegration plan for a child leaving the residential care center, in cooperation with county and residential care center staff.

Wis. Stat. § 115.81(4)(a)

When this school district receives a referral from the responsible local educational agency because the referring responsible local educational agency believes the child's special education needs could be met in a less restrictive setting, this school district assigns staff to determine whether the child can appropriately receive special education and related services in the school district. If the assigned staff determine the child can appropriately receive special education and related services in this school district, it provides such services and may apply for state tuition payments under Wis. Stat. § 121.79(1)(a), for the child's educational expenses. If the assigned staff determines the child cannot appropriately receive special education and related services in this school district, the school district keeps a written record of the reasons for that determination.

Wis. Stat. § 115.81(4)(c)

Placement Disputes; School Board Referrals; Interagency Cooperation

When a dispute arises between the local educational agency and the Wisconsin Department of Health and Family Services, the Wisconsin Department of Corrections or a county, or between local educational agencies over the placement of a child, the local educational agency seeks resolution of the dispute from the State Superintendent. This provision applies only to a placement in a nonresidential educational program made under Wis. Stat. § 48.57 (1)(c) or to a placement in a residential care center made under Wis. Stat. § 115.81.

Annually, on or before August 15, the local educational agency reports to the county departments under Wis. Stat. §§ 51.42 & 51.437 the names of resident children who are at least 16, are not expected to be enrolled in an educational program two years from the date of the report and may require services from the county department.

If a public agency, as defined by Wis. Stat. § 166.20(1)(i), except that it does not include a local educational agency, is required by federal or state law or by an interagency agreement to provide or pay for the location, identification or evaluation of a child with a disability, including a child with a disability who is not yet 3 years of age, or for assistive technology devices or services, supplementary aids or services, transition services or special education or related services for a child with a disability, and fails to do so, the local educational agency provides or pays for the services. The local educational agency seeks reimbursement for the cost of providing the services from the public agency.

Wis. Stat. § 115.812

Local Educational Agency Reporting to State

The local educational agency, in providing for the education of children with disabilities within its jurisdiction, has established and implemented policies, procedures and programs that are consistent with state and federal special education requirements, policies and procedures. The local educational agency will modify them to the extent necessary to ensure compliance with the law if the provisions of federal or state laws or regulations are amended, if there is a new interpretation of Individuals with Disabilities Education Act by federal or state courts or if there is an official finding of noncompliance with federal or state law or regulations.

34 CFR § 300.201; Wis. Stat. § 115.77(1m)(f)

The local educational agency files with the Department of Public Instruction information to demonstrate all personnel necessary to carry out the requirements of state and federal special education law are appropriately and adequately prepared, subject to the requirements of the personnel requirements of the Individuals with Disabilities Education Act and the Elementary and Secondary Education Act.

34 CFR § 300.207

The local educational agency provides to the Department of Public Instruction information needed for the Department to meet its responsibilities under state and federal special education laws, including information related to the performance of children with disabilities participating in local educational agency special education programs.

34 CFR § 300.211; Wis. Stat. § 115.77(2)

The local educational agency reports its plan for providing special education and related services to children with disabilities to the Department of Public Instruction on a schedule and using instructions provided by the Department of Public Instruction. The plan includes:

statements of assurance as required by applicable federal law;

information relating to access of private school pupils to the local educational agency's special education and related services;

assurances that the local educational agency, in providing for the children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with this subchapter and applicable federal law;

the local educational agency's plan for ensuring that all personnel necessary to carry out the requirements of this subchapter are appropriately and adequately prepared according to applicable state and federal law;

the data regarding children with disabilities and nondisabled children in the local educational agency that the division is required to collect or report to be in compliance with 20 USC 1400 to 1482; and

any other information the division requires to permit its review of the plan.

34 CFR § 300.200; Wis. Stat. § 115.77(4)

When the local educational agency participates in a county children with disabilities education board program, annually by October 1, the local educational agency and the county children with disabilities education board submit a report to the state superintendent. The report includes the portion of each school day that each pupil enrolled in the county program, who is also enrolled in the local educational agency, spent in county program classes in the previous school year, and the portion of the school day that the pupil spent in the local educational agency classes in the previous school year.

Wis. Stat. § 115.817(5)(d)

**Appendix of federal law and regulations
referenced in the Model Policies and Procedures**

34 CFR 99.3 - Family Educational Rights and Privacy Act of 1974 – Definition of Education Records

- (a) The term means those records that are:
- (1) Directly related to a student; and
 - (2) Maintained by an educational agency or institution or by a party acting for the agency or institution.
- (b) The term does not include:
- (1) Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
 - (2) Records of the law enforcement unit of an educational agency or institution, subject to the provisions of Sec. 99.8.
 - (3) (i) Records relating to an individual who is employed by an educational agency or institution, that:
 - (A) Are made and maintained in the normal course of business;
 - (B) Relate exclusively to the individual in that individual's capacity as an employee; and
 - (C) Are not available for use for any other purpose.
 - (ii) Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a student are education records and not excepted under paragraph (b)(3)(i) of this definition.
 - (4) Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
 - (i) Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;
 - (ii) Made, maintained, or used only in connection with treatment of the student; and
 - (iii) Disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution; and
 - (5) Records that only contain information about an individual after he or she is no longer a student at that agency or institution.

42 USC 11434a – McKinney-Vento Homeless Assistance Act, Definition of Homeless Children

(2) The term “homeless children and youths”—

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 11302 (a)(1) of this title); and

(B) includes—

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 11302 (a)(2)(C) of this title);

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

18 USC 1365(h) – Definition of Serious Bodily Injury

(3) the term “serious bodily injury” means bodily injury which involves—

(A) a substantial risk of death;

(B) extreme physical pain;

(C) protracted and obvious disfigurement; or

(D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty; and

(4) the term “bodily injury” means—

(A) a cut, abrasion, bruise, burn, or disfigurement;

(B) physical pain;

(C) illness;

(D) impairment of the function of a bodily member, organ, or mental faculty; or

(E) any other injury to the body, no matter how temporary.

29 USC 3002(19) - Definition of Universal Design

The term “universal design” means a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly accessible (without requiring assistive technologies) and products and services that are interoperable with assistive technologies.

18 USC 930(g)(2) - Definition of Weapon

The term “dangerous weapon” means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 1/2 inches in length.

20 USC 7801(37) – Definition of Scientifically Based Research

The term "scientifically based research"--

(A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

(B) includes research that--

(i) employs systematic, empirical methods that draw on observation or experiment;

(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

(iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

(iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

(v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and

(vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Additional District Documents:

**Sturgeon Bay School District
Procedures for Accepting and Processing
Special Education Referrals**

The special education director and the school psychologist have been designated to receive referrals for students with disabilities or with suspected disabilities for the Sturgeon Bay School District. The pupil services office will be responsible for processing referrals for the evaluation of students with disabilities or suspected disabilities consistent with IDEA regulations, 34 CFR Part 300, Vol. 71 Federal Register, No. 156 (August 14, 2006) and state laws, chapter PI 11.02.(1) Wis. Adm. Code and , and subchapter V, chapter 115, Wis. Stats.

Referral: a.) A physician, nurse, psychologist, social worker or administrator of a social agency who reasonably believes that a child brought to him/her for services has a disability shall refer the child to the local education agency (LEA). b.) A person who is required to be licensed, who is employed by a local educational agency and who reasonably believes a child has a disability shall refer the child to the local educational agency. c.) Any person or parent who reasonably believes that a child is a child with a disability may refer the child to the local educational agency.

Informing parents before referral: Before submitting a referral to a local educational agency, the person making the referral shall inform the child's parent that he/she is going to submit the referral.

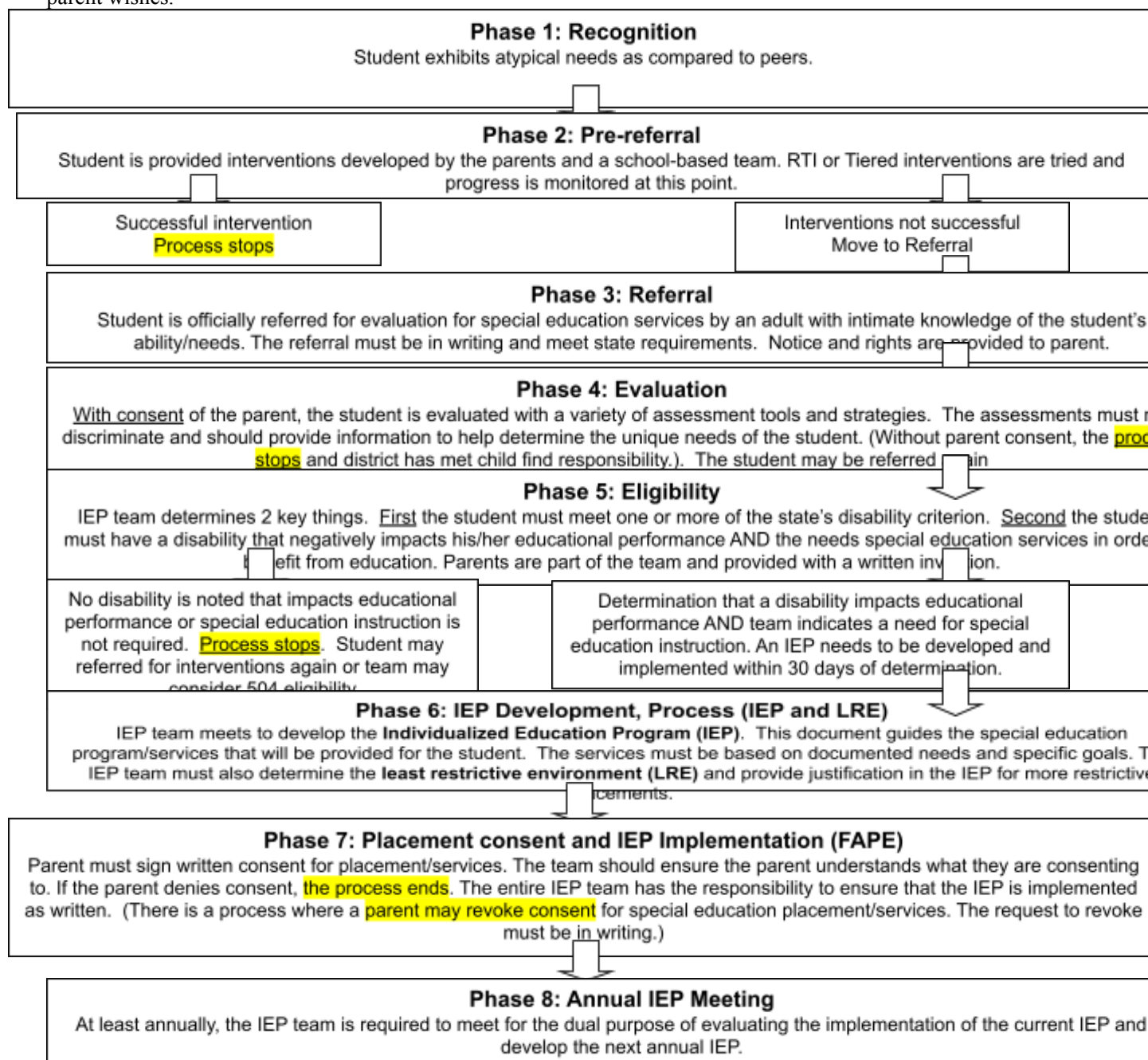
How to refer: All referrals shall be in writing and shall include the name of the child, D.O.B, parents name and address, and the reasons why the person believes that the child is a child with a disability. We encourage parents and community persons to consult with someone in the special education office prior to submitting the referral. School staff involved in making referrals will refer to the school district's Referral Procedures for Educational Concerns and or their building Student Consultation Team (SCT) for guidance and support in completing the referral. Copies of referral forms will be made available upon request from the Special Education Office.

Point of referral: All referrals should be submitted to or marked attention to: Special Education Director or School Psychologist or IEP Team Coordinator.

LEA procedures: The local education agency shall do the following: a.) Insure the referral is complete and parent has been informed. b.) Document, sign and date the receipt of each referral. c.) Initiate an evaluation in order to determine eligibility and need for special education services and d.) Monitor the timelines associated with all special education evaluations.

The Special Education and IEP Process Flowchart

This flow chart illustrates the Special Education referral and IEP process. Start at the top and follow the arrows downward to guide you through the different phases in the process from when it is recognized that a student may need additional assistance and continue through all the possible steps. All decisions are made by a legally defined IEP Team. Parents are equal partners in the entire process and there are specific parent and child rights. It should be noted that there are areas on the flow chart where the process can halt depending on the student's needs and parent wishes.



SCHOOL DISTRICT OF STURGEON BAY
ANNUAL NOTICE OF SPECIAL EDUCATION REFERRAL AND EVALUATION
PROCEDURES (8/7/2008)

[Placed Annually with other Door County Schools]

Upon request, the district of Sturgeon Bay is required to evaluate a child for eligibility for special education services. A request for evaluation is known as a referral. When the district receives a referral, the district will appoint an Individualized Education Program (IEP) team to determine if the child has a disability, and if the child needs special education services. The district locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private (including religious) schools, elementary schools and secondary schools located in the school district.

A physician, nurse, psychologist, social worker, or administrator of a social agency who reasonably believes a child brought to him or her for services is a child with a disability has a legal duty to refer the child, including a homeless child, to the school district in which the child resides. Before referring the child, the person making the referral must inform the child's parent that the referral will be made.

Others, including parents, who reasonably believe a child is a child with a disability may also refer the child, including a homeless child, to the school district in which the child resides.

Referrals must be in writing and include the reason why the person believes the child is a child with a disability. A referral may be made by contacting [name], Director of Special Education, Sharon Sanderson at 920 746-2804 or by writing him/her at 1230 Michigan St., Sturgeon Bay, WI 54235.

Sturgeon Bay Schools 00.0 STEPS TO BE FOLLOWED WHEN A DISABILITY IS SUSPECTED.

(Partial doc./Section II of Sturgeon Bay Process for Educational Concerns: Steps for the Classroom Teacher and Other Staff

Adapted from...S:\FACULTY\Pupil Services Team\2018 Referral Process for all educational concerns)

State and Federal Regulation require a referral for a special education evaluation be filed if disability is suspected. In most cases the Sturgeon Bay School District handles the initial referral and evaluation the same way and that is through a formal special education referral. (This includes a suspected 504 disability. Please see that policy for exceptions.)

Identify the School Person who has the concern or is closest to the concern. Completion of the referral typically involves at least two people. This group is referred to as the Referral Team. The Classroom Teacher and Building Principal are key to this process no matter where the concern originates, and would typically always have a role in completing the referral. If a grade level Special Education Teacher or Specialist has been part of the building review/screening/intervention process, that person would assist in completing the referral.

When a Parent makes a referral, it would be completed with those that know the child best... the primary Classroom Teacher and the Building Principal/Designee. The Designated Evaluation Coordinator would be alerted immediately and may assist this group.

The Referral Team alerts the Special Education/Pupil Services Office and obtains access to a specific special education referral form online in SEEDS (or a paper version from the Special Education/Pupil Services Office). If not alerted already, the Designated Evaluation Coordinator is notified.

In most cases a suspicion of a disability will involve a history of concern so there will be screening profile, an outside specialist's report/evaluation, earlier intervention at the building level or a documented pattern of concerns/behaviors. The Referral Team reviews that information and summarizes that and other supportive information in the referral.

If the Parent is not part of the Referral Team, someone from that group must notify the parents/guardian of the decision to refer before the referral is submitted to the Designated Evaluation Coordinator.

The final version referral is always reviewed and initialed by Building Principal before it is submitted to the Designated Evaluation Coordinator for review/.

The Designated Evaluation Coordinator will review the referral to ensure it is appropriately completed and then will sign/accept the referral. Compliance timelines begin when the referral is signed/accepted.

The Designated Evaluation Coordinator and the Special Education/Pupil Services Office identify the evaluation team, and send out appropriate notification and input paperwork. This includes a copy of the procedural safeguards to the parents.

If not already involved, a grade level Special Education Teacher or Specialist is designated as the Tentative Case Manager for the evaluation by the Special Education Director*. That person works closely with the Designated Evaluation Coordinator to complete a comprehensive evaluation within the timelines. If the student is found to be eligible, in most cases the Tentative Case Manager will become the Case Manager who is responsible for the development of the College and Career Ready (CCR) IEP.

* The Designated Evaluation Coordinator has a specific role in Sturgeon Bay. The Special Education Director may serve as the Designated Evaluation Coordinator if needed.

Sturgeon Bay School District (updated 8/7/2008)
CONFIDENTIALITY OF PERSONALLY IDENTIFIABLE INFORMATION
OBTAINED THROUGH CHILD FIND ACTIVITIES

The Sturgeon Bay School District is required to locate, identify, and evaluate all children, with disabilities, including children with disabilities attending private schools in the school district, and homeless children. The process of locating, identifying, and evaluating children with disabilities is known as child find. This agency conducts a variety of child find activities each year including district wide screenings, individual referrals, coordinated activities with county agencies and community specialists, and public announcements (on the district website, local radio station, county newspapers and the local cable channel). This notice informs parents of the records the school district will develop and maintain as part of its child find activities. This notice also informs parents of their rights regarding any records developed.

The school district gathers personally identifiable information on any child who participates in child find activities. Parents, teachers, and other professionals provide information to the school related to the child's academic performance, behavior, and health. This information is used to determine whether the child needs special education services. Personally identifiable information directly related to a child and maintained by the school is a pupil record. Pupil records include records maintained in any way including, but not limited to, computer storage media, video and audiotape, film, microfilm, and microfiche. Records maintained for personal use by a teacher and not available to others and records available only to persons involved in the psychological treatment of a child are **not** pupil records.

The school district maintains several classes of pupil records.

"Progress records" include grades, courses the child has taken, the child's attendance record, immunization records, required lead screening records, and records of school extra-curricular activities. Progress records must be maintained for at least five years after the child ceases to be enrolled.

"Behavioral records" include such records as psychological tests, personality evaluations, records of conversations, written statements relating specifically to the pupil's behavior, tests relating specifically to achievement or measurement of ability, physical health records other than immunization and lead screening records, law enforcement officers' records, and other pupil records that are not "progress records." Law enforcement officers' records are maintained separately from other pupil records. Behavioral records may be maintained for no longer than one year after the child graduates or otherwise ceases to be enrolled, unless the parent specifies in writing that the records may be maintained for a longer period of time. The school district informs parents when pupil records are no longer needed to provide special education. At the request of the child's parents, the school district destroys the information that is no longer needed.

"Directory data" includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received, and the name of the school most recently previously attended by the student.

"Pupil physical health records" include basic health information about a pupil, including the pupil's immunization records, an emergency medical card, a log of first aid and medicine administered to the pupil, an athletic permit card, a record concerning the pupil's ability to participate in an education program, any required lead screening records, the results of any routine screening test, such as for hearing, vision or scoliosis, and any follow-up to the test, and any other basic health information, as determined by the state superintendent. Any pupil record relating to a pupil's physical health that is not a pupil physical health record is treated as a patient health care record under sections 146.81 to 146.84, Wisconsin Statutes. Any pupil record concerning HIV testing is treated as provided under section 252.15, Wisconsin Statutes.

The Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), and section 118.125, Wisconsin Statutes, afford parents and students over 18 years of age ("eligible students") the following rights with respect to education records:

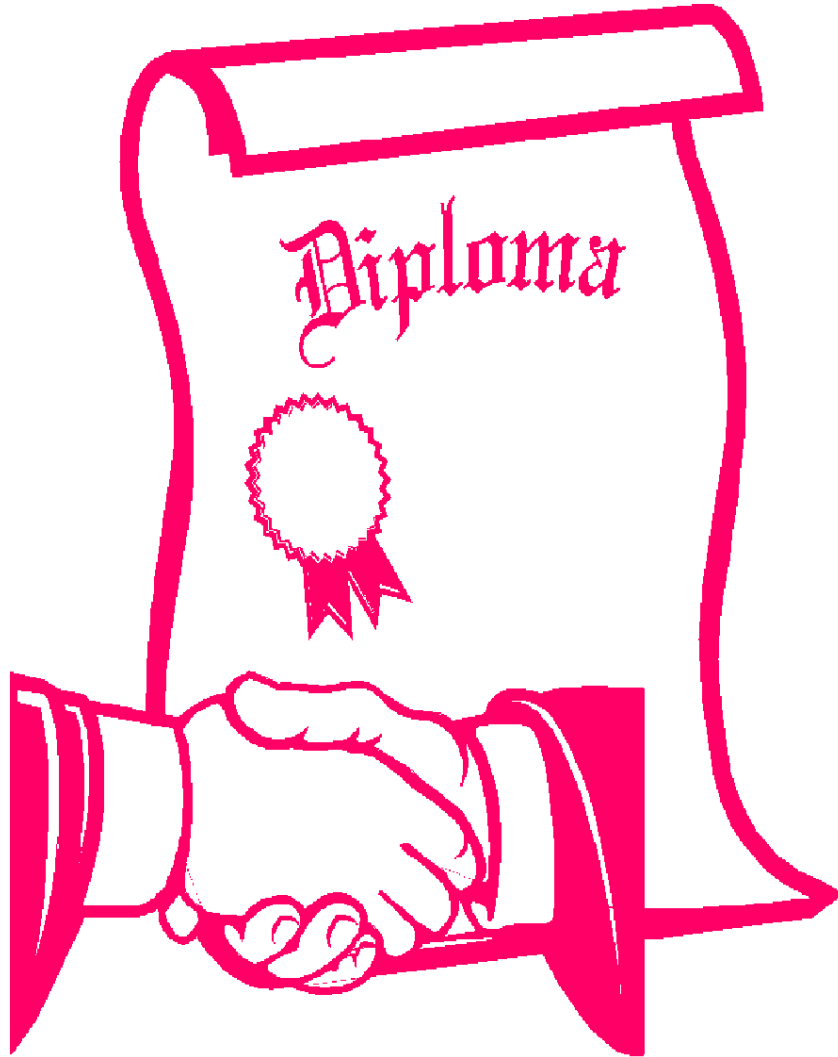
The right to inspect and review the student's education records within 45 days of receipt of the request. Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. The school district will comply with the request without unnecessary delay and before any meeting about an individualized education program, or any due process hearing, and in no case more than 45 days after the request has been made. If any record includes information on more than one child, the parents of those children have the right to inspect and review only the information about their child or to be informed of that specific information. Upon request, the school district will give a parent or eligible student a copy of the progress records and a copy of the behavioral records. Upon request, the school district will give the parent or eligible student a list of the types and locations of education records collected, maintained, or used by the district for special education. The school district will respond to reasonable requests for explanations and interpretations of the records. A representative of the parent may inspect and review the records.

The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask [Name of] School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record, the district will notify the parent or eligible student of the decision and the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information in the student's education records, except to the extent that federal and state law authorize disclosure without consent. The exceptions are stated in 34 CFR 99.31, Family Educational Rights and Privacy Act regulations; Sec. 9528, PL107-110, No Child Left Behind Act of 2001; and section 118.125(2)(a) to (m) and sub. (2m), Wisconsin Statutes. One exception that permits disclosure without consent is disclosures to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or 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 his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Also the district discloses "directory data" without consent, unless the parent notifies the district that it may not be released without prior parental consent.

The right to file a complaint with the U. S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605.

“AT RISK” PLAN FOR STUDENTS IN THE SCHOOL DISTRICT OF
STURGEON BAY FOR THE
2021-22 SCHOOL YEAR



PRESENTED AT THE BOARD OF EDUCATION MEETING June 16, 2021

District Contact: Lindsay Ferry, Director of Pupil Service/Special Education
1230 Michigan St., Sturgeon Bay, WI 54212
lferry@sturbay.k12.wi.us
920-746-2804

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Introduction

Under §118.153 (2) Wis. Stats., every school board in the state must identify the children who are at risk of not graduating from high school and, annually by August 15, develop a plan describing how the school board will meet the needs of those students. (update 2016) Links:

- **Section 118.153:** [Section 118.153, Wis. Stats., Children at risk of not graduating from high school](#)
- **Chapter PI 25:** [Chapter PI 25, Wis. Admin Code., Children at Risk Plan and Program](#)

UPDATE 2019-20: Chapter PI 25 (http://docs.legis.wisconsin.gov/code/admin_code/pi/25) defines children who are at risk of not graduating from high school, establishes criteria for school boards to consider when developing children at risk plans and sets forth the requirements for receipt of additional state aid in those districts. The rule, which has not been amended since 1994, provides that each pupil and his or her parent must be notified in writing whenever the pupil has been identified as a child at risk and that a notice must include the name and telephone number of the staff person designated by the school board for developing the school district's program for children at risk. The exception to this update is to note that on 5-18-17 the Assembly Education Committee of administrative rules added email address to the required district contact info. http://docs.legis.wisconsin.gov/code/register/2017/741A3/register/ss/ss_101_17/ss_101_17/20
http://docs.legis.wisconsin.gov/code/register/2017/741A3/register/ss/ss_101_17/ss_101_17.pdf

The statute defines At-Risk students as the following:

Pupils in grades 5 to 12 who are at risk of not graduating from high school because they are dropouts, or are two or more of the following:

- *one or more years behind their age group in the number of high school credits attained,*
- *two or more years behind their age group in basic skill levels,*
- *habitual truants, as defined in §118.16(1)(a),*
- *parents,*
- *adjudicated delinquents,*
- *8th grade pupils whose score in each subject area on the examination administered under §118.30(1m)(am) 1. was below the basic level, 8th grade pupils who failed the examination under §118.30 (1m)(am) 2. and 8th grade pupils who failed to be promoted to the 9th grade.*

The School District of Sturgeon Bay recognizes the need to assist potential or current dropouts to acquire a high school diploma and has developed a district wide intervention system to address their needs. The district believes all students should be guaranteed the right to participate in and benefit from a variety school and community resources and programs. The Sturgeon Bay School District's system embraces an expanded definition of at-risk and uses the state's dropout early warning system or DEWS. See link:

<https://dpi.wi.gov/ews/dropout> . Any Sturgeon Bay student, who is not meeting their educational goals, is not a behaviorally appropriate and productive worker, is not emotionally stable and/or is in danger of not completing high school, is considered to be at risk.

Process for Children Considered At Risk of Not Graduating from High School

The Building Principals and designated staff are responsible for the following:

- Developing individual plans for qualifying students. This includes activating and implementing the district's intervention system of support (see page 6) that will best fits the students' needs.
- When additional interventions, programs and services are needed, various building teams take responsibility for assessment, identification, development of an action plan or program and progress monitoring.
- Providing that all work-based learning experiences and other similar programs and activities taking place outside the school for which pupils receive academic credit under the district plan, including those programs or curriculum modifications authorized under s. 118.15 (1) (d), Stats., and instruction and pupil support services contracted for under s. 118.153 (3) (c) 1. and 2., Stats., are supervised by departmentally licensed teachers or other licensed school personnel.
- Ensuring that in grades 9 through 12 curriculum modifications and alternative education programs provided for children at risk are designed to allow pupils to meet the high school graduation requirements under s. 118.33, Stats., and ch. PI 18.\
- Notifying each pupil and his or her parent in writing whenever the pupil has been identified as a child at risk. The notice shall include all of the following:
 - The name and telephone number of a person the parent or pupil can contact regarding the school district's program.
 - A description of the district's plan.
 - A statement that the pupil is eligible to be enrolled under the district plan to serve children at risk.
 - A description of the at risk programs available and how the pupil may participate in a specific program if more than one program is offered as part of the district plan.
 - A statement to inform the parent that he or she may select one or more programs in which the pupil will be enrolled, if the pupil meets the prerequisites for the specific program requested.
 - Describe the procedure for requesting that the pupil be enrolled in the specific at risk program selected by the parent. The request shall be in writing, by signature on a district-provided form, or be given verbally to the person responsible for enrolling the pupil in the program. This person shall record the date and time of a verbal request and whether this request was made in person or by phone.
 - Identify the process that a parent may use if the parent disagrees with the planned services.
- Enrolling the pupil in the at risk program upon the request of the pupil or the pupil's parent. If the board makes available more than one at risk program, the board shall enroll the pupil in the district program selected by the pupil or the pupil's parent if the pupil meets the prerequisites.

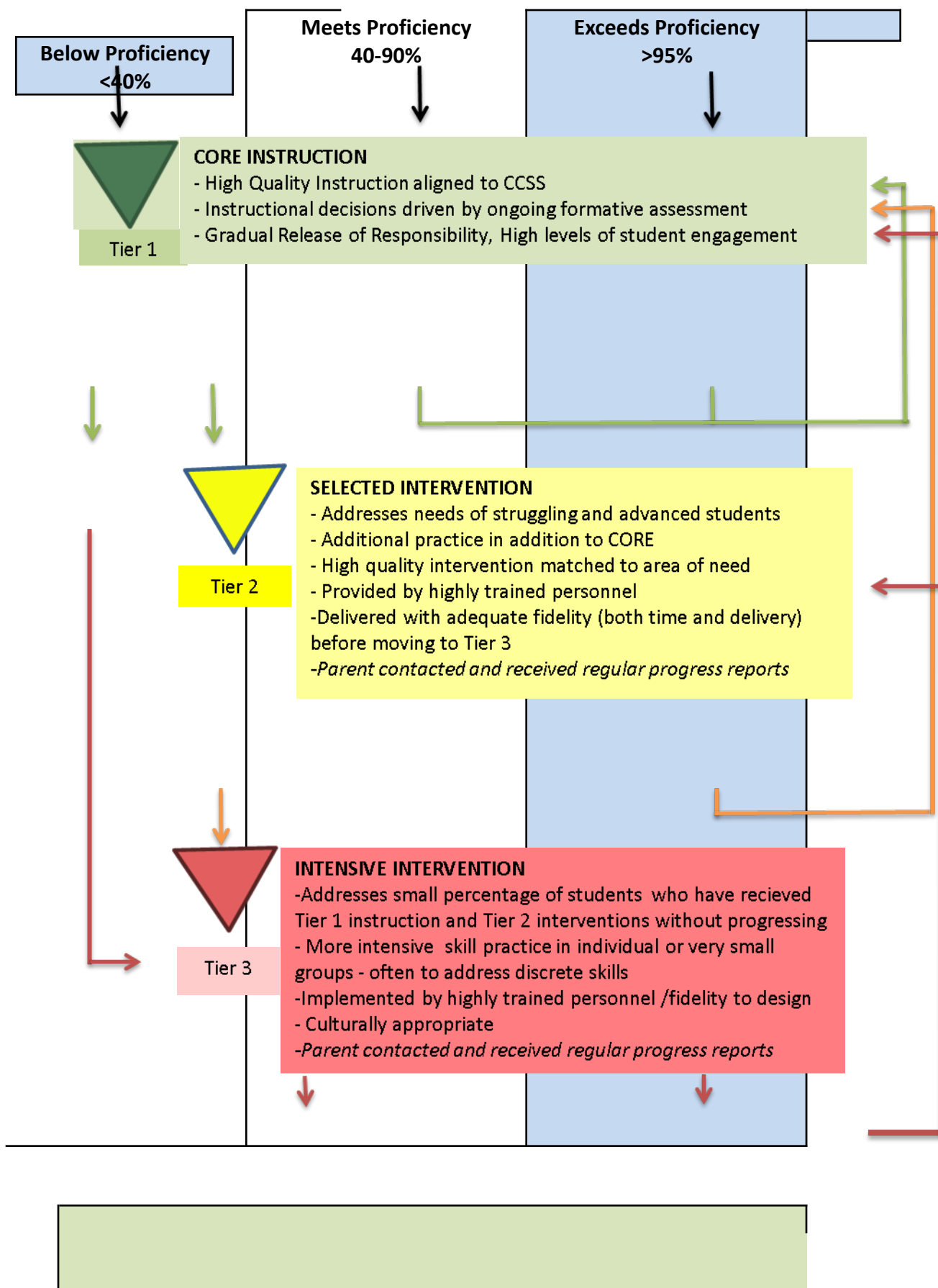
- Ensuring that the special education and related services needs of a child with a disability, as defined in s. 115.76 (5), Stats., are first addressed in the child’s individualized education program developed pursuant to s. 115.787, Stats., whenever that child is also eligible to be served in a children at risk program.

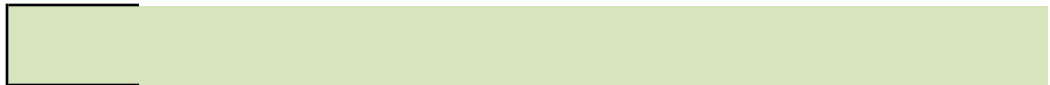
In an effort to provide these opportunities, the school district will identify, address and reduce any factors that place the child “at risk” of not graduating from high school. At risk services will be provided district-wide and will meet or exceed all of the requirements defined in state statutes (118.153 Children At Risk).

As part of the district plan developed annually, by August 15, a board, may consider the following:

- (a) How pupils will be identified and enrolled in programs or provided services to meet their needs.
- (b) How pupils will be identified in early childhood and kindergarten through grade 4 and what programs may be offered to prevent pupils from becoming at-risk.
- (c) How parents will be informed and involved in the programs or services made.
- (d) What accommodations can be made to support pupils’ achievement and success in school through any of the following:
 - Curriculum modifications.
 - Adaptive instructional strategies.
 - Alternative education programs.
 - Pupil support services.
 - School to work programs.
 - Community services.
 - Coordinating services provided by the district, community agencies and other organizations.
 - Eliminating systematic barriers that may cause pupils’ success at school to become at-risk.
- (e) How will the district evaluate the success of the services provided under the at-risk plan?

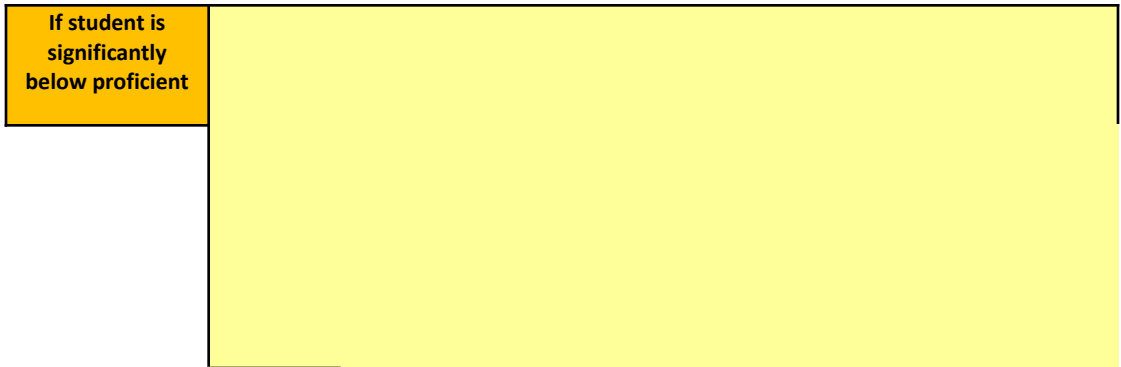
This process fits into the Sturgeon Bay School District overall plan to provide a responsive support system for all students. During the past decade, most schools have increased standards for grade level achievement and high school graduation. Concurrently, changes in family structure, social environment, and economics have negatively affected various student populations. All of these changes have interfered with some students acquiring the needed skills and related behaviors necessary for school success and contributed to the lower achievement level of certain students. Failures at all levels of the educational spectrum resulted. At some point in every student’s school experience some additional assistance may be needed. The Sturgeon Bay School District has made a commitment to being proactive and providing a system of support for all students and has been building capacity to provide more support and interventions to all students who exhibit risk factors. Since low achievement is often the core factor in student failure whether it be within a class or failure to graduate. The district has focused on closer monitoring of student proficiencies. While the system is evolving, the following flow chart describes our current system.



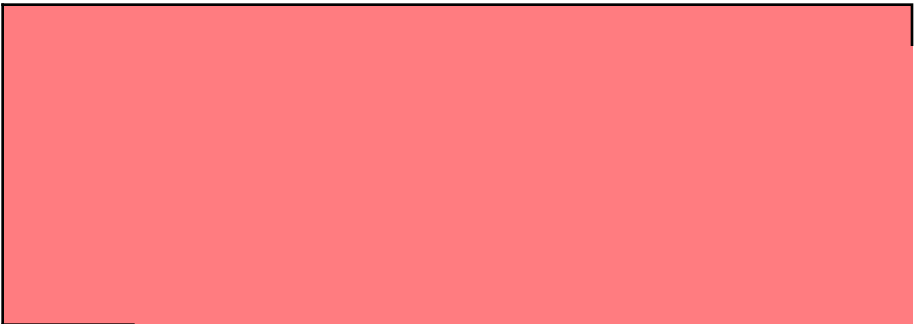



On Going Assessment

Below Proficiency <40%	Meets Proficiency 40-90%	Exceeds Proficiency >95%
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Below Proficiency <40%	Exceeds Proficiency >95%
--	--



Makes significant progress 

Does **NOT** make significant progress
↓

Implement **2nd Intensive Intervention**, if still no significant progress follow SLD Rule

UPDATE 2014

District Instructional and Behavioral Systems: Descriptions of Intervention Tiers to Meet Student Needs

Tier I: General Instructional and Behavioral Services/Programs: are the universal types of activities, services and programming that provide a quality educational program for all students. No criteria need to be met to access these services/programs. These services and programs are also considered to be preventative and proactive and generally meet the needs of 80% - 90% of students. They include:

Instructional

- Universal Screening and related interventions (specific intervention activities and time)
- Classroom Performance and related interventions (specific intervention activities and time)
- Class size reduction programs and TA support
- Expanded Differentiation with dually certified staff
- District Wide Developmental Screening and follow up
- Remedial classes and summer school
- Full day 4K programming (beginning 2015-16)
- READY program option ½ day 4K, ½ day K
- Cooperative Learning Groups
- Parent access to Power School database and district website
- At least Quarterly Progress Reports and Grade Cards
- Group Assessment/testing and Progress Monitoring
- Volunteers/Reading Buddies
- Peer tutoring/after school programming/additional teacher support
- Developmental/classroom guidance units
- Virtual and Online School Options
- Enrichment programs (Destination Imagination, Service Learners, Score/Study Table, Extra Curricular Activities, Summer School)
- High School Job Shadowing
- Health Occupations & Option for CNN Training
- Home Construction Program
- Therapy dog

Behavioral:

- Positive Behavior Interventions and Support (PBIS)
- Annual Transition Activities (when students move to new building)
- Anti-Bullying Initiatives
- Suicide Prevention Activities
- Breakfast/Snack Programs
- Semester Parent/Teacher Conferences
- Building School Guidance and Counseling Programs
- Staff De-Escalation Training (Handle with Care)/onsite instructors
- Student Consultation Teams/Behavior accommodations
- Surveys of student attitudes/school climate
- Volunteers/Morning Greeters (new in 2008-09)
- Life Skill Class
- Homerooms/Class Advisors & Mentors
- Bridges/Freshman Transition Program (new in 2007-08)
- Student-Focused Wellness Policy/Program
- Therapy dog

Tier II: Supplemental School Instructional and Behavioral Programs/Services: are the additional activities, services and programming provided to some students (5-15%) and require the student meet some type of criteria or standard of need to be involved. Grade level teams or building resource staff work together to systematically implement and establish systems where student progress is monitored at least monthly. Most at-risk student needs are addressed at this level. These include:

Instructional:

- Universal Screening and related interventions (specific intervention activities and time)
- Classroom Performance and related interventions (specific intervention activities and time)
- Modified High School Programming
- Door County Schools Career Training Program or DCSCTP for eligible at-risk students
- Online classes/credit recovery
- Remedial Skill Tutor online courses
- PreK through 3rd grade inclusion classrooms (additional academic support)
- Title I services
- Supplemental curriculum resource materials/academic support
- Individual Learning Accommodation Plans
- After-school/homework programs
- Supervised Work Release program
- High School Job Shadowing
- Health protocols and other individual (504) accommodation plans
- Curriculum adaptations/modifications
- Assistive Technology (such as text readers)
- English Language Learning (ELL) program/support
- Enrichment programs (Gifted and Talented Programming, Youth Options, AP courses)
- Student Parent Services
- Door County Justice Center Program
- Building accommodation plan

Behavioral

- Check-in/Check-out system (Tier II part of PBIS)
- PreK through 3rd grade inclusion classrooms (additional social/behavior support)
- Truancy plan/supported attendance plan
- School Counseling or Psychology Services
- Reframing Thinking Class with dual certified staff
- Student Consultation Teams/Individual Behavior Accommodation Plans
- Small group and individual guidance support
- Individual emotional/behavioral screening/assessment
- Modified day/schedule
- Refer parent to Door County Human Services/Coordinated Services Team (CST)
- Door Co DHS Children and Families Support Services offers a wraparound support system.
- Onsite mental health services
- Building functional behavior screening and behavior plan

Tier III. Intensive Interventions: These are the peer reviewed or research-based interventions used with students whose progress places them at-risk for not meeting instructional goals and whose deficiencies are so unique they require more individualized instructional approaches.

- Functional Behavioral Assessment (FBA)
- Skill specific Intensive/Individualized Interventions (See RtI system)

- Alternate school/program
- Alternate Degree (GED-based) Prep & Support
- Self-paced or competency-based curriculum
- Shortened day with plan for re-integration
- Home-Based Instruction
- Contracted additional training and services (Caravel/Centerpiece)
- Door Co DHS Children and Families Support Services offers a wraparound support system

Tier IV. Special Education Programs/Services: specialized services that are provided to children ages 3 through 21 who have been identified as having a specific disability and who cannot be successful in the regular education setting without additional services. Range of services/placements include:

- Individual educational programs or IEPs
- Parent liaison
- Extended school year services (ESY)
- IEP Accommodation plans
- DC School Career Training Program and partnership
- Adult-Student Transition Program (including NWTC partnership)
- Alternate Curriculum and or Program
- Partial-Day or Home-based Program
- Online programming
- Direct Aide support
- Green Bay / Algoma Day-consultation and treatment programming (Advocates for Healthy Living-formerly Brand New Day)
- Outside mental health programming (anger management)
- Support from Caravel in Green Bay (Programming for children with autism)

Updated in 12/2019 the steps in SB's referral process. See Appendix F

Additional Options:

County and Community Programs/Services: are additional programs/services provided by community agencies, county/regional partnerships and or clinics. The Sturgeon Bay School District has developed strong relationships with many community based support services and programs. These include:

- ATODA Prevention Programs
- PATH (Promoting Access To Help; For Families with Special Needs)
- Door County health programs / nurses
- Door Co DHS Children and Families Support Services offers a wraparound support system
- Door County Advisory Committee
- Door County Transition Team
- Door/Kewaunee Business and Education Partnership
- Head Start
- Door County Birth to Three
- Open Door Dental
- Boys and Girls After School Program
- YMCA
- NW Technical College
- Job Service/Center
- Wellness Center
- Juvenile Restitution

- Help of Door County-24 hour hotline
- Door County DVR
- Door County Human Services
- Sunshine House Inc.

IDENTIFICATION PROCEDURES

Procedures in this section are limited to those required for the “at risk” students as defined in the Wisconsin Statute 118.153 :

Pupils in grades 5 to 12 who are at risk of not graduating from high school because they are dropouts, or are two or more of the following:

- one or more years behind their age group in the number of high school credits attained,
- two or more years behind their age group in basic skill levels,
- habitual truants, as defined in §118.16(1)(a),
- parents,
- adjudicated delinquents,
- 8th grade pupils whose score in each subject area on the examination administered under §118.30(1m)(am) 1. was below the basic level, 8th grade pupils who failed the examination under §118.30 (1m)(am) 2. and 8th grade pupils who failed to be promoted to the 9th grade.
- use of the DEWS Outcomes indicators

Adjudicated Delinquent

Interagency referral and court ordered school attendance are the two primary identification procedures used to identify adjudicated delinquents. Students can also self-disclose their delinquency status or parents can seek assistance through the guidance counselor and or building principal.

Basic Skills Deficit

Students are provided screening in the major academic content areas (or pre-academic readiness skill areas) from age 3 through the 10th grade utilizing district approved formalized assessment methods such as the Wisconsin Knowledge and Comprehension Exam administered at the 4th, 8th and 10th grade levels, the Wisconsin Reading Comprehension Test administered at grade 3 and other district-approved standardized tests. Alternate assessment procedures are followed for students who are excluded from district-approved formalized assessment. Results of the student assessments are shared with the classroom teacher(s), special education and Title I staff, guidance counselor, principal and the Wisconsin Department of Public Instruction. Additionally, classroom teachers monitor student academic performance and referrals can be made for further evaluation (utilizing the special education or non special education referral forms) following the appropriate screening procedures.

Credit Deficiency

The high school guidance counselor monitors the credit achievement of all students and reports students who are credit deficient for advancement toward graduation to the high school principal, student and parent(s)/legal guardian(s).

Dropout

Each September following the opening of school, the building principal and guidance counselor review the student enrollment lists to identify any students who have not returned to school. Student and parent contact is made by the building principal and/or guidance counselor to assure that the compulsory attendance policy and procedures are followed.

Truancy

The attendance officer and clerical staff report to the building principal the name of the student(s) who is/are truant, provide a computerized report of the students’ attendance record and follow the district’s policy and procedures related to truancy.

School Age Parent

Some of the methods for identifying school age parents include self-referral, parent referral and interagency referral.

APPENDIX A

**Sturgeon Bay Procedures to Address Educational Concerns
General Steps for the Classroom Teacher or Other School Staff**

Student: _____

D.O.B. _____ School Year: _____

School/Grade: _____

Teacher: _____

I. STEPS TO FOLLOWING WHEN EDUCATIONAL CONCERNS EMERGE:

- _____ When the student is not meeting academic or behavioral expectations or has some type of difficulty accessing the curriculum and or activities, staff will begin by reviewing cum, behavioral (yellow), and health files (red) and talking to parents. Contacting and discussing the issue(s) with parents is an important 1st step. (Also consider checking with building secretary to see if a vision/hearing has been done within the past 12 months and contact Special Education/Pupil Services Office for information on the student.)

- _____ Consult with the Principal and other pertinent specialists: Reading Specialist, Psychologist, Special Education Teacher, Gifted and Talented Resource Teacher, Guidance Counselor, etc. It is also important to consult with other teachers who are or who have worked with the student.

- _____ Develop, implement, and evaluate the process, interventions and or accommodations identified through those consultations. Set a reasonable time for intervention plan to work. Notify parents of process/plan/interventions. Document results and progress. Repeat consultation process as appropriate.

- _____ When the classroom level interventions or accommodations have not met the student’s needs and student’s learning (or that of others) continues to be negatively impacted, consider a referral to a Student Consultation Team (SCT) or similar more formal building process.

- _____ Concerned teacher or staff member obtains and begins to complete a non-special (purple) SCT Referral form or similar form from the office. Submit the non-special education (purple) referral form to Principal for review. The Principal will sign and begin to process the referral.

- _____ Notify/Inform parents and secure written consent if screening or evaluation procedures are involved.

- _____ When a formal SCT process and referral are not used, obtain the appropriate consent form from the building office or online. Forward the completed/signed form to Principal or designee for review and processing.

- _____ Staff who conduct the screening/evaluation will review the results with appropriate classroom teachers/staff and Principal or designee. Team or individuals will determine what additional action is needed. If a disability is suspected, review and follow section II. Otherwise go to section III.

II. ADDITIONAL STEPS TO BE FOLLOWED WHEN A DISABILITY IS SUSPECTED.* updated in 2019 see Appendix F.

- _____ State and Federal Regulation require a referral for an evaluation be filed if disability is suspected. A student can qualify for a special education or a 504 disability. In most cases* the Sturgeon Bay School District handles the initial referral and evaluation the same way. Obtain a specific special education referral form online in the SHARE file or from the Special Education/Pupil Services office when there is a reasonable suspicion that a child has a disability. In most cases a concern at this level will have involved as specialist’s report/evaluation, an earlier referral to the SCT or similar group or other documentation. Review that information and include a summary of that and other supportive information in the referral. The exception is in the case of specific

medical conditions that have specific medical documentation. In those cases a specific 504 referral and evaluation process may be appropriate. See the district's 504 policy for specifics.

_____ The Classroom Teacher or Building Principal/Counselor will usually complete the referral form and notify the parents/guardian of the referral. The referral is then submitted to the Principal for review and then forwarded to the Special Education/Pupil Services Office.

_____ The Evaluation Coordinator will review the referral to insure it is appropriately completed and then will sign/initial the referral. Compliance timelines may begin when the referral is signed. The party responsible for the referral, completes and sends out appropriate paperwork including procedural safeguards to the parents. Please see district's special education and 504 policy and procedures for additional details.

_____ The party responsible for the referral will notify the team members of the referral being initiated and circulate an input form which will include review and input from the Classroom Teacher (s) to determine if there is sufficient existing information in the file or whether additional tests are needed. Additional compliance timelines may begin with this process. Please see district's special education and 504 policy and procedures for additional details.

_____ Signed "Consent for Additional Tests" will be obtained prior to evaluations beginning. Please see district's special education and 504 policy and procedures for additional details.

_____ If the student is found not to be eligible for special education, the IEP team may consider 504 eligibility. Please refer to the district's 504 guidelines for more information.

III. ADDITIONAL STEPS TO FOLLOW FOR ALL REFERRALS

_____ Case-managers are assigned to students needing an Accommodation/IEP plan.

_____ Classroom Teachers complete a specific report as requested by Case Managers (hard copy or online form) and/or questionnaires as requested in a timely manner and submit to the specialist assigned to the evaluation team.

_____ Classroom Teachers attend and participate in meeting(s) as requested to discuss assessment results and to plan for interventions (Accommodation/IEP plan). A regular classroom teacher as a team member is a legal requirement for most IEP meetings.

_____ Classroom Teachers and other school personnel implement Accommodation/IEP plans as recommended

_____ Referral forms, evaluation reports, Accommodation/IEP plans and/or other forms documenting the referral and forms that document actions taken will be stored in the student's behavioral file (yellow) in the school office and/or in the student's special education file in the Special Education Office.

_____ The Principal or designated case managers (usually the building guidance counselors) will distribute Accommodation Plans to any other person responsible for implementing the Accommodation plan. IEP plans are distributed by special education case managers.

_____ Case managers are responsible for keeping staff and parents informed of Accommodation/IEP plan changes and for reviewing plans regularly or as required by law.

_____ Additional procedures may be required for students with disabilities. Please refer to the district's specific special education policies and procedures, 504 guidelines or contact the Pupil Services/Special Education office at 920-746-2804 for more specific information.

8/2/05 Updated 7/09. Updated 2011*

*RtI process and new SLD rule may cause some changes in this process 2014

APPENDIX B
Sturgeon Bay School District
NON-SPEC. ED. & STUDENT CONSULTATION TEAM REFERRAL FORM

Student:

Referral Form date(s) GR/YR D.O.B.

School Teacher Type of Referral

- Student Consultation Team (SCT) Gifted & Talented – please indicate area(s) ELL
 Retention Area(s): Psychological – Non-Special Education

Date File was reviewed Date(s) of SCT Meetings(s)

Parent(s) Name

Parent(s) Address

Parent(s) Phone

Referring Staff Member:

Date of Parent Notification: (not required for SCT) Phone Call Conference Written Communication

Student’s strengths:

Relevant Background Information:

Reason for Referral

Reading	Math	Behavior	When	Where
Phonemic Awareness	Basic Facts - Accuracy	Inattentive		
Phonics/Decoding/Accuracy	Basic Facts - Automaticity	Disruptive		

Comprehension: Literal, Critical	Computation	Lacks independence
Fluency	Concepts	Misbehavior Triggers
Vocabulary	Story Problems	Other:
Other:	Other:	

District Data on Student

Reading Data	Math Data	Behavior Data
--------------	-----------	---------------

Classroom interventions and the effects of the interventions:

Intervention	Data Collected	Effect of Intervention

Goal for this SCT:

* * * * *

(to be completed by principal)

Date Parent Permission was received:

Meeting date/time/place:

Members of the review team:

Principal's signature: _____

Date: _____

*RtI process and new SLD rule may cause some changes in this process 2014

APPENDIX C

RtI At A Glance for School and Home

Academic and Behavioral Supports	School	Home
What does academic and behavioral support look like?	A systematic approach to provide high quality instruction and behavioral supports to all students	Provide learning experiences at home that support student learning and positive discipline
What are the primary areas?	Tier 1: Universal Screening, Research-based core programs Tier 2: Strategic interventions and progress monitoring Tier 3: Individual student strategies	Daily discussion with child regarding school, providing early learning experiences, frequent conversations with school about student achievement. Setting limits, logical/consistent consequences, behavior monitoring/follow up
Who benefits?	Students, staff, parents	Entire family
How does it support instruction?	To better meet the needs of all students, uses universal screening and other classroom data, decrease negative behavior, increase instructional time	Provides parents with targeted ways to support learning and increase family relationships, decrease negative behavior, decreases family stress
How does it impact behavior?	Increases likelihood of positive student behavior in school, promotes positive pro-social skills, positive school climate	Promotes positive parent/child interaction, positive home environment
What areas of school/home functions are impacted?	School-wide culture	Family environment, daily routines, child's ability to contribute to the family duties
How do you measure success?	Demonstration of increased academic achievement and positive, pro-social behavior	Demonstration of family commitment to student learning and positive family interactions on discipline

<http://www5.milwaukee.k12.wi.us/dept/rti/parents/>

APPENDIX D
§118.153 Wisconsin Statutes

Children at risk of not graduating from high school.

Definition:

Pupils in grades 5 to 12 who are at risk of not graduating from high school because they are dropouts, or are two or more of the following:

- one or more years behind their age group in the number of high school credits attained,
- two or more years behind their age group in basic skill levels,
- habitual truants, as defined in §118.16(1)(a),
- parents,
- adjudicated delinquents,
- 8th grade pupils whose score in each subject area on the examination administered under §118.30(1m)(am) 1. was below the basic level, 8th grade pupils who failed the examination under §118.30 (1m)(am) 2. and 8th grade pupils who failed to be promoted to the 9th grade.

Identification:

Every school board shall identify the children at risk who are enrolled in the school district and annually by August 15 develop a plan describing how the school board will meet their needs.

Eligibility for Aid:

If in the previous school year a school district had 30 or more dropouts or a dropout rate exceeding 5% of its total high school enrollment, the school board may apply to the state superintendent for aid under §118.153 (2), stats.

Categorical Aid Programs: [NOTE: The categorical aid funding for this program was eliminated by 2011 Act 25.sks 2012*]

Every school board that applies for children at risk categorical aid shall make available to the children at risk enrolled in the school district, a program for children at risk. A program for children at risk shall be designed to allow the pupils enrolled to meet high school graduation requirements under §118.33. The school board for ch. 119 schools shall ensure that there are at least 30 pupils and no more than 250 pupils in each program and that a separate administrator or teacher is in charge of each program.

Each school board shall identify appropriate private, nonprofit, nonsectarian agencies located in the school district or within 5 miles of the boundaries of the school district to meet the requirements under pars. (a) and (b) for the children at risk enrolled in the school district. The school board may contract with the agencies identified under subd 1. for not more than 30% of the children at risk enrolled in the school district if the school board determines that the agencies can adequately serve such children. A school board receiving funds under this program shall provide a specific sum to each program for children at risk in which pupils enrolled in the school district are enrolled based on the ability of the program to meet the objectives listed below. A school board receiving funds under this program shall give preference in allocating those funds to programs for children at risk provided by alternative schools, charter schools, schools within schools and agencies as identified under §118.153(3)(c) 1.

Categorical Aid Reimbursement:

Annually in August, a school board that applied for aid under this section in the previous school year shall submit a report to the state. Upon receipt of a school board's annual report under §118.153 (3)(a) the state superintendent shall pay to the school district from the appropriation under §20.255 (2)(bc), for each pupil enrolled in a program for children at risk who achieved at least 3 of the objectives under §118.153 (3)(c) in the previous school year, additional state aid in an amount equal to 10% of the school district's average per pupil aids provided. If the appropriation under §20.255(2)(bc) in any fiscal year is insufficient to pay the full amount of aid under par. (b), state aid payments shall be prorated among the school districts entitled to such aid.

Reimbursement for each pupil enrolled in a program is based on achievement of at least 3 of the following objectives:

1. The pupil's attendance rate was at least 70%.
2. The pupil remained in school.
3. The pupil, if a high school senior, received a high school diploma
4. The pupil earned at least 4.5 academic credits or a prorated number of credits if the pupil was enrolled in the program for less than the entire school year.
5. The pupil demonstrated, on standardized tests or other appropriate measures, gain in reading and mathematics commensurate with the duration of his or her enrollment in the program.

BL/10/10/05 Updated 2012*

APPENDIX E (new in 2015-16)

§118.153 Wisconsin Statutes

School Board Requirements (based on DPI site 7/9/15. PI 25.04 establishes the general requirements for school boards. Each board that has identified children at risk under s. PI 25.03 shall provide for all of the following:

- (1) Designate a staff person who will be responsible for developing the district plan required under s. 118.153(2) (a), Stats.
- (2) (missing from DPI site on 7/9/15)
- (3) Provide that all work-based learning experiences and other similar programs and activities taking place outside the school for which pupils receive academic credit under the district plan, including those programs or curriculum modifications authorized under s. 118.15 (1) (d), Stats., and instruction and pupil support services contracted for under s. 118.153 (3) (c) 1. and 2., Stats., are supervised by departmentally licensed teachers or other licensed school personnel.
- (4) Ensure that in grades 9 through 12 curriculum modifications and alternative education programs provided for children at risk are designed to allow pupils to meet the high school graduation requirements under s. 118.33, Stats., and ch. PI 18.
- (5) Notify each pupil and his or her parent in writing whenever the pupil has been identified as a child at risk. The notice shall include all of the following:
 - o (a) The name and telephone number of a person the parent or pupil can contact regarding the school district's program.
 - o (b) A description of the district's plan.
 - o (c) A statement that the pupil is eligible to be enrolled under the district plan to serve children at risk.
 - o (d) A description of the at risk programs available and how the pupil may participate in a specific program if more than one program is offered as part of the district plan.
 - o (e) A statement to inform the parent that he or she may select one or more programs in which the pupil will be enrolled, if the pupil meets the prerequisites for the specific program requested.
 - o (f) Describe the procedure for requesting that the pupil be enrolled in the specific at risk program selected by the parent. The request shall be in writing, by signature on a district-provided form, or be given verbally to the person responsible for enrolling the pupil in the program. This person shall record the date and time of a verbal request and whether this request was made in person or by phone.
 - o (g) Identify the process that a parent may use if the parent disagrees with the planned services.
- (6) Enroll the pupil in the at risk program upon the request of the pupil or the pupil's parent. If the board makes available more than one at risk program, the board shall enroll the pupil in the district program selected by the pupil or the pupil's parent if the pupil meets the prerequisites for that program.
- (7) Ensure that the special education and related services needs of a child with a disability, as defined in s. 115.76 (5), Stats., are first addressed in the child's individualized education program developed pursuant to s. 115.787, Stats., whenever that child is also eligible to be served in a children at risk program. Plan Requirements: As part of the district plan developed annually, by August 15, each board shall describe how the board will meet the needs of the children identified to be at-risk of not graduating from high school. A board, when developing a plan under this section may consider the following:
 - o (a) How pupils will be identified and enrolled in programs or provided services to meet their needs.
 - o (b) How pupils will be identified in early childhood and kindergarten through grade 4 and what programs may be offered to prevent pupils from becoming at-risk.
 - o (c) How parents will be informed and involved in the programs or services made available under par. (a).
 - o (d) What accommodations can be made to support pupils' achievement and success in school through any of the following:
 - 1. Curriculum modifications.
 - 2. Adaptive instructional strategies.
 - 3. Alternative education programs.
 - 4. Pupil support services.
 - 5. School to work programs.
 - 6. Community services.
 - 7. Coordinating services provided by the district, community agencies and other organizations.
 - 8. Eliminating systematic barriers that may cause pupils' success at school to become at-risk.
 - o (e) How will the district evaluate the success of the services provided under the at-risk plan?

Section 118.153: Section 118.153, Wis. Stats., Children at risk of not graduating from high school

Chapter PI 25: Chapter PI 25, Wis. Admin Code., Children at Risk Plan and Program

Sturgeon Bay Schools 12-3-19

00.0 STEPS TO BE FOLLOWED WHEN A DISABILITY IS SUSPECTED .

(Partial doc./Section II of Sturgeon Bay Process for Educational Concerns: Steps for the Classroom Teacher and Other Staff

S:\FACULTY\Pupil Services Team\2018 Referral Process for all educational concerns)

_____ State and Federal Regulation require a referral for a special education evaluation be filed if disability is suspected. In most cases the Sturgeon Bay School District handles the initial referral and evaluation the same way and that is through a formal special education referral. (This includes a suspected 504 disability. Please see that policy for exceptions.)

_____ Identify the School Person who has the concern or is closest to the concern. Completion of the referral typically involves at least two people. This group is referred to as the Referral Team. The Classroom Teacher and Building Principal are key to this process no matter where the concern originates, and would typically always have a role in completing the referral. If a grade level Special Education Teacher or Specialist has been part of the building review/screening/intervention process, that person would assist in completing the referral.

_____ When a Parent makes a referral it would be completed with those that know the child best...the primary Classroom Teacher (s) and the Building Principal/Designee. The Designated Evaluation Coordinator would be alerted immediately and may assist this group.

_____ The Referral Team alerts the Special Education/Pupil Services Office and obtains access to a specific special education referral form online in SEEDS (or a paper version from the Special Education/Pupil Services Office). If not alerted already, the Designated Evaluation Coordinator is notified.

_____ In most cases a suspicion of a disability will involve a history of concern so there will be screening profile, an outside specialist's report/evaluation, earlier intervention at the building level or a documented pattern of concerns/behaviors. The Referral Team reviews that information and summarizes that and other supportive information in the referral.

_____ If the Parent is not part of the Referral Team, someone from that group must notify the parents/guardian of the decision to refer before the referral is submitted to the Designated Evaluation Coordinator.

_____ The final version referral is always reviewed and initialed by Building Principal before it is submitted to the Designated Evaluation Coordinator for review/.

_____ The Designated Evaluation Coordinator will review the referral to insure it is appropriately completed and then will sign/accept the referral. Compliance timelines begin when the referral is signed/accepted.

_____ The Designated Evaluation Coordinator and the Special Education/Pupil Services Office identify the evaluation team, and send out appropriate notification and input paperwork. This includes a copy of the procedural safeguards to the parents.

_____ If not already involved, a grade level Special Education Teacher or Specialist is designated as the Tentative Case Manager for the evaluation by the Special Education Director*. That person works closely with the Designated Evaluation Coordinator to complete a comprehensive evaluation within the timelines. If the student is found to be eligible, in most cases the Tentative Case Manager will become the Case Manager who is responsible for the development of the College and Career Ready (CCR) IEP.

* The Designated Evaluation Coordinator has a specific role in Sturgeon Bay. The Special Education Director may serve as the Designated Evaluation Coordinator if needed.

APPENDIX G

RESOURCES FOR CHILDREN AT RISK FOR NOT GRADUATING FROM HIGH SCHOOL

DPI At Risk Home Page: <https://dpi.wi.gov/at-risk>

DPI Children At Risk Plans: <https://dpi.wi.gov/at-risk/plans>

Section 118.153: <http://docs.legis.wisconsin.gov/statutes/statutes/118/153>

Chapter PI 25: http://docs.legis.wisconsin.gov/code/admin_code/pi/25

Indicator 2/Percent of Dropouts: <https://dpi.wi.gov/wisedash/about-data/dropouts>

Early Warning System: <https://dpi.wi.gov/dews>

Dropout Reduction Strategies

<https://dpi.wi.gov/sites/default/files/imce/dews/pdf/Dropout%20Reduction%20Strategies%202015.pdf>

<https://dpi.wi.gov/sites/default/files/imce/dews/pdf/practitioner%20guide%20to%20EW%20systems.pdf>

National Center <http://dropoutprevention.org/>



Wisconsin Association of School Boards

Wisconsin Association of School Boards, Inc.
122 West Washington Avenue, Suite 400
Madison, Wisconsin 53703-2761

INVOICE
MEMBERSHIP DUES
2021-2022

TO:
Sturgeon Bay

1230 Michigan St
Sturgeon Bay, WI 54235-1431 US
(920) 746-3888

Invoice #: 23271
Date: 5/10/2021
Due: 6/9/2021
Terms: Net30
PO #:

COMMENTS OR SPECIAL INSTRUCTIONS:

To learn more about WASB services available to your district, review [At Your Service](#) brochure or visit WASB.org.

QTY	DESCRIPTION	UNIT PRICE	TOTAL
1	#18 WASB Membership Dues 2021-22	4,884.00 USD	4,884.00 USD
	SUBTOTAL		4,884.00 USD
	SALES TAX		0.00 USD
	SHIPPING & HANDLING		0.00 USD
	TOTAL DUE		4,884.00 USD
	BALANCE DUE:		4,884.00 USD

PROPOSAL FOR OVERNIGHT/EXTENDED STUDENT TRIPS

Type of Trip: Boys Soccer Trip at Cedarburg High School, Cedarburg, WI.

Proposed Departure Date: 10/1/21 Return Date: 10/2/21

Proposer: Todd Meikle

Position: AD

Date by which response is needed: 7/1/21

Proposal Date: 5/17/2021

A. Purpose

1. What is the major place to be visited or an event to be attended?

Soccer Tournament at Cedarburg High School W68 N611 Evergreen Blvd, Cedarburg, WI 53012

2. How is the trip related to the educational program of the District?

Skills development and competition vs. Division 1 and 4 teams.

3. In what ways will the students benefit?

Competition and skill development against state ranked teams.

4. In what ways will the District benefit?

Showcase our students/ athletes outside the Packer land Conference.

5. How will the trip be evaluated to determine the extent to which these benefits were realized?

Athletes' skills and knowledge improve greater than those we compete against in conference.

B. Students and Staff

1. Which students, (grade, class, or organization), will be going?

Male soccer student/athletes ranging from grades 9-12 and the coaching staff.

2. How many students in total?

Around 20-22 student/athletes.

3. How many students are currently experiencing academic problems?

Looking at the 4th term Failure list-0

4. Which staff member will be in charge?

Head Coach: Todd Maas

5. What previous experience has the staff member had in conducting overnight or extended field trips?

The coaching staff and student athletes have competed in the tournament that past 4 years and have done overnight trips to the state tournament in November.

6. What other staff members will be going?

Paid and volunteer coaching staff members (4 Total)

7. How many chaperones, in addition to staff members, will be going?

None at this time, but many parents do travel to this tournament.

8. What are their names and affiliations with the students?

NA

9. How many school days will be missed?

Full day on Friday, October 1st, 2021

10. How will teachers be advised in advance that the students will be out of school?

List of students will be given to teachers by office staff.

C. School Work

1. How will missed work be made up?

Completed as homework or study hall.

2. What special assistance will be provided to students with academic problems?

As described in their IEP's and 504 plans.

D. Itinerary

1. What is the destination?

Cedarburg High School W68 N611 Evergreen Blvd, Cedarburg, WI

2. What will be the mode of transportation? What liability insurance does the carrier have?

Either by Kobussen School Lineus or Babler Bus Lines. Both have their own insurance.

3. Where will the group be housed and fed?

Hotel in Cedarburg and the students are either eating at the hotel or restaurants near the hotel.

4. What enroute or supplementary activities are planned?

NA

5. What arrangements have been made for dealing with emergency situations?

Emergency numbers are in the hands of the coaches, itinerary is created, room lists are created and phone numbers of hotel and coaches cell phones will be given to office personnel.

6. If tour guides are involved, what liability insurance do they carry?

NA

E. Finances

1. What is the estimated total cost and cost per student?

Tournament fees are paid by district, bus is paid partly by district and soccer club. Hotel rooms are paid by the soccer club. Food is paid by students.

\$100.00 to \$200.00

2. What is the source of funds?

Fee is paid by check voucher and sent to the host school. Bus is billed to school and soccer

club. Hotel costs the soccer coaches use school credit card and reimburse the school.

Soccer club will pay for any shortfall of money.

3. How will the funds be collected and safeguarded?

By the district and Boys Soccer Club.

4. How will any shortfall be made up or excess funds used?

Excess money will go back to school or soccer club depending on which account the money was pulled from.

5. What provision has been made for students who are financially unable to pay any necessary costs?

The Boys Soccer club will cover the cost.

F. Communications

1. How will you communicate to parents prior to, during, and after the trip?

Remind 101 group texts or emails sent to parents of each student/athlete.

2. List telephone numbers at destination and where the group will be housed.

Telephone numbers and housing information will be accessible from the office staff.

Cedarburg High School (262)376-6200

3. What information will be provided to the media and the community?

Game highlights and results will be provided to our school media advisor, online schedules, and local media communication.

Todd Meikle 5-17-21

Signature of the Requestor Date

Approved:

Principal Date

Date

Board of Education Date

PROPOSAL FOR OVERNIGHT/EXTENDED STUDENT TRIPS

Type of Trip: Boys Soccer Trip at the Prairie School, Racine, WI.

Proposed Departure Date: 9/3/21 Return Date: 9/4/21

Proposer: Todd Meikle

Position: AD

Date by which response is needed: 7/1/21

Proposal Date: 5/17/2021

A. Purpose

1. What is the major place to be visited or an event to be attended?
Soccer Tournament at Prairie School in Racine, WI
2. How is the trip related to the educational program of the District?
Skills development and competition vs. Division 1 and 4 teams.
3. In what ways will the students benefit?
Competition and skill development against state ranked teams.
4. In what ways will the District benefit?
Showcase our students/ athletes outside the Packer land Conference.
5. How will the trip be evaluated to determine the extent to which these benefits were realized?
Athletes' skills and knowledge improve greater than those we compete against in conference.

B. Students and Staff

1. Which students, (grade, class, or organization), will be going?
Male soccer student/athletes ranging from grades 9-12 and the coaching staff.
2. How many students in total?
Around 20-22 student/athletes.
3. How many students are currently experiencing academic problems?
Looking at the 4th term Failure list-0
4. Which staff member will be in charge?
Head Coach Todd Maas
5. What previous experience has the staff member had in conducting overnight or extended field trips?
The coaching staff and student athletes have competed in the tournament that past 4 years and have done overnight trips to the state tournament in November.
6. What other staff members will be going?
Paid and volunteer coaching staff members (4 Total)
7. How many chaperones, in addition to staff members, will be going?
None at this time, but many parents do travel to this tournament.
8. What are their names and affiliations with the students?
NA
9. How many school days will be missed?
Full day on Friday, September 3rd, 2021

10. How will teachers be advised in advance that the students will be out of school?

List of students will be given to teachers by office staff.

C. School Work

1. How will missed work be made up?

Completed as homework or study hall.

2. What special assistance will be provided to students with academic problems?

As described in their IEP's and 504 plans.

D. Itinerary

1. What is the destination?

Prairie School, Racine, Wisconsin

2. What will be the mode of transportation? What liability insurance does the carrier have?

Either by Kobussen School Lineus or Babler Bus Lines. Both have their own insurance.

3. Where will the group be housed and fed?

Hotel in Racine and the students are either eating at the hotel or restaurants near the hotel.

4. What enroute or supplementary activities are planned?

NA

5. What arrangements have been made for dealing with emergency situations?

Emergency numbers are in the hands of the coaches, itinerary is created, room lists are created and phone numbers of hotel and coaches cell phones will be given to office personnel.

6. If tour guides are involved, what liability insurance do they carry?

NA

E. Finances

1. What is the estimated total cost and cost per student?

Tournament fees paid by district, bus is paid partly by district and soccer club. Hotel rooms are paid by the soccer club. Food is paid by students.
\$200.00

2. What is the source of funds?

Fee is paid by check voucher and sent to the host school. Bus is billed to school and soccer club. Hotel costs the soccer coaches use school credit card and reimburse the school. Soccer club will pay for any shortfall of money.

3. How will the funds be collected and safeguarded?

By the district and soccer club.

4. How will any shortfall be made up or excess funds used?

Excess money will go back to school or soccer club depending on which account the money was pulled from.

5. What provision has been made for students who are financially unable to pay any necessary costs?

Soccer club will cover the cost.

F. Communications

1. How will you communicate to parents prior to, during, and after the trip?

Remind 101 group texts or emails sent to parents of each student/athlete.

2. List telephone numbers at destination and where the group will be housed.
Telephone numbers and housing information will be accessible from the office staff.
Prairie School-(262)-752-2600
3. What information will be provided to the media and the community?
Game highlights and results will be provided to our school media advisor, online schedules, and local media communication.

Todd Meikle 5-17-21

Signature of the Requestor Date

Approved:

Principal Date

Date

Board of Education Date

PROPOSAL FOR OVERNIGHT/EXTENDED STUDENT TRIPS

Type of Trip: Football Game at Belmont High School, Belmont, WI.

Proposed Departure Date: 10/1/21 Return Date: 10/2/21

Proposer: Todd Meikle

Position: AD

Date by which response is needed: 7/1/21

Proposal Date: 5/17/2021

A. Purpose

1. What is the major place to be visited or an event to be attended?
Football Game at Belmont High School, 646 East Liberty Street, Belmont, WI 53510
2. How is the trip related to the educational program of the District?
Skills development and competition for 8-player football
3. In what ways will the students benefit?
Competition and skill development against another 8-player football team in our state.
4. In what ways will the District benefit?
Showcase our students/ athletes outside the Packerland Conference.
5. How will the trip be evaluated to determine the extent to which these benefits were realized?
Athletes' skills and knowledge will increase by playing teams outside the northeastern conference.

B. Students and Staff

1. Which students, (grade, class, or organization), will be going?
Football players that are student/athletes ranging from grades 9-12 and the coaching staff.
2. How many students in total?
Around 30 student/athletes.
3. How many students are currently experiencing academic problems?
Looking at the 4th term Failure list-0
4. Which staff member will be in charge?
Head Coach: Jim Adams
5. What previous experience has the staff member had in conducting overnight or extended field trips?
The coaching staff and student athletes are going to travel 4 hours on this road trip to play football, we all agreed that if we were going over to the southern part of the state that seeing a college football game at UW-Whitewater on Saturday would be a great experience for the team
6. What other staff members will be going?
Paid and volunteer coaching staff members (6 Total)
7. How many chaperones, in addition to staff members, will be going?
None at this time, but many parents will travel to the game.
8. What are their names and affiliations with the students?
NA
9. How many school days will be missed?
Full day on Friday, October 8th, 2021

10. How will teachers be advised in advance that the students will be out of school?

List of students will be given to teachers by office staff.

C. School Work

1. How will missed work be made up?

Completed as homework or study hall.

2. What special assistance will be provided to students with academic problems?

As described in their IEP's and 504 plans.

D. Itinerary

1. What is the destination?

Belmont HS, 646 East Liberty Street, Belmont, WI 53510

2. What will be the mode of transportation? What liability insurance does the carrier have?

Either by Kobussen School Lineus or Babler Bus Lines. Both have their own insurance.

3. Where will the group be housed and fed?

Hotel in Belmont and the students are either eating at the hotel or restaurants near the hotel.

4. What enroute or supplementary activities are planned?

Football game on Saturday at UW-Whitewater

5. What arrangements have been made for dealing with emergency situations?

Emergency numbers are in the hands of the coaches, itinerary is created, room lists are created and phone numbers of hotel and coaches cell phones will be given to office personnel.

6. If tour guides are involved, what liability insurance do they carry?

NA

E. Finances

1. What is the estimated total cost and cost per student?

Bus is paid partly by district and Gridiron club. Hotel rooms are paid by the Gridiron Club.

Food is paid by students.

\$100.00 to \$200.00

2. What is the source of funds?

Bus is billed to school and Gridiron Club. Hotel costs the football coaches use school credit card and reimburse the school.

Gridiron club will pay for any shortfall of money.

3. How will the funds be collected and safeguarded?

By the district and Gridiron Club.

4. How will any shortfall be made up or excess funds used?

Excess money will go back to school or Gridiron depending on which account the money was pulled from.

5. What provision has been made for students who are financially unable to pay any necessary costs?

The Gridiron club will cover the cost.

F. Communications

1. How will you communicate to parents prior to, during, and after the trip?

Heja group texts or emails sent to parents of each student/athlete.

2. List telephone numbers at destination and where the group will be housed.

Telephone numbers and housing information will be accessible from the office staff.

Belmont High School (608)762-5131

3. What information will be provided to the media and the community?

Game highlights and results will be provided to our school media advisor, online schedules, and local media communication.

Todd Meikle 5-15-21

Signature of the Requestor Date

Approved:

Principal Date

Date

Board of Education Date

PROPOSAL FOR OVERNIGHT/EXTENDED STUDENT TRIPS

Type of Trip: WRESTLING OVERNIGHT TRIP War on the Shore DECEMBER 2021

Proposed Departure Date: 12/29/21 Return Date: 12/30/21

Proposer: Todd Meikle

Position: AD

Date by which response is needed: 7/1/21

Proposal Date: 5/17/2021

A. Purpose

1. What is the major place to be visited or an event to be attended?
Wrestling Tournament at UWO, 800 Algoma Blvd, Oshkosh, WI 54901
2. How is the trip related to the educational program of the District?
Skills development and competition vs. Divisional teams in our state
3. In what ways will the students benefit?
Competition and skill development against state ranked teams.
4. In what ways will the District benefit?
Showcase our students/ athletes outside the Packerland Conference.
5. How will the trip be evaluated to determine the extent to which these benefits were realized?
Athletes skills and knowledge improve greater than those we compete against in conference.

B. Students and Staff

1. Which students, (grade, class, or organization), will be going?
Male wrestling student/athletes ranging from grades 9-12 and the coaching staff
2. How many students in total?
Around 10 student/athletes.
3. How many students are currently experiencing academic problems?
Looking at the 2nd term Failure list-0
4. Which staff member will be in charge?
Head Coach: Trever Hasenjager
5. What previous experience has the staff member had in conducting overnight or extended field trips?
The coaching staff and student athletes have competed in the tournament that past 10 years and have done overnight trips to the state tournament in February.
6. What other staff members will be going?
Paid and volunteer coaching staff members (4 Total)
7. How many chaperones, in addition to staff members, will be going?
None at this time, but many parents do travel to this tournament.
8. What are their names and affiliations with the students?
NA
9. How many school days will be missed?
None, tournament is during winter break

10. How will teachers be advised in advance that the students will be out of school?

None, tournament is during winter break.

C. School Work

1. How will missed work be made up?

None, tournament is during winter break.

2. What special assistance will be provided students with academic problems?

As described in their IEP's and 504 plans.

D. Itinerary

1. What is the destination?

UWO, Oshkosh, Wisconsin

2. What will be the mode of transportation? What liability insurance does the carrier have?

Using the school vans, insurance is covered through the district.

3. Where will the group be housed and fed?

Comfort Inn, Oshkosh, the students are either eating at the hotel or restaurants near hotel.

4. What enroute or supplementary activities are planned?

NA

5. What arrangements have been made for dealing with emergency situations?

Emergency numbers are in the hands of the coaches, itinerary is created, room lists are created and phone numbers of hotel and coaches cell phones will be given to office personnel.

6. If tour guides are involved, what liability insurance do they carry?

NA

E. Finances

1. What is the estimated total cost and cost per student?

None, the wrestling club will cover all costs for the tournament.

2. What is the source of funds?

Wrestling club.

3. How will the funds be collected and safeguarded?

By the district and the wrestling club.

4. How will any shortfall be made up or excess funds used?

Wrestling club will cover any shortfalls.

5. What provision has been made for students who are financially unable to pay any necessary costs?

Wrestling club will cover the cost.

F. Communications

1. How will you communicate to parents prior to, during, and after the trip?

Remind 101 group texts or emails sent to parents of each student/athlete.

2. List telephone numbers at destination and where the group will be housed.

Telephone numbers and housing information will be accessible from the office staff.

UWO-(920)-424-1234

3. What information will be provided to the media and the community?

Game highlights and results will be provided to our school media advisor, online schedules, and local media communication.

Todd Meikle 5-17-21

Signature of the Requestor Date

Approved:

Principal Date

Date

Board of Education Date

PROPOSAL FOR OVERNIGHT/EXTENDED STUDENT TRIPS

Type of Trip: Ski and Snowboard Club Team OVERNIGHT TRIP for their meet at Big Powderhorn on January 2022

Proposed Departure Date: 1/13/22 Return Date: 1/15/22

Proposer: Todd Meikle

Position: AD

Date by which response is needed: 7/1/21

Proposal Date: 5/17/2021

A. Purpose

1. What is the major place to be visited or an event to be attended?

Ski Meet at Big Powderhorn Mountain Resort, 11375 Powderhorn Rd, Bessemer, MI 49911

2. How is the trip related to the educational program of the District?

Skills development and competition vs. Divisional teams in our ski and snowboard conference.

3. In what ways will the students benefit?

Competition and skill development against state ranked teams.

4. In what ways will the District benefit?

Showcase our students/ athletes outside Northeastern Wisconsin.

5. How will the trip be evaluated to determine the extent to which these benefits were realized?

Athletes will be safe and have time to rest before traveling home on a 4.5 hour trip.

B. Students and Staff

1. Which students, (grade, class, or organization), will be going?

Male and female student/athletes ranging from grades 9-12 and the coaching staff

2. How many students in total?

Around 10 student/athletes.

3. How many students are currently experiencing academic problems?

Looking at the 2nd term Failure list-0

4. Which staff member will be in charge?

Head Coach: Brian Stephens

5. What previous experience has the staff member had in conducting overnight or extended field trips?

The coaching staff and parents made the trip last year and decided it would be a safer trip if the student athletes would be allowed to stay overnight .

6. What other staff members will be going?

All volunteer coaching staff members (4 Total)

7. How many chaperones, in addition to staff members, will be going?

None at this time, but many parents do travel to this ski meet.

8. What are their names and affiliations with the students?

NA

9. How many school days will be missed?

Two days!

10. How will teachers be advised in advance that the students will be out of school?

List of students will be given to teachers by office staff.

C. School Work

1. How will missed work be made up?

Completed as homework or study hall.

2. What special assistance will be provided students with academic problems?

As described in their IEP's and 504 plans.

D. Itinerary

1. What is the destination?

Big Powderhorn Mountain Resort

2. What will be the mode of transportation? What liability insurance does the carrier have?

Using the school vans, insurance is covered through the district.

3. Where will the group be housed and fed?

Big Powderhorn Mountain Resort in Bessemer, the students are either eating at the hotel or restaurants near hotel.

4. What enroute or supplementary activities are planned?

NA

5. What arrangements have been made for dealing with emergency situations?

Emergency numbers are in the hands of the coaches, itinerary is created, room lists are created and phone numbers of hotel and coaches cell phones will be given to office personnel.

6. If tour guides are involved, what liability insurance do they carry?

NA

E. Finances

1. What is the estimated total cost and cost per student?

None, the Ski and snowboard club will cover all costs for the tournament.

2. What is the source of funds?

Ski and snowboard club.

3. How will the funds be collected and safeguarded?

By the district and the Ski and snowboard club.

4. How will any shortfall be made up or excess funds used?

Ski and snowboard club will cover any shortfalls.

5. What provision has been made for students who are financially unable to pay any necessary costs?

Ski and snowboard club will cover the cost.

F. Communications

1. How will you communicate to parents prior to, during, and after the trip?

Group texts or emails sent to parents of each student/athlete.

2. List telephone numbers at destination and where the group will be housed.

Telephone numbers and housing information will be accessible from the office staff.

Big Powderhorn Mountain Resort 906-932-4838

3. What information will be provided to the media and the community?

Game highlights and results will be provided to our school media advisor, online schedules, and local media communication.

Todd Meikle 5-17-21

Signature of the Requestor Date

Approved:

Principal Date

Date

Board of Education Date

2021-2022 Strategic Action Plan & Priorities

DRAFT—Revised 5/27/2021

These three areas and identified priorities are from ongoing work which originated at the 2017 Annual Board of Education and Administrative Team Retreat. The strategic action plan process is intended to provide clarity through annual priority areas, give us targeted items to monitor throughout the year, and provide a document for annual review so adjustments can be made for the following year.

Teaching & Learning

- **4K-12 Literacy Growth**
 - *4K-5 Foundations of Reading focus with professional development from Dr. Nell Thompson*
 - *6-8 Literacy Instruction and Intervention with Language Live in select small group settings, and guidance from Dr. Nell Thompson's "Quick wins"*
 - *9-12 Literacy Instruction and Intervention with adapted grade 9-10 ELA course, Language Live in select small group settings, and guidance from Dr. Nell Thompson's "Quick wins"*
- **Utilize DuFour's guiding questions to challenge and support "every student every day"—focusing on the PLC questions to continue to guide our work.**
 - *What do we want our students to learn? How will we know? How will we respond if they did not learn it OR have already demonstrated proficiency?*
 - *Implement Co-Teaching Model in select 4K-12 classrooms.*
 - *Continue use of unit planning templates; begin to utilize lesson planning template in support of Co-Teaching Model.*
- **Quality instructional practices & technology integration**
 - *How can I build my virtual teaching/learning skills? Consider engagement, technology integration, Digital Citizenship, and more.*
 - *Moving beyond navigating the pandemic. – Engage students in a technology-enabled, data-driven, digital learning environment as well as offer enhanced virtual course opportunities.*

Community Engagement

- Update and engage stakeholders regarding the educational programming operational referendum that goes to the voters in April 2022.
- Update and engage stakeholders regarding appropriate aspects of the capital referendum project.

Finance, Facilities, & Operations

- Continue the short and long-term budget planning process as part of the operational referendum cycle in order to continue the educational programming and appropriate staffing the community has come to expect.
- Continue the comprehensive facility process we began in 2019 that the community supported through the April 2020 capital referendum and complete the construction process that resulted.
- Attract and retain quality staff by supporting growth, continual improvement, and leadership, as well as continuing to develop a compensation strategy which includes but is not limited to salary, health insurance, wellness, and a sustainable approach to post-employment benefits.
- *Note: Navigate reopening procedures for the 2021-2022 school year, as needed.*

2021-2022 Board of Education Planning Calendar

The School District of Sturgeon Bay

Updated 5/25/2021

July 2021	August 2021	September 2021
<p>Board Meeting 7-21 at 7 P.M. <i>Location: City Council Chambers</i></p>	<p>Budget Meeting 8-18 at 6 PM With Board Meeting at 7 PM</p> <p>New teacher breakfast on Tues, 8-17 at 7:30 A.M. @ Scaturio's</p> <p>All-staff breakfast on Wed, 8-25 at 7:30 A.M. @ MS/HS cafeteria</p> <p>New Teachers in Aug. 17-19 Regular In-service Aug. 24 –26; 31</p>	<p><i>School Begins Wed., Sept. 1</i></p> <p>Board Meeting 9-1, 9-15 Employee Recognition</p> <p>*Work group 9-22 and/or 9-29</p>
October 2021	November 2021	December 2021
<p>Budget Hearing; Approve final budget; Certify tax levy <i>WASB Region 3 Mtg. in Green Bay (tbd)</i> <i>Aide certification on Oct. 15</i></p> <p>Board Meeting 10-6,**10-20 <i>**Note: Start w/ session at 6:15 P.M.</i> Parent/Community Volunteers Recognition *Work group 10-13 and/or 10-27</p>	<p>Board Meeting 11-3, 11-17</p> <p>Student Recognition</p> <p>*Work group 11-10</p>	<p>Notice of School Board Election Terms expire April 2022: Chisholm, Hougaard, Stephani</p> <p>Board Meeting 12-1,12-15 Employee Recognition</p> <p>Holiday gathering (probably the 17th)</p> <p>*Work group 12-8 and/or 12-22 <i>Winter Break: Dec. 24 – Jan.2</i></p>
January 2022	February 2022	March 2022
<p>WASB Convention – Milwaukee January 19-21, 2022</p> <p>Operational referendum resolution Probationary Teacher Reports District Administrator Evaluation</p> <p>Board Meeting 1-5, 1-12 Parent/Community Volunteers Recognition</p>	<p><i>Primary Election (?)</i> Administrative Contract Renewal District Administrator Evaluation Daylong Board Retreat & Goal Setting on 2-2 (Wednesday)</p> <p>Board Meeting 2-16 Student Recognition</p>	<p>Board Meeting 3-2, *3-16 Employee Recognition</p> <p>*Informal reception at 6:30 P.M. for retirees & 25-years of service</p> <p><i>Spring Break: March 19 – 27</i></p>
April 2022	May 2022	June 2022
<p>Election Day - April 5 Referendum & School Board</p> <p>Hervey Hauser Award recipient consideration New Terms of Office Begin April 25, 2022 Teacher Contract Renewal</p> <p>Board Meeting 4-6, 4-20 Parent/Community Volunteers Recognition</p>	<p>Board Reorganizational Meeting Non-teacher compensation</p> <p><i>Board of Education Self Eval. (?)</i></p> <p>Board Meeting 5-4, 5-18 Student Recognition</p>	<p>High School Graduation May 28 or 29, 2022 TBD</p> <p><i>School Ends June 3</i></p> <p>Board Meeting *6-1 (?), 6-15 <i>*Learning session only if needed</i></p>

Regular Board meetings start at 7:00 P.M. (Typically, the third Wednesday of the month.)

Board learning sessions start at 5:00 P.M. (Typically, the first Wednesday of the month--school year.)

****With the Operational Referendum & Post-employment benefit project as high priorities, Dan added seven "work group" sessions/placeholders for some Wednesdays in September – December. As in the past, we can change placeholders and/or add work sessions as the Board feels is appropriate.***

Preliminary Budget Narrative
6/16/2021
Jake Holtz – Business Manager

I am recommending the approval of the presented preliminary budget for the 2021-22 Fiscal Year, which currently shows General Fund Expenses of \$17,237,130.99 and General Fund Revenues of \$17,514,758. As has been mentioned in the past, by passing this preliminary budget, it gives the administration statutory authority to spend money, as needed, until the official budget is approved in October.

We continue to be in a health financial position heading into the last fiscal year of our most recent Operational Referendum, which was passed in the spring of 2019. This healthy position and ability to not levy to our full authority is mainly due to our current health insurance plan, of which we are entering the third year of a five-year price agreement.

This budget was put together based on the current proposal (as of 6/7/21) from the Joint Finance Committee in Madison. This current proposal includes \$0 in new funding from the state. In spite of this budget proposal from our state legislature, I will be recommending that we do not levy to our full authority for the third year in a row. This preliminary budget includes a \$540,000 under-levy, which matches the total under-levy from this past year. As you can see from the forecasted surplus with these numbers, I would anticipate that the recommended amount to under-levy will be greater than this \$540,000.

As you look at expected expenses, while there is some shuffling of personnel and related expenses, the decrease in expected expenses really only comes down to one area, we are not carrying extra COVID expenses in this budget:

- The \$99,312 increase in the 110 Curriculum budget is due to the approved raises and addition of a 'Related Arts' position at Sawyer, to help facilitate our move to five day four year old kindergarten.
- The decrease of \$93,345 in 120 Curriculum is due to retirements and the fact that we are not allowing carryover in building budgets anymore.
- In 170, Special Needs, the decrease of \$87,194 is coming from us cutting the behavioral coach position.
- The decrease in 170 was part of our move to add Katy Devillers, our new Sawyer Principal, which is part of the \$133,071 increase in 240, School Building Administration. The other portion of that increase is due to some added health insurance benefits (administrators now carrying family plans) as well as an increase in new hires and general raises.
- 250, Business and Operations, is where we can see the main reason in our decrease in budgeted expenses due to not having to carry a budget to make sure we can stay open during COVID (perhaps the best part of this preliminary budget)
- 420, Interfund Transfers is, basically, our local portion of Special Education expenses (the other portions being Federal grants and state aid). The decrease in Special Education expenses is due to us cutting a teaching position and a couple aide positions, which we were able to do through retirements and resignations.
- 430, purchased services is what we use to record payments for open enrolled students and students in the private school voucher program. This \$195,583 increase is me planning conservatively and showing an increase in voucher and open enrolled students.

As we look at other assumptions and notes, there is nothing really new in this budget to explain as in years past but, here are some detailed notes:

- The \$400,00 levy for Fund 41 is not shown anywhere on this budget, other than my notes but, I wanted to include that note because it is part of our revenue limit. So, by levying that amount into Fund 41, we decrease general fund revenues (but by doing that we are also decreasing general fund expenses). This past year we levied \$250,000 into Fund 41.
- As noted earlier, the revenue is based on the current proposal for the State's biennial budget.
 - o I stated this at the learning session on June 2nd but, as a reminder, the current biennial budget proposal for K-12 spending from the state is, in my opinion, pathetic (to put it nicely). While we will be OK, that is simply because of the operational referendum we passed, combined with our health insurance savings.
- Five day four year old kindergarten is included in this preliminary budget as well.
 - o The increases for this transition can be seen in the related arts position and added hours and health insurance benefits for aides in those classrooms.
- I have not included ESSER revenues or expenses in this preliminary budget.
 - o The state has not officially set how the third round will be distributed and, some reports suggest that their current proposal could decrease the total amount available to all schools in the state.
- Looking at our debt services expenses, you will see a decrease of \$226,614 in budgeted expenses. While we had planned for some decrease, due to a lower interest rate for our bonds this year, this is a slightly larger decrease than expected.
- The fund 49 building fund is where we pay for the referendum building projects. The large increase is simply due to the fact that the biggest (or most expensive) parts of the project are being done this summer.

If we were to continue with this budget, as is (including the projected surplus), we would be looking at a total levy of \$11,005,642. This would be an increase over this past year's levy of \$10,802,338.83 (\$203,303 difference). As you continue to look at under-levying perhaps by an amount perhaps greater than \$540,000, you will notice that our current surplus is greater than the difference between this past year's levy and what is currently being projected. There is still a lot that could change as we comb through projected expenses and our state government deliberates the next biennial budget. But, as it currently stands, there is a decent chance we could decrease our total levy this coming year. I think it would be prudent to weigh how much we might want to under-levy versus how much we may want to work to control the levy in future years by perhaps levying extra into Fund 41 or Fund 39.

The School District of Sturgeon Bay 21/22 Preliminary Budget

Expenses

Assumptions/Notes

Fd T Func	2021-22 Budget	2020-21 Budget	Difference () = Decrease
10 E 110000 Curriculum	\$ 2,623,162.00	\$ 2,523,849.47	\$ 99,312.53
10 E 120 Curriculum	\$ 2,916,332.27	\$ 3,009,677.28	\$ (93,345.01)
10 E 130 Vocational	\$ 600,307.12	\$ 617,569.85	\$ (17,262.74)
10 E 140 Health and Physical Ed	\$ 388,278.89	\$ 380,368.55	\$ 7,910.35
10 E 160 Co-Curriculars	\$ 347,623.80	\$ 347,623.80	\$ -
10 E 170 Special Needs	\$ 19,816.84	\$ 107,011.26	\$ (87,194.42)
10 E 210 Pupil Services	\$ 345,879.38	\$ 343,267.83	\$ 2,611.55
10 E 220 Instructional Services	\$ 734,011.34	\$ 750,514.97	\$ (16,503.63)
10 E 230 General Administration	\$ 601,562.08	\$ 604,959.59	\$ (3,397.50)
10 E 240 School Building Admin	\$ 1,074,295.95	\$ 941,224.50	\$ 133,071.44
10 E 250 Business and Operations	\$ 2,408,879.69	\$ 2,699,602.25	\$ (290,722.56)
10 E 260 Central Services	\$ 80,000.00	\$ 80,000.00	\$ -
10 E 270 Insurance	\$ 219,230.25	\$ 219,230.25	\$ -
10 E 290- Other Support Services	\$ 741,497.23	\$ 663,807.59	\$ 77,689.64
10 E 410 Interfund Transfers	\$ 1,767,342.17	\$ 1,890,032.33	\$ (122,690.16)
10 E 430 Purchased Services	\$ 2,366,912.00	\$ 2,171,329.00	\$ 195,583.00
10 E 490 Audit Adjustments	\$ 2,000.00	\$ 2,000.00	\$ -
GENERAL FUND (10) TOTALS	\$ 17,237,130.99	\$ 17,352,068.51	\$ (114,937.52)
27 E 100 Instruction	\$ 2,384,065.18	\$ 2,495,457.36	\$ (111,392.18)
27 E 200 Support Services	\$ 481,627.96	\$ 489,681.18	\$ (8,053.22)
27 E 400 Non-Program Transactions	\$ 55,000.00	\$ 55,000.00	\$ -
SPECIAL EDUCATION (27) TOTALS	\$ 2,920,693.14	\$ 3,040,138.54	\$ (119,445.40)
TOTAL Fund 10 & Fund 27	\$ 20,157,824.13	\$ 20,392,207.05	\$ (234,382.92)

- \$400,000 levy into Fund 41
- Revenue is based on current JFC proposal
 - 5 day 4k included in budget
 - No ESSER Funds included yet

PROJECTED FD 10 REVENUES:

\$17,514,758.00

DIFFERENCE:

\$277,627.01

The School District of Sturgeon Bay 21/22 Preliminary Budget

Fd T Func		2021-22 Budget	2020-21 Budget	Difference () = Decrease
39 E	280- Debt Services	\$ 992,753.75	\$ 1,219,368.33	\$ (226,614.58)
DEBT SERVICE TOTALS		\$ 992,753.75	\$ 1,219,368.33	\$ (226,614.58)
41 E	Capital Projects Fund	\$ 275,000.00	\$ 250,000.00	\$ 25,000.00
BUILDING FUND TOTALS			\$ 250,000.00	\$ 25,000.00
49 E	Building Fund	\$ 10,117,507.19	\$ 4,240,924.07	\$ 5,876,583.12
BUILDING FUND TOTALS			\$ 4,240,924.07	\$ 5,876,583.12
50 E	200 Support Services	\$ 595,744.79	\$ 578,393.00	\$ 17,351.79
50 E	400 Non-Program Transactions	\$ -	\$ -	\$ -
FOOD SERVICE (50) TOTALS		\$ 595,744.79	\$ 578,393.00	\$ 17,351.79
80E	200 Instruct	\$ 7,000.00	\$ 6,133.89	\$ -
80E	300 Community Services	\$ -	\$ -	\$ -
80E	400 Non-Program Transitions	\$ -	\$ -	\$ -
Community Service Fund 80 TOTALS		\$ 7,000.00	\$ 307,000.00	\$ -

MEMO

To: Board of Education
From: Bob Nickel
Date: June 3, 2021
Re: June 2021 Principal's Report

Teaching and Learning

Class of 2021 follow-up. Attached are two documents.

- The Class of 2021 Future Plans document details students' initial post-graduation plans. The most significant difference in this year's statistics is the number of students who report immediately entering the workforce after graduation.
- The Class of 2021 Non-Grads memo details the background of four of our seniors who did not meet graduation requirements. Ninety-one students were awarded diplomas on May 29, 2021.

Community Engagement

Nothing to report for this month.

Finance / Facilities and Operations

Construction work begins at the high school. Demolition work has now begun in the office area, Tech Ed Department, and front of the building. The front office area is scheduled to be demolished during the week of June 7.

Class of 2021
Future Plans

1		Concordia University - Mequon	4-year
1		DePaul University	4-year
2		Loyola University - Chicago	4-year
1		Marquette University	4-year
1		Michigan State University	4-year
1		Milwaukee School of Art and Design	4-year
1		Milwaukee School of Engineering	4-year
1		Ohio University - Athens	4-year
1		St. Norbert College	4-year
1		University of Colorado - Colorado Springs	4-year
1		University of Minnesota - Minneapolis	4-year
1		University of Minnesota - Twin Cities	4-year
1		University of New Orleans	4-year
1		University of St. Thomas - Minneapolis	4-year
2		University of Wisconsin - Eau Claire	4-year
3		University of Wisconsin - Green Bay	4-year
1		University of Wisconsin - La Crosse	4-year
8		University of Wisconsin - Madison	4-year
6		University of Wisconsin - Milwaukee	4-year
2		University of Wisconsin - Oshkosh	4-year
1		University of Wisconsin - Parkside	4-year
1		University of Wisconsin - Platteville	4-year
1		University of Wisconsin - Stevens Point	4-year
1		University of Wisconsin - Stout	4-year
2		Western Michigan University	4-year
43	47%	Total / Average	
1		Aveda Institute	Community or Technical College
1		Fox Valley Technical College	Community or Technical College
1		Madison Area Technical College	Community or Technical College
1		Milwaukee Area Technical College	Community or Technical College
1		Moraine Park Technical College	Community or Technical College
1		NASCAR Institute	Community or Technical College
14		Northeast Wisconsin Technical College	Community or Technical College
20	22%	Total / Average	
3	3%	Total / Average	Military: Air Force, Navy, Coast Guard
2	2%	Total / Average	Gap Year
6	7%	Total / Average	Undecided
17	19%	Total / Average	Workforce
<u>91</u>		Total Graduates	

MEMO

To: Board of Education
From: Bob Nickel
Date: June 1, 2021
Subject: Class of 2021 Non-Grads

Despite our efforts, there are students who do not graduate. COVID-19 definitely plays a role in some of these student situations. Printed below is a description of each student who did not complete requirements this year. Students have until age 21 to complete requirements for a high school diploma. However, the state report card statistics are based only on those students who graduate in 4, 5, or 6 years.

- Male. This student recently transferred from Gibraltar. He is significantly credit deficient. We are working with the Youth Apprenticeship coordinator to develop a work experience program for him to recoup some of his lost credits.
- Female. This student is currently expelled but allowed to return under conditions. She made some progress while initially allowed to return. She was then incarcerated for several months but continued to make progress. Since being released from incarceration, she has made little progress. Her parole officer has been in contact with me concerning her academic progress.
- Female. This student was dropped from our enrollment and entered a home-based educational program. Because the parent does not need to report academic progress to us, it is unknown if she is making progress toward a home-based educational program diploma.
- Female. This student requested to be an online learner during 2020-21 but did not make any academic progress. She dropped out in March 2021.

June 2021 TJ Walker Board Report

Important Updates:

- Special appreciation to staff members Mariah Stahlke and Nan Anschutz for not missing one day this year.
- Congratulations to the following students who did not miss a day of school this year: Simon Downey, Kayden Klotz, Bryce Plzak, Caleb Plzak

Teaching and Learning

- STAR Report Math & Reading - See attached report
- Projected Forward Test Proficiency Numbers in Math and Reading

Grade Level	% Predicted to Meet Benchmark Math	Math Student Growth Percentage (Median)	% Predicted to Meet Benchmark Reading	Reading Student Growth Percentage (Median)
6	32.5	58.6	61.04	42
7	32.8	45.5	43.28	50
8	40.7	60.6	58.62	56
Total	35.33	54.9	54.31	49.33

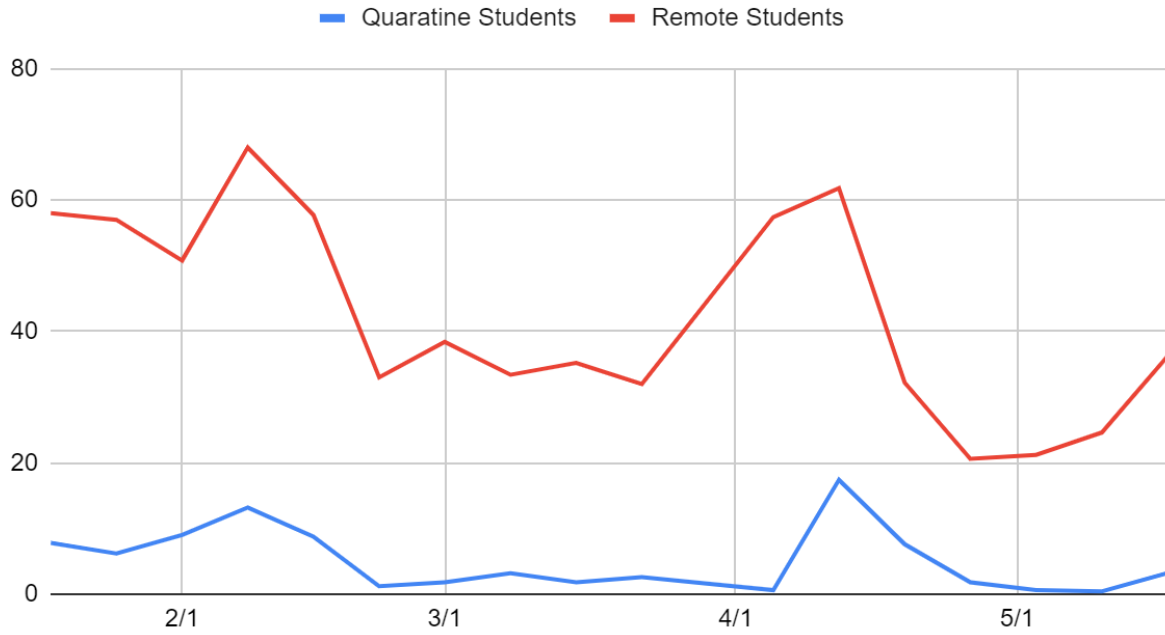
- Scheduling 2021-2022
 - 2021-2022 6-8 Grade Math Intervention student numbers
 - Gr. 6 - 17 students below the 40%
 - Gr. 7 - 23 students below the 40%
 - Gr. 8 - 29 students below the 40%
 - We plan to enroll 73 students in Language Live Reading Intervention
 - 2021-2022 6-8 Grade Math Intervention student numbers
 - Gr. 6 - 25 students below the 40%
 - Gr. 7 - 23 students below the 40%
 - Gr. 8 - 19 students below the 40%
 - We plan to enroll 67 students in Math Intervention

2019/2020-2020/2021 April Attendance Comparison

Grade Level	Apr 2020 Average Daily Attendance	May 2020 Average Daily Attendance %	Yearly Attendance Rate as of 4/30/20	Apr. 2021 Average Daily Attendance	May 2021 Average Daily Attendance %	Yearly Attendance Rate as of 5/24/21
6	72.77	96.63	96.63	76.84	97.26	97.04
7	85.63	94.97	94.98	64.74	96.63	96.70
8	91.44	96.43	96.44	85.46	93.91	85.05
Total	-	-	95.77%	-	-	96.13%

COVID Update Semester 2

TJW COVID 19 Semester 2 Update Jan. 18- May 24 2021



To: Board of Education
From: Brian O’Handley, Principal, Sunrise Elementary School
Date: June 3rd, 2021
Re: June Report to the Board



Teaching and Learning

Summer Data Analysis and Planning

Student assessment data for 2020/2021 will be analyzed during a data team meeting on July 28th. The analysis will include the following questions:

- What patterns are there across grade levels? Student demographic groups?
- What are important factors that appear to have had an impact on needs and successes (staffing changes and COVID-19 operations, for example)?
- How are groups of students performing over time? Which groups are performing well and which groups are not?
- Where are we not making progress in closing achievement gaps? Where are we making progress in closing gaps?
- What effects have new programs, interventions, or services had on student learning?
- How do scores at Sunrise correlate with district and state data?
- What goals, strategies, and resources need to be in place to respond to this data?

The Sunrise Learning Team, consisting of representatives from each grade level and department at Sunrise, will meet shortly after the data meeting, using the results of the data team’s work to set goals for the coming school year. These results, goals and progress will be included with upcoming 2021/2022 Board reports.

Programming & Scheduling for 2021/2022

Final drafts of building-wide schedules were completed and shared with Sunrise staff prior to the end of the school year. Input from staff members was a key part of creating schedules with larger blocks of uninterrupted instructional time compared to prior years. The continued need to have COVID-19 protocols in place continues to have a large impact on these schedules, including:

- Students continuing to enter the building immediately upon arriving at school. Students will also continue to eat breakfast in their classrooms instead of the cafeteria.
- Students will resume eating in the cafeteria, but will be spaced apart to maintain social distancing while eating. Seating charts will also be used to help with any contact tracing that may be needed.
- Only half of each grade level will continue to be on the playground at a time to help with social distancing and minimize potential virus spread while outside.

This information will be communicated with families prior to the upcoming school year using several channels, including Bloomz, School Messenger, and the Sunrise School website.

Project Lead the Way/STEAM Program

Staffing, scheduling, and other resources are in place for a new Sunrise STEAM program for the upcoming school year. Purchasing curriculum and staff training for this program will be completed over the summer. Due to the September maternity leave of STEAM teacher Allie Lautenbach, this program will begin in early October.

Pen Pal Program

Sunrise School Counselor Gary Grahl shared the following summary of a pen pal program he began this year. This program is adapted from a program 4th grade teacher Heidi Richard led in which 4th grade students corresponded with area senior citizens.

During the 2020-2021 school year, the high school Project 180 students began an exciting new venture. Headed by junior Emily Ulberg, the Pen Pal Club pairs Project 180 students with Sunrise students in a letter-writing enterprise to spark a positive relationship. Sunrise students return their own letters about their pets, video game passions, sporting interests, and when they broke their arm falling out of a tree. Once a rapport is established, pen pals proceed to Google Meet conversations. The project has taken off like wildfire. Students on both sides of the pen can't wait to receive their next letters and get-togethers on Google Meet. Next year the Pen Pal Club is hoping to expand to more students. The possibility of an after school extracurricular is in the works that would expand to letter writing basics, conversation etiquette, and how to spice up letters with creative design. Barring any COVID-19 barriers, students will get together for some in-person fun.

Finance, Facilities and Operations

COVID-19 Data Update

Below are Sunrise Elementary COVID-19 data summaries for April and May:

April Data		May Data	
Confirmed Student Cases	0	Confirmed Student Cases	0
Confirmed Staff Cases	0	Confirmed Staff Cases	0
Average Daily Number of Students Quarantined	16	Average Daily Number of Students Quarantined	5
Average Daily Number of Teachers Quarantined	1	Average Daily Number of Teachers Quarantined	0
Average Daily Number of Students Learning Remotely	25	Average Daily Number of Students Learning Remotely	14
Average Daily Number of Substitute Teachers	1	Average Daily Number of Substitute Teachers	1
Percentage of Days Sunrise Staff Acted as Substitutes	100%	Percentage of Days Sunrise Staff Acted as Substitutes	100%

Sunrise Elementary Attendance Data - 2020/2021

The following are monthly attendance averages for Sunrise Elementary:

- September: 94.62%
- October: 90.63%
- November: 89%
- December: 90.44%
- January: 98.42%
- February: 93.17%
- March: 91.56%
- April: 92.09%
- May: 92.2%
- June: 96.22%
- Average Sunrise attendance for 2020/2021: 92.52%

For comparison, average attendance for Sunrise for 2018/2019: 94.6%

Remodeling Update

As this report was written, Sunrise staff affected by this summer's remodeling work were scheduled to complete packing up workspaces June 7th through 9th, many beginning packing up classroom spaces shortly after students were dismissed for the school year.

Miron builders and subcontractors were already on site preparing for remodeling work during the final days of the school year. A reminder, Sunrise is scheduled to be closed beginning June 10th and scheduled to reopen on August 16th.

Chromebook and Internet Hotspot Return

Thank you to Sunrise families who returned Chromebooks and internet hotspots loaned to them last spring and this school year. We will continue to provide devices for students enrolled in remote learning as needed for the upcoming school year.

Staff Appreciation

Finally, the following message of appreciation was shared with Sunrise staff as this historic school year closed:

Sunrise, I have never been as proud of a team I have worked with as I am of all of you. You did what seemed impossible a year ago, and the impact your work and dedication will have on our community will be long lasting. You not only met the challenges you faced this year, you rose above them, and many of you are already planning on how to make next year even better. Incredible! After students leave, after we say goodbye to friends and colleagues, after the packing ends, I hope you enjoy some well deserved rest, time with family, and celebrate what you have accomplished during this remarkable year.

The work of teaching and learning can be challenging in a normal school year. This year Sunrise has not only met the challenges of COVID-19, but the loss of a longtime colleague, and preparing for the most extensive remodeling work the building has seen in twenty-five years. I am incredibly grateful for the dedication of Sunrise staff, students and families to learning and growing during this historic time.

Upcoming Events

- Monday, August 2nd - Sunrise virtual summer school begins
- Monday, August 16th - Expected building reopening day for Sunrise
- Tuesday, August 17th - New teacher in-service week begins
- Thursday, August 20th - Sunrise virtual summer school ends
- Tuesday, August 24th - Teacher in-service week begins
- Tuesday, August 31st - Back to School Night
- Wednesday, September 1st - 2021/2022 school year begins

Board of Education Report

June, 2021

Ann Smejkal, Ph.D.

Sunset and Sawyer School Principal

Director of Teaching and Learning



Thank you for all of your support over the past 14 years. As I transition from being a building principal to focusing on teaching and learning I am proud of the accomplishments our elementary community has achieved over these years and look forward to working closely with Katy as she takes on leading Sawyer School into the future. I am looking forward to helping to transition all of the “hats” that I wear and assisting with our Literacy efforts next year.

Teaching and Learning

- Report cards and progress reports have all been sent home
- We are working on draft class lists (we don't finalize until August registration is complete).
- Our final paper packet of summer activities was sent home with report cards.
- I have approximately 10 4K students and 20 kindergarten students whose families are interested in summer school.
- Academic and PBIS coaches have some scheduled work time this summer as they continue to work supporting our teachers.
- The literacy team will meet to review the results of our literacy survey and continue formulating our plan for next year.
- I continue to work on completing end of the year reports for our Federal grants along with writing the plan for next year's allocations.
- Teachers at Sawyer will be packed up by the end of the day on June 9 and at Sunset by the end of the day on June 15.

Community Engagement

- The playground committee will meet on June 23 to finalize the plans and begin planning for fundraising.

Finance/Facilities and Operations

- We had an opportunity to walk through the addition again this week - it is really progressing nicely!

MEMO

To: Board of Education

From: Lindsay Ferry

Date: June 1, 2021

Re: June 2021 Director of Special Education and Pupil Services Report

Teaching and Learning:

Special Education:

The special education team has finalized all of the necessary paperwork for the school year. It is important to note that this school year, our team completed 9 new special education referrals in May.

In addition, our Special Education team received the Joint Federal Notifications Packet this spring. The data that is combined is from the 2018-19 school year. As I've mentioned in previous reports, the team has areas of improvement that need to be addressed.

Going forward, the special education team is already preparing for the 2021-22 school year. Several special education team members are creating summer projects involving creating coursework, developing universal screeners, and/or meeting students throughout the summer.

The special education team has attached the Policies and Procedures Packet to the June, 2021 Board Packet. There were no revisions to this packet for the 2021-22 school year. Future revisions will need to be made when the state of Wisconsin, Department of Public Instruction updates/changes qualifying criteria for identifying students with a specific learning disability.

The special education team has also attached the At-Risk Programming Guide for the Sturgeon Bay School District to this Board Packet. Again, no changes have been made to this packet for the 2021-22 school year.

Counseling Team:

The district school counseling team has finalized schedules for all students in the school district. Each counselor will continue to update schedules during the month of June and then again in late August. In addition, the school counselors as well as other district members will begin the restorative justice/inclusive classroom professional development opportunity this summer. The team will spend one year learning about restorative justice and how to incorporate restorative practices into our classrooms in Sturgeon Bay. After the initial year of training, the team will roll out the practices, strategies, and classroom conversations to the entire district.

Community Engagement/Programming: Recent and Upcoming meetings include the following:

- June 2, 2021: Hyland Digitizing Records
- June 4, 2021: Odysseyware training Middle School
- June 23, 2021: Sunshine House Board of Directors Monthly Meeting

May (5/6/21)	June (6/1/21)
195	195
38	38
12	12
29	29
28	28
29	29
32	32
3	3
0	0
1	1
23	23
34	34
33	33
10	10
8	8
5	0
0	0
0	0
3	0
5	
0	9
5	4
0	9
2	0
1	0
1	0
0	0
0	0
32	34

MEMO

To: Board of Education

From: Amy Sterckx

Date: June 16, 2021

Re: June 2021 Director of Technology Report

Teaching and Learning

Front of Classroom Display Refresh - Last month, I shared that I was able to secure funds from Cellcom (\$500) and Quantum PC (\$2,000). This past month, I am happy to announce we secured another \$10,000 from an outside donor. The order for Sawyer, Sunrise, and referendum spaces has been placed.

Digital Learning Plan - Although not required by the state, I would like to share the District's Digital Learning Plan (Exhibit A). This plan has been created in collaboration with District Tech Mentors and reviewed by District Administration. This 5 Gear plan was updated based on the 2020-2021 plan.

Community Engagement

Speed Test Maps and Dashboard Now Available - The Department of Public Instruction (DPI) released the [NEW Public Speed Test Dashboard and Interactive Maps](#). These new reports display the Measurement Lab (M-Lab) broadband speed test data that was collected through DPI's broadband speed testing campaign that SBSB participated in earlier this year.

- Maps and dashboards you may find of interest:
 - [Median Download Speed Map](#) | [Median Upload Speed Map](#)
 - [Download and Upload Speeds by Provider and Location Dashboard](#)

SBSB along with other county schools will collaborate with public entities to use this data as we explore local broadband issues, analyze needs, and work toward solutions. Recent federal funding creates more opportunities than ever for partnerships to expand adequate, accessible, and affordable broadband services.

Finance / Facilities and Operations

Data Cabling - Thank you for your support in the data cabling project. Jake and I will continue to keep the board updated as we move forward with progress. At this point, switches and wireless access points have been purchased. This was funded with e-rate funds.

EXHIBIT A

Sturgeon Bay School District: Digital Learning Plan 2021-2022

We value an equitable instructional experience, a culture of innovation, and purposeful use of technology to engage staff, students, and families.

Gear 1: Instruction, Learning & Assessment

Goal: Engage students in a technology-enabled, data-driven, digital learning environment.

Objective 1: Assist faculty with integrating technology to enhance digital learning environments.

- Showcase classrooms offering personalized learning options supported by technology.
- Foster a culture of continuous staff growth to support the integration of digital skills into lessons and units.
- Encourage and assist faculty to leverage technology to enhance applied learning (students as doers and makers).

Objective 2: Provide opportunity for teaching partners to model and implement the effective integration of technology in lesson planning.

- Model the teaching partner opportunity between the Tech Mentors and Director of Technology.

Gear 2: Technology & Hardware

Goal: Provide the support, infrastructure, and hardware necessary to support the district's educational technology goals and initiatives.

Objective 1: Review and refresh district-wide hardware based on established replacement cycles.

- Review budget funds for technology purchases/upgrades/maintenance.
- Update inventory (including purchase date of device) of current technology in the district.
- Review inventory and device performance to determine refresh needs for devices (student devices, staff devices, front of classroom displays, etc.) district-wide including priorities for future purchases.

Objective 2: Ensure that our infrastructure is adequate to support increased access for both wired and wireless devices.

- Continue to monitor and evaluate network infrastructure to determine adequate support for current hardware needs.

Gear 3: Empowering, Innovative Leadership

Goal: Inspire change, support risk-taking and communicate expectations of use through curriculum, goals and outcomes for all learners.

Objective 1: Provide technology leaders with tools to be advocates for technology.

- Provide monthly one-on-one meeting time between Tech Mentors and the Director of Technology.
- Provide monthly group meeting time between the Tech Mentor Team and the Director of Technology.
- Provide full-day work time for Tech Mentors and work time as needed throughout the school year.

Objective 2: Provide technology leaders with avenues for professional growth.

- Provide professional development, including SLATE, SITA, and other technology-related workshops as appropriate to district goals.
- Encourage opportunities to present at local and state-wide conferences.
- Encourage opportunities for certification and credentialing.

Gear 4: Professional Learning & Building Capacity

Goal: Foster a culture that empowers teaching staff to continually learn, share, and integrate technology into their teaching practice.

Objective 1: Empower staff to share technology expertise and seek opportunities for them to do so.

- Provide opportunities for teachers to share technology practices from their classroom with peers.

Objective 2: Enhance professional growth by supporting instructional practices through technology.

- Plan and provide technology training on district professional development days in conjunction with instructional and productivity needs.
- Provide support for teachers via building tech mentors.

Gear 5: Data & Privacy

Goal: Cultivate a culture of data privacy and security through policies, procedures, and practices at the district, school, classroom, and student levels.

Objective 1: Develop a district wide resource vetting process.

- Utilize resources available through the Wisconsin Digital Privacy Alliance.
 - https://sdpc.a4l.org/view_alliance.php?state=WI
- Provide transparent information on tools that have been vetted for use in the district for parents and staff.

Objective 2: Communicate best practices for keeping data safe and private.

- Investigate channels we can use for community outreach to help "teach" and share digital citizenship to families/community.
- Utilize Tech2Teaching to keep staff informed of current best practices in data, privacy, and cybersecurity.
- Determine digital citizenship focus areas for staff and method of disseminating this information.

Objective 3: Utilize available resources to support security.

- Review and refresh the district Incident Response Plan.
- Review guidance provided by CoSN, DPI, and WETL for current information on best practices.



School District of Sturgeon Bay

1230 Michigan Street

Sturgeon Bay, Wisconsin 54235-1498

Phone: 920.746.2800 • Fax: 920.746.3888 • www.sturbay.k12.wi.us

Dan Tjernagel
Superintendent

dtjernagel@sturbay.k12.wi.us

June 16, 2021 Board of Education Meeting Superintendent Report

Prepared by Dan Tjernagel, Superintendent of Schools

Prepared for the meeting packet on June __, 2021; Additional updates may be added later in section 4

1. Teaching & Learning

- a. **THANK YOU!!** – Once again, I want to express my professional and personal thanks to our staff, students, families, and community for supporting our school district so that in-person learning for students could happen every day of the school year. Thank you!!
- b. **2021-2022 Strategic Action Plan & Priorities** – As discussed in the June 2 learning session and as an informational item in this month's board packet, the team has worked to preserve the original intent of the approach as well as make appropriate updates.

2. Community Engagement

- a. **DCEDC Board** - The monthly DCEDC Board meeting is Monday, June 21.
- b. **YMCA Board meetings** – The regular monthly YMCA Board meeting is Thursday, June 10.
- c. **Public Health, DCMC, and Door County School District Meetings** – The group held our last meeting of the school year on May 20, and scheduled an early summer meeting for the morning of June 15.

3. Finance, Facilities, & Operations

- a. **Capital Project Update** –Regular construction-related meetings with the Miron and EUA teams occur every other Tuesday morning, with additional special meetings in between.
- b. **Door & Kewaunee County Superintendent Zoom meetings** – The final scheduled meeting of this school year was held on June 3. While the superintendents in Door and Kewaunee counties have worked together as a part of CESA 7 meetings, being good neighbors, and the Door/Kewaunee County Health Insurance Purchasing Cooperative, we didn't have regularly scheduled or weekly meetings until this year. While we all can agree on the many challenges people have had to work through, these meetings were definitely a positive and dare I say even enjoyable part of our operations, sharing ideas, keeping in communication, and yes a little venting at times, too,
- c. **Neola Board Policy Updates** –
 - Update 29.2 is next. Ann, Jean, and I had met on January 12, but I have not been able to prioritize the follow up with staff and legal counsel needed on a portion of the policies.

- There is also an Edgar 2.0 update I plan to have Jake and the Business review before seeing what may need Board attention.
- Update 30.1 would then be the next set of revisions.

- d. **Compensation related items** – As discussed in the June 2 learning session and summarized for all staff in my June 3 email update, the Board will assemble a work group to move forward on things in the fall. I have added seven “placeholder” dates for work group sessions, although once the make-up of the work group is known we can customize meeting dates and times as desired by the board members.

In the meantime, Jake and I have been in communication with our point person at M3 as a consultant who can not only help the group and board as a whole through the process, but prepare some scenarios based on the discussion faculty reps, admin team reps, and board member reps have had to date. The various philosophical discussions combined with the desired clarity as work done by people who have attended meetings (such as the sample a staff member created with a “vesting schedule”) should be able to move this forward after all these years.

Perhaps it is the English nerd within me, but I think bringing clarity to what is or is not provided should be fairly easy as I said on June 2 in the learning session. The bigger but doable challenge would be the transition to the fund-as-we-go 403b-based approach for individuals hired after a certain date. Then the board work group can determine if there is a “middle group” of educators as a transition between the “old system” for those with 15 years of full-time service in by the end of the 2012-2013 school year and those hired after a certain date who would likely be in that 403b fund-as-we-go system.

Once these bigger details are figured out, then the group can consider whether tweaks to sick time, personal days, and/or a PTO approach are next and if so, how they do or do not dovetail with the new post-employment system.

4. **Additional Items and/or Updates** *(added after I submitted my report for the Board packet)*